Prepared 23-Aug-10
Revised 24-Aug-10, 25-Aug-10. 13-Sep-10, 21-Sep-10, 4-Oct-10, 20-Jan-11, 15-Feb-11

KENT STATE UNIVERSITY

Educational Policies Council
2010-2011 Membership

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Robert G. Frank, *Co-Chair*	Provost and Senior Vice President for Academic Affairs
Donald (Mack) Hassler II, *Co-Chair*	Faculty Senate Chair; Professor of English, College of Arts and Sciences

Ex-Officio Members: Deans or Dean Designees

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
Joanne M. Arhar, Associate Dean, Education, Health and Human Services	Sonia A. Alemagno, Graduate Coordinator, Public Health; Vice President for Research (Interim)
James K. Bracken, Dean, University Libraries	Nancy E. Barbour, Associate Dean, Education, Health and Human Services
Donald L. Bubenzer, Dean (Interim), Technology	Karen W. Budd, Director, Nursing
John R. Crawford, Dean, The Arts	Jonathan P. Fleming, Associate Dean (Interim), Architecture and Environmental Design
Laura Cox Dzurec, Dean, Nursing	LuEtt J. Hanson, Associate Dean, Communication and Information
Mark A. James, Dean, Public Health	Ralph Lorenz, Associate Dean, The Arts
Richard H. Kolbe, Associate Dean, Business Administration	I. Richmond Nettey, Associate Dean, Technology
Timothy S. Moerland, Dean, Arts and Sciences	Barbara F. Schloman, Associate Dean, University Libraries
Douglas L. Steidl, Dean, Architecture and Environmental Design	Frederick W. Schroath, Associate Dean, Business Administration
Wanda E. Thomas, Dean, Regional College	John R. Stalvey, Associate Dean, Arts and Sciences
Stanley T. Wearden, Dean, Communication and Information	Mary Ann Stephens, Dean (Interim), Graduate Studies
Donald R. Williams, Dean, Honors	Wanda E. Thomas, Dean, Regional College

Faculty Senate-Appointed Representatives

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
Bruce J. Gunning, Regional College, East Liverpool	Thomas Janson, Music / The Arts
	Paul O'Keeffe*, Art/The Arts
Erica B. Lilly, University Libraries	Jonathan V. Selinger, Chemical Physics / Arts and Sciences
Linda L. Williams, Philosophy / Arts and Sciences	Robin L. Selinger*, Chemical Physics / Arts and Sciences
Lowell S. Zurbuch, Technology	James A. Tyner, Geography / Arts and Sciences

VOTING MEMBERS *continued*

Faculty Senate-Appointed Alternates

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
David A. Kessler*, Sociology / Arts and Sciences	Jessie Carduner*, Modern and Classical Languages, Arts and Sciences
Tracy A. Laux, Mathematical Science/Arts and Sciences	Fred T. Smith*, Art / The Arts

* Non-Senate faculty

College Curriculum Committee Representatives

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
Paul J. Albanese, Business Administration	Sloan R. Burgess, Education, Health and Human Services
Gregory M. Blase, Communication and Information	Donald A. Coates, Technology
Thomas W. Brewer, Public Health	Ann F. Jacobson, Nursing
Phillip D. Buntin, The Arts	Michael J. Loderstedt, The Arts
Pamela K. Evans, Architecture and Environmental Design	Eric M. Mintz, Arts and Sciences
Diana L. Fleming, Nursing	Lynette Phillips, Public Health
Todd Hawley, Education, Health and Human Services	Gregory S. Stroh, Architecture and Environmental Design
Adam A. Leff, Arts and Sciences	John H. Thornton, Business Administration
Richard L. Mangrum, Technology	Yin Zhang, Communication and Information
Kristen A. Riegelmayer, Regional	

NON-VOTING OBSERVERS AND CONSULTANTS

Observers

Undergraduate Council (green name cards)	Graduate Council (green name cards)
Brett Fodor, Undergraduate Student Government	Lindsey L. Ayers, Graduate Student Senate

Consultants for Both Councils (green name cards)

Victoria A. Bocchicchio, Honors College	Ellen L. Glickman, Graduate Studies
Stephane E. Booth, Provost	Mary Ann Haley, Arts and Sciences
Linnea A. Carlson, Research, Planning and Institutional Effectiveness	Jennifer Sandoval, Curriculum Services
Timothy J. Chandler, Provost	Elizabeth A. Sinclair-Colando, Business Administration
Glenn Davis, Registrar	Monica Teamer, Graduate Studies
Lisa N.H. Delaney, Curriculum Services	Therese E. Tillett, Curriculum Services
Nancy J. Dellavecchia, Admissions	

TO:	Educational Policies Council
FROM:	Provost and Senior Vice President Robert G. Frank
SUBJECT:	Agendas for Monday, 30 August 2010 EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 310AB EPC Graduate Council, 3:20 p.m., Kent Student Center, Room 310C
DATE:	23 August 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, 27 August, to ensure that the materials are available at the meeting for review.

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 17 May 2010.
   Attachment 1

Associate and Assistant Deans *(presented by Associate Dean I. Richmond Nettey)*

2. Establishment of an Honor Pledge that all Kent State students (undergraduate and graduate) will be encouraged, but not required, to sign.
   Effective Fall 2011
   Attachment 2

3. Revision of the undergraduate residence policy. The current policy requires completion of minimum 30 credit hours of Kent State coursework to earn a bachelor's degree, and the first 45 or final 15 hours to earn an associate degree. The proposed revised policy requires minimum 30 GPA hours in residence for a baccalaureate (of which 9 hours must be upper-division level in the major) and minimum 15 GPA hours in residence for an associate degree. The revised policy removes mention of correspondence study and addresses transient study.
   Effective Fall 2010
   Attachment 3

4. Revision of the requirement of US 10097 Destination Kent State: First Year Experience. Current policy states that the course is waived for Kent Campus students who are 21 or older at the time of their initial college-level enrollment and for students who have 25 or more hours of transfer coursework. Revised policy states course is waived for incoming students designated by Admissions as "adult" (i.e., 21 years or older) and for students who have 25 or more hours of transfer coursework, excluding post-secondary (PSEOP) and dual enrollment coursework.
   Effective Fall 2011
   Attachment 4

ACTION ITEMS *continued*

College of Education, Health and Human Services *(presented by Professor Stephen A. Mitchell)*

School of Health Sciences

5. Establishment of a Center for Nutrition Outreach. (Item also appearing on EPC Graduate Council agenda.)
Effective Spring 2011
Attachment 5

College of Public Health *(presented by Dean Mark A. James)*

6. Establishment of two concentrations—Global Health [GLHL] and Pre-Clinical Professions–Dentistry, Medicine, Osteopathy, Veterinary Medicine [PCP]—in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Also included in proposal are revisions of one concentration name and program requirements. Name of the Environmental/Sanitation [EVST] concentration is changed to Environmental and Occupational Health [EVOH]. Program revisions include adding new course PH 30012 and removing SOC 32220, 32221 from the core; removing JUS 26704 from Health Care Administration concentration, removing PH 30003 from Health Promotion and Education concentration; and removing one elective from Environmental/Sanitation concentration. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011
Attachment 6: Global Health | Pre-Clinical Professions–Dentistry, Medicine, Osteopathy, Veterinary Medicine | Other Program Revisions

Regional College *(presented by Dean Wanda E. Thomas)*

Division of Professional Studies

7. Establishment of concentrations and revision of the name and course subject for the Environmental Technology [ENVT] major within the Associate of Applied Science [AAS] degree. The major's name changes to Environmental Health and Safety [EVHS]. The three new concentrations are Environmental Technology [ENVT]; Environmental Safety and Security [ESS]; and Occupational Health and Industrial Hygiene [OHIH]. The course subject changes from Environmental Technology [ENVT] to Environmental Health and Safety [EVHS]. Minimum total credit hours to program completion change, from 64 to 64-67, depending on concentration.
Effective Fall 2011
Attachment 7

INFORMATION ITEMS

Ohio Board of Regents

1. Revision of the transfer policy of upper-division credit to be consistent with section 3333.16 of the Revised Code. The current policy stipulates that upper- and lower-division credits are to be awarded based upon the level of course to which they are equated at the <u>sending</u> institution. The revised policy requires the awarding of level based upon the level of course to which they are equated at the <u>receiving</u> institution.
Effective Fall 2010
Attachment 8

College of Arts and Sciences / Regional College

Department of Sociology

2. Extension to the Ashtabula Campus the Sociology [SOC] major within the Bachelor of Arts [BA] degree
Effective Fall 2010
Attachment 9

INFORMATION ITEMS *continued*

Regional College

Division of Professional Studies

3. Letter of intent to establish a Fire and Emergency Services Administration major within the Bachelor of Science [BS] degree on the Trumbull Campus.
   Attachment 10

LESSER ACTION ITEM

College of Education, Health and Human Services

School of Health Sciences

1. Revision of the program requirements for the Nutrition and Dietetics [ND9] concentration in the Nutrition and Food [NF] major within the Bachelor of Science [BS] degree. ENG 20002 is removed; COMM 26000 is replaced with any course from the Kent Core Humanities and Fine Arts; and general electives are increased. Minimum total credit hours to program completion decrease, from 123 to 121.
   Effective Fall 2011

CORRECTIONS

17 May 2010 EPC Agenda

1. New post-secondary certificates eBusiness [C145] and Office Software Applications [C146] have been established effective fall 2010 (not fall 2011). They will expire in 2013 and will need to be reviewed at that time by the EPC to be renewed.

25 January 2010 EPC Agenda

2. In the revision of the Bachelor of Radiologic Imaging Sciences [BRIT] degree program, RADT 14002 is removed from the freshman-entry option (not AAS Radiologic Technology option) of the Diagnostic Medical Sonography [FRAS] concentration, effective fall 2010.

27 April 2009 EPC Agenda

3. Revisions to the Bachelor of Radiologic Imaging Sciences Technology [BRIT] degree program are to its Radiation Therapy concentrations [RTAA, RTFE, RTHB] only (and not to the whole program), effective fall 2010.

EPC GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 17 May 2010.
   Attachment 1

College of Business Administration *(presented by Associate Dean Richard H. Kolbe)*

Graduate School of Management

2. Establishment of an Economics [ECON] concentration in the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. Included in proposal isand revision of program requirements, which comprises new course BAD 68051 added as a requirement for full-time students. Minimum total credit hours to program completion increase, from 54 to 55, for full-time students.
   Effective Fall 2011
   Attachment 11

College of Communication and Information *(presented by Associate Dean LuEtt J. Hanson)*

3. Revision of the name of the Communication Studies [COMM] major within the Doctor of Philosophy [PHD] degree. Name changes to Communication and Information [CCI]. Also included in proposal are revisions to the admission and program requirements Minimum total credit hours to program completion are unchanged at 75.
   Effective Fall 2011
   Attachment 12

College of Education, Health and Human Services
(presented by Associate Dean Nancy E. Barbour)

School of Health Sciences

4. Establishment of a Center for Nutrition Outreach. (Item also appearing on EPC Undergraduate Council agenda.)
   Effective Spring 2011
   Attachment 5

INFORMATION ITEM

College of Business Administration

1. Inactivation of the Executive Master of Business Administration at Lorain County Community College [EMBO] degree program. The Executive MBA program remains active at the Kent Campus.
   Effective Fall 2010
   Attachment 13

LESSER ACTION ITEMS

College of the Arts

School of Theatre and Dance

1. Inactivation of five options in concentrations and one stand-alone concentration in the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree. In the Acting [ACT] concentration, Advanced Acting [ACTA], Movement [ACTM] and Voice [ACTV] options are inactivated. The Design-Technology [DT] concentration as a stand-alone with no option is inactivated, as well as its options Costume Technology [DTCT] and Theatre Design [DTTH].
   Effective Fall 2010

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

2. Revision of the program requirements for the Instructional Technology [ITEC] concentration in the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree. EPSY 65524, 68904, 78905 and ITEC 57403, 57442, 77495 are replaced by EPSY 75524, 75529, 77450, 78905 and ITEC 77403, 77442, 77450. Minimum total credit hours for program completion are unchanged at 75.
Effective Fall 2011

CORRECTIONS

17 May 2010 EPC Agenda

1. The following admission requirements were amended shortly after the meeting adjourned.

MARC	ARCH		Architecture
		DMAB	Architecture (Dual Degree MARC/MBA)
		DMAU	Architecture (Dual Degree MARC/MUD)
		PPRS	Architecture (Post Professional Studies)

Official transcript(s); GRE (or GMAT for the Dual Degree with MBA concentration); 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.

MA	ENG	COML	English (Comparative Literature)
		CTEA	English (Concentration for Teachers)
		LITW	English (Literature and Writing)
PHD	ENG		English

Official transcript(s), GRE (waived for in-service teachers), goal statement, three letters of recommendation and an 8-15 page writing sample relevant to the field of study (writing sample waived for Concentration for Teachers concentration). All requirements are reviewed and evaluated holistically.

MS PHD	BBOT	Biological Sciences - Botany

Official transcript(s), 3.0 GPA; GRE (general test); goal statement; three letters of recommendation; 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.

MS PHD	ECOL	Biological Sciences - Ecology

Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); goal statement; three letters of recommendation; 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); GRE; goal statement; three letters of recommendation; 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.

CORRECTIONS *continued*

17 May 2010 EPC Agenda continued

MS CELL Biological Sciences-Cell Biology
PHD
Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); goal statement; three letters of recommendation; 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); GRE; goal statement; three letters of recommendation; 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.

MS PSIO Biological Sciences-Physiology
PHD
Admission into the M.S.: official transcript(s); 3.0 GPA; GRE (general test); goal statement; three letters of recommendation; 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); GRE; goal statement; three letters of recommendation; 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.

MA BSCI Biology
MS
Official transcript(s), 2.75 undergraduate GPA, goal statement and three letters of recommendation.

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

COURSE CHANGES

Key for course changes:

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

Course Changes Effective Spring 2011

AS	30891	Introductory Seminar in Comparative Literature (4)	Inact
AS	40897	Colloquium in Comparative Literature (4)	Inact
BAD	68051	Business Professional Development (1)	New
CA	40493	Variable Title Workshop in the College of the Arts (1-5)	New
CA	41495	Special Topics in the College of the Arts (1-5)	New
CS	27101	Introduction to Web Interface Design (3)	New
CHEM	40109	Bioanalytical Chemistry (3)	New
CHEM	40263	Physical Biochemistry I (3)	P
CHEM	50109	Bioanalytical Chemistry (3)	New
CHEM	50263	Physical Biochemistry I (3)	P
CHEM	70109	Bioanalytical Chemistry (3)	New
CHEM	70263	Physical Biochemistry I (3)	P
COMM	20000	Foundations of Communication (3)	PD
COMM	30000	Communication Research Methods (3)	P
COMM	35550	Small Group Communication (3)	P
COMM	35600	Communication in Teams (3)	P
COMM	35864	Organizational Communication (3)	P
COMM	40001	Advanced Interpersonal Communication (3)	P
COMM	45092	Internship in Communication Studies (3-6)	P
COMM	45154	Rhetorical Criticism (3)	P
COMM	45196	Independent Study: Communication Studies (1-6)	PD
COMM	45459	Communication and Conflict (3)	P
COMM	45865	Organizational Communication Training and Development (3)	P
COMM	45902	Communication and Influence (3)	P
COMM	45957	Language and Meaning (3)	P
COMM	46091	Senior Seminar (3)	P
COMM	46092	Practicum in Applied Communication (3)	P
COMT	20001	C++ Programming (3)	PDc
COMT	20011	Java Programming (3)	PDc
DAN	47095	Special Topics in Dance (1-3)	P
ENG	33011	African-American Literature (3) [domestic diversity]	Inact

Course Changes Effective Spring 2011 *continued*

ENG	34001	British Literature to 1500 (3) to: Medieval Literature	TaD
EPSY	77450	Psychological Principles of Education (3)	New
EPSY	75524	Learning Theories (3)	New
FDM	35010	21st Century Fashion Designers (3)	New
FDM	35070	The Luxury Market (3)	New
FIN	36085	Financial Modeling (3)	P
ITEC	57403 67403	Instructional Design (3) to:	NDCc
ITEC	77403	Instructional Design (3)	New
ITEC	77450	Learning with Instructional Technologies (3)	New
NRST	20208	Nursing Agency III (6)	P
NRST	20210	Child and Family Developmental Self-Care (2)	P
NURS	70640	Advanced Leadership in Healthcare (3)	New
NUTR	33522	Applied Nutrition (3)	sc
NUTR	43514	Clinical Dietetics (4)	c
NUTR	43515	Community Nutrition (3)	PDsc
NUTR	43520	Nutrition for Fitness (3)	c
NUTR	43532	Methods and Experiences in Nutrition Outreach (3)	sc
NUTR	53514	Clinical Dietetics (4)	c
NUTR	53515	Community Nutrition (3)	Dsc
NUTR	53520	Nutrition for Fitness (3)	Pc
NUTR	53532	Methods and Experiences in Nutrition Outreach (3)	sc
NUTR	63524	Perspective on Prevention and Practice in Community Nutrition (3)	New
PH	30012	Communicable Diseases (3)	New
PH	44003	Environmental Health Issues in Low- and Middle-Income Countries (3)	New
PH	41092	Field Experience in Meeting the Basic Health and Humans (3)	New
PH	44092	Internship in Public Health (6) to: (3-6)	Hc
RPTM	36010	Recreation, Leisure and Aging (3)	P
SRM	56030	Dynamics of Leisure Behavior (3)	P

Course Changes Effective Fall 2011

PH	20004 30004	Public Health Research (3) to:	N
PH	20007 30007	Prevention and Control of Diseases (3) to:	N
PH	30001 20001	Essentials of Epidemiology (3) to:	N
RTT	21002	Therapeutics II (6)	Inact

Corrections from 17 May 2010 EPC Agenda

ENG	21011	College Writing II (3)	Withdrawn	Fee
PH	40196	Individual Investigation (1-3)	Course number was incorrect	New
RTT	11002	Cardiopulmonary Diseases (4) to: (3)	Effective spring 2011	cHP
RTT	11004	Therapeutics I (5) to: Therapeutics (7)	Effective fall 2011	TAcH DP
RTT	21001	Mechanical Ventilation (3) to: (5)	Effective fall 2011	cHDP
RTT	21002	Therapeutics II (6)	Revised, not inactivated, effective fall 2010	DPc

The following are to be revised for spring 2012 and will be resubmitted at a later date.

RTT	21004	Advanced Diagnostics (2) to: (3)		cDPH
RTT	21005	Special Fields in Respiratory Therapy (1) to: Pulmonary Rehabilitation and Continuing Care (2)		TacH DP
RTT	21010	Respiratory Therapy Capstone (5) to: (3)		cHPG
RTT	21012	Basic Research Development and Analysis (2)		New

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

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

EPC UNDERGRADUATE COUNCIL

Ex-Officio Members present: Faculty Senate Chair Thomas Janson; Deans John R. Crawford, James E. Dalton, Laura Cox Dzurec, Wanda E. Thomas; Associate Dean Joanne M. Arhar; provost representative Timothy J. Chandler for Robert G. Frank; dean representatives Victoria A. Bocchicchio for Donald R. Williams, Kenneth J. Burhanna for Mark W. Weber, Mary Ann Haley for Timothy S. Moerland, LuEtt J. Hanson for Stanley T. Wearden, Frederick W. Schroath for Robert (Yank) Heisler Jr.

Ex-Officio Members not present: Deans Donald L. Bubenzer, Gary M. Padak

Faculty Senate-Appointed Representatives present: Paul P. Abraham, Bruce J. Gunning, Min He, Erica B. Lilly for Lowell S. Zurbuch, Linda L. Williams

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, 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: Stephane E. Booth, Natalie L. Caine-Bish, Kevin L. Deemer, David A. Goswick, Donald M. (Mack) Hassler, Susan C. Hoffman, Jennifer Sandoval, Monica Teamer, Therese E. Tillett

---

Senior Associate Provost Timothy J. Chandler called to order the EPC Undergraduate Council at 3:23 p.m., on Monday, 17 May 2010, in room 310AB of the Kent Student Center.

Action Item 1: Approval of minutes from 19 April 2010.

Professor Stephen M. Zapytowski made a motion to approve, seconded by Senator Bruce J. Gunning. Associate Dean LuEtt J. Hanson requested a correction (page 3, paragraph 6, under action item 6), saying she was a member, not chair, of the A&A Deans Committee when the dismissal policy was developed. The motion with correction was passed unanimously.

Action Item 2: Establishment of an outcomes assessment plan for the Kent Core.

Faculty Senate Chair and University Requirements Curriculum Committee (URCC) Co-Chair Thomas Janson said that the approval of the shift from the Liberal Education Requirements (LER) to the Kent Core included a charge to the URCC to develop an outcome assessment plan for the Kent Core. He then called upon Assistant Dean and URCC member Mary Ann Haley to describe the plan.

Assistant Dean Haley said under the leadership of URCC Co-Chair Donald R. Williams, URCC members used the learning objectives for the LER and for the Ohio Transfer Module to craft the plan. The members also used as a guide the University of Massachusetts' *Course-Base Review and Assessment Handbook*. Documents given to EPC members included the plan and examples.

Senate Chair Janson moved the item for approval, which was seconded by Senator Fred T. Smith. One EPC member asked for clarification on documenting assessment of student progress. The member said in her classes she gives tests; therefore, why she couldn't just state that assessment is done through test taking. Assistant Dean Haley replied that an assessment piece can be embedded into a test or tests; tests should look at multiple learning outcomes. In answer to several members' question on the time table, Assistant Dean Haley said that all courses currently in the LER become Kent Core courses (as of fall 2010); academic units have three years to submit their outcome assessment plan for the courses to remain in the Kent Core.

Members passed the item unanimously.

There were no requests for discussion or elevation of either the information or lesser action items. Senior Associate Provost Chandler adjourned the EPC Undergraduate Council meeting. He then commenced the EPC Graduate Council meeting.

EPC GRADUATE COUNCIL

Ex-Officio Members present: Faculty Senate Chair Thomas Janson; Dean Wanda Thomas; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Barbara F. Schloman, John R. Stalvey; Director Karen W. Budd; provost representative Timothy J. Chandler for Robert G. Frank; dean representative Ellen L. Glickman for Mary Ann Stephens; associate dean representative Frederick W. Schroath for Richard H. Kolbe

Ex-Officio Members not present: Associate Dean I. Richmond Nettey

Faculty Senate-Appointed Representatives present: Robin L Selinger, Fred T. Smith

Faculty Senate-Appointed Representative not present: Paul A. Farrell, Paul O'Keeffe, Susan J. Roxburgh

Graduate Council Representatives present: Ann F. Jacobson, Raymond A. Craig

Graduate Council Representatives not present: Sloane R. Burgess, John C. Duncan, Nichole Egbert, Michael J. Loderstedt, Gregory S. Stroh, John H. Thornton

Observers present:

Observers not present: Aron D. Massey (Graduate Student Senate)

Consultants and Guests present: Stephane E. Booth, Natalie L. Caine-Bish, Kevin L. Deemer, David A. Goswick, Donald M. (Mack) Hassler, Susan C. Hoffman, Jennifer Sandoval, Monica Teamer, Therese E. Tillett

---

Senior Associate Provost Timothy J. Chandler called to order the EPC Graduate Council at 3:42 p.m., on Monday, 17 May 2010, in room 310AB of the Kent Student Center.

Action Item 1: Approval of the minutes of 19 April 2010.

Associate Dean John R. Stalvey moved for approval of the minutes, which was seconded by Professor Raymond A. Craig. With no questions or corrections, the motion passed unanimously.

Action Item 2: 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].

Associate Dean Nancy E. Barbour explained that students have not selected these programs within the MA degree for many years. She emphasized that eliminating the MA degree did not eliminate the possibility for programs to have a thesis option within the MEd degree. She then moved the item for approval, seconded by Associate Dean Ralph Lorenz. The item passed unanimously.

There were no requests for discussion or elevation on the information or lesser action items. Senior Associate Provost Chandler asked members to carefully review lesser action item 1 Declaration of the admission requirements for all graduate programs (master's and doctoral levels) in all academic units.

Other Business

Senate Chair Janson notified EPC members that the Faculty Senate passed the proposal for the establishment of a Doctor of Nursing Practice degree (approved by the EPC on 19 April) with the provision, however, that the proposed program will not be a joint degree with the University of Akron. Kent State faculty will teach the courses in the program. Director Karen W. Budd added that the University of Akron was not moving forward on the proposal at the same pace as Kent State; therefore, it was decided for Kent State to pursue it alone at this time. Nonetheless, a loose affiliation with Akron will continue.

A correction was made to the course list on the agenda. ENG 21011, listed with a new special course fee, was withdrawn.

Senator Williams made a motion to adjourn the meeting. With no other requests for discussion, the meeting adjourned at 3:51 p.m.

Respectfully submitted,

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

Jennifer Sandoval
Coordinator, Curriculum Services
Office of the Provost

Kent State University
Pledge of Student Academic Intent:

Student Commitment to Excellence, Honesty, Integrity and Professional Accountability in every Academic Pursuit at Kent State University

In order to uphold these standards, and in accordance with the University's established rules regarding academic dishonesty, I hereby agree that I will not

- plagiarize, (university policy # 3-01.8)
- cheat, (university policy # 3-01.8)
- commit forgery or fraud

in any of my academic programs and university-related activities.

As members of an academic community, in the spirit of self-motivated and self-disciplined learning, we must take greater personal responsibility for our actions and will not tolerate individual or collective inappropriate academic behaviors.

I understand that students and teachers have an ethical responsibility to ensure that the content of student work is original, thoughtful, and honest throughout all programs at Kent State University.

I am aware of the sanctions that can be imposed at the discretion of my instructors and/or the University's judicial system for violation of the principles outlined in this statement, which include:

- Refusal of acceptance of work
- Failure of the particular assignment/exam/project
- Failure of the course
- Expulsion from the university.

I have read and understand the terms of this document and in signing below I affirm my commitment to **Excellence, Honesty, Integrity, and Professional Accountability** in all aspects of my academic career at Kent State University.

Printed Full Name: _____ Username _____@kent.edu

Signature: _____ Date: _____

Initiated by the Members of the 2006- 2009 Student Advisory Council of the College of Arts & Sciences

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Aug-10 Curriculum Bulletin _____
Effective Date Fall 2010 Approved by EPC _____

Department Associate and Assistant Deans Committee
College
Proposal Revise Policy
Proposal Name **Revision of the undergraduate residence policy**

Description of proposal:
Revision of the residence policy to clarify and ensure consistency among the individual colleges.

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites)
None

Units consulted (other departments, programs or campuses affected by this proposal):
Provost's Office, colleges and campuses

REQUIRED ENDORSEMENTS

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

_____ ____/____/____
College Dean

_____ ____/____/____
Dean of Regional Campuses / Dean of Graduate Studies

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

TO: Dr. Timothy J. Chandler
Senior Associate Provost

I. Richmond Nettey

FROM: I. Richmond Nettey
Chair, Associate and Assistant Deans Committee

DATE: 10th August 2010

SUBJECT: **Associate and Assistant Deans Committee Action Items from the Consistency Committee on Proposed Revisions of the Policy on Requiring the First Year Experience Course and the Residency Requirement.**

Please find attached by forwarded e-mail from Dean Elizabeth A. Sinclair, chair of the Consistency Committee, two separate recommendations that were adopted by unanimous vote at the Associate and Assistant Deans Committee meeting this morning, Tuesday, 10th August 2010.

The first of the two attached documents proposes revision of the Policy on Requiring the First Year Experience Course. The second document provides clarification of the Residency Requirement. It will be much appreciated if your office could assist with implementation of both proposals.

c. Gail E. Bromley
Elizabeth A. Sinclair
Therese E. Tillett

KENT STATE UNIVERSITY

TO: A&A Deans
FROM: Consistency Committee
DATE: July 2, 2010
SUBJECT: **Residence Requirement**

The Consistency Committee proposes that we adopt the following policy to address residence in earning an academic degree. We recommend this policy change take effect with the fall 2010 catalog and that it apply to everyone. Otherwise, it will be just one more inconsistency to deal with.

We further propose that we put the new policy in place as soon as possible and approve exceptions for the next academic year to comply with the proposed policy. We handled the dismissal policy this way and it worked very well.

Current Policy

Residence requirement does not refer to whether students live on campus. It is the requirement of completion of minimum 30 credit hours for the awarding of a bachelor's degree by Kent State University. Students seeking an associate degree must complete either the first 45 or final 15 hours of their program at Kent State to fulfill their residence requirement. Kent State University residence requirement for an undergraduate degree may be met at the Kent and/or any Regional Campus. For specific degree requirements, including special circumstances affecting residence, see the college sections.

Study-abroad programs may be taken as part of the residence requirement. Credit earned by means of transfer courses does not count toward residence. Correspondence study will not count toward the hours of residence, but it will not invalidate the residence requirement in progress.

Proposed Policy

Residence is defined as academic credit earned at Kent State University. In this context, residence does not refer to whether a student lives on campus; it refers to the hours required to earn an undergraduate degree from Kent State University. Students must complete a minimum of 30 passed hours in residence for a baccalaureate (of which 9 passed hours must be at the upper division [30000-40000] level in the major); a minimum of 15 passed hours in residence for an associate degree. Passed hours comprise graded coursework, including those receiving an S (satisfactory) or X (pass) grade. Information on specific degree requirements may be obtained in the college section of this catalog.
Kent State study-abroad and study-away programs that count toward a student's Kent State University hours may be taken as part of the residence requirement.

Credit earned by means of transfer courses does not count toward residence. Transient study will not count toward the hours of residence, but it will not invalidate residence requirements in progress. Students eligible to take transient coursework are discouraged from taking these credits during their last semester because of the time necessary to receive and process transcripts, which may delay clearing the student for graduation. Under unusual circumstances, students may request a minor modification of this requirement by contacting their college prior to registration elsewhere.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department Associate and Assistant Deans Committee

College

Proposal Revise Policy

Proposal Name **Revision of the requirement policy for US 10097**

Description of proposal:

Revision of requirement of US 10097 Destination Kent State: First Year Experience in regards to the exceptions based on age and transfer coursework.

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

None

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

Provost's Office, colleges and campuses

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director / Campus Dean

_____ ____/____/____

College Dean

_____ ____/____/____

Dean of Regional Campuses / Dean of Graduate Studies

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs

TO: Dr. Timothy J. Chandler
Senior Associate Provost

I. Richmond Nettey

FROM: I. Richmond Nettey
Chair, Associate and Assistant Deans Committee

DATE: 10th August 2010

SUBJECT: **Associate and Assistant Deans Committee Action Items from the Consistency Committee on Proposed Revisions of the Policy on Requiring the First Year Experience Course and the Residency Requirement.**

Please find attached by forwarded e-mail from Dean Elizabeth A. Sinclair, chair of the Consistency Committee, two separate recommendations that were adopted by unanimous vote at the Associate and Assistant Deans Committee meeting this morning, Tuesday, 10th August 2010.

The first of the two attached documents proposes revision of the Policy on Requiring the First Year Experience Course. The second document provides clarification of the Residency Requirement. It will be much appreciated if your office could assist with implementation of both proposals.

c. Gail E. Bromley
Elizabeth A. Sinclair
Therese E. Tillett

KENT STATE UNIVERSITY

TO: A&A Deans

FROM: Consistency Committee*

DATE: July 2, 2010

SUBJECT: Policy on Requiring the First Year Experience Course

Background

The Consistency Committee* has reviewed the policy on requiring the First Year Experience course in consultation with A&A Deans, Adult Services, and regional campus representatives. The provision regarding the age cut-off for students who are not required to take the First Year Experience course is inconsistently applied by colleges and campuses. The policy stipulates that "Students attending the Kent Campus who are 21 years of age or older at the time of their initial college-level enrollment are not required to take the [Destination Kent State: First Year Experience] course." (See the complete current policy below.)

As written, inconsistencies from campus to campus can be expected since the policy mentions only the Kent Campus. We see this as an oversight and recommend that the policy speak to all eight campuses. Our students move more regularly than ever from campus to campus. Not having the same rule at each campus creates confusion for students and possible problems with respect to whether the course is required for graduation.

Another concern is the varied enforcement of the stipulation that the student's "initial college-level enrollment" be taken into consideration when determining a waiver of the course. Some units ignore this clause all together. Members of the Consistency Committee debated whether initial college-level enrollment should be part of the equation in determining a waiver.

The focus of our debate involved two issues. One issue had to do with whether the First Year Experience course has changed enough so that now it is more about the "Kent State Experience," or more of an introductory course to the major program, that all students regardless of age should take. For the purposes of this document, we see the course as more appropriately serving the traditional-aged incoming freshman. The second issue involved a discussion as to possibly offering more efficient and age-sensitive approaches to acclimating older students to Kent State. Should we offer transfer students and veterans, not to mention KSU PSEOP students, a different experience from the traditional FYE course?

In the end, we determined that given the focus of our committee on the consistent application of policy and procedure as well as the need to move expediently in dealing with the inconsistencies surrounding the age cut-off for the First Year Experience course, the aforementioned issues should be pursued by A&A Deans.

The committee also discussed students who have not completed FYE by the time they apply for graduation, if not before. Most agreed that students should not enroll in FYE after their freshman year, certainly not beyond the sophomore year. Currently, colleges require students to make up the missed requirement in a variety of ways but agreed that colleges and campuses should be consistent in what they expect students to do who have failed to satisfy this University Requirement.

In response, the Student Success Office developed a one credit graded online course, designed for seniors in particular, that will address 'transitioning into the professional world', 'financial literacy', 'continued education' and 'alumni resources.' The course, "Life Beyond KSU" will be offered as a pilot using the US special topics course number starting Fall 2010 to any student beyond the freshman year who needs to complete the FYE course. Sophomores will be given the option to repeat the FYE course or take the US special topics course. It is recommended that sophomores, juniors and seniors who failed FYE (and want to replace the "F") should be able to "repeat" FYE with the US special topics.

Recommendations

We propose the following recommendations:

1. Revise the First Year Experience course policy to include all campuses as subject to the policy. (See proposed revisions to the policy below.)

2. Eliminate "initial college-level enrollment" when referring to the age requirement. Adult students (over the age of 21) should not be required to take the FYE course even if they attended Kent State previously or another institution of higher education because the focus of the course is on traditional-aged students**.**

3. Establish an **'**adult student' status through the admissions and re-enrollment process when the student is admitted to Kent State, as is currently the practice.

4. Automatically waive FYE in KAPS/Degree Works when adult status (or Vet status) is entered.

5. A&A Deans should investigate the possibility of providing practical common approaches to welcoming and guiding new transfers with more than 25 credit hours, veterans, KSU PSEOP students and adult students.

6. Create a course, US Special Topics "Life Beyond KSU", for students who have not completed University Orientation or FYE. Conduct a pilot of the course in Fall 2010. Juniors and seniors who have not completed FYE should be required to complete the special topics course. Sophomores should have the opportunity to choose between repeating FYE or taking the special topics course. After Fall 2010, the results should be reviewed (and shared with A&A Deans) to determine if the course should be offered again before proposing a permanent course to serve this purpose. The review should entail an analysis of sophomore level student involvement (and possibly junior level students) with the course and whether another experience should be developed for sophomores if they do not want to repeat FYE.

7. Allow the "Life Beyond KSU" course grade to replace the grade earned in FYE.

8. A&A Deans should consider whether the "Life Beyond KSU" should be made available to students who have passed FYE.

Current Policy

DESTINATION KENT STATE: FIRST YEAR EXPERIENCE

The First Year Experience course is required of all undergraduate students who attend Kent State University campuses with the following exceptions:

1. Students attending the Kent Campus who are 21 years of age or older at the time of their initial college-level enrollment are not required to take the course. However, these students are encouraged to contact the Center for Adults and Veteran Services for information about special orientation programs for adult students.
2. Students who transfer 25 or more semester hour credits from another institution are not required to take the course.

Full-time students are expected to complete the First Year Experience course during their first semester of enrollment. Part-time students are expected to complete the course before they attain sophomore standing (30 semester hours).

Proposed Policy

DESTINATION KENT STATE: FIRST YEAR EXPERIENCE

All undergraduate students are required to satisfactorily complete the Destination Kent State: First Year Experience course at any one of Kent State's eight campuses with the following exceptions:

1. Incoming students who are designated by Kent State Admissions as adult students (21 years or older). These students are encouraged to contact the Center for Adults and Veteran Services or a Regional Campus advising office for information regarding the availability of special orientation programs for adult students.
2. Students who transfer 25 or more semester hour credits from another higher education institution, excluding post-secondary (PSEOP) and dual enrollment credit.

Full-time students are expected to complete the First Year Experience course during their first semester of enrollment. Part-time students are expected to complete the course before they attain sophomore standing (30 semester hours).

*Consistency Committee Members

Greg Blundell
Vicki Bocchicchio
Susan Cole
Pamela Evans
LuEtt Hanson
Mary Ann Haley
Ralph Lorenz
Matt Minichillo
Diane Munson
Jen Noble
Eboni Pringle
Sandra Randulic
Elizabeth Sinclair
Charity Snyder
Diane Walker

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 16-Mar-10 Curriculum Bulletin _____

Effective Date Spring 2011 Approved by EPC _____

Department ~~NUTR~~ School of Health Sciences

College EH - Education, Health and Human Services

Proposal Establish Center

Proposal Name ~~Creation of the~~ **Nutrition Outreach** ~~Program as a Center~~ Center for

Description of proposal:

The purpose of this proposal is to make the Kent State University Nutrition Outreach Program into an official university center named the Kent State University Center for Nutrition Outreach. The Nutrition Outreach Program has been in existence since 2002 and has grown to reach regionnally 6,000 individuals annually. The purpose is to formalize the Nutrition Outreach Program as a Center to help increase visablity and demonstrate to external funders its official organizational structure within KSU.

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

There is no encroachment or duplication of this center because it is focused solely on nutrition education and wellness. There are no other centers that have this focus. Because the current Nutrition Outreach Program is already staffed by one of the NTT faculty in Nutrition and Dietetics there are no staffing issues. Because of the numerous public health concerns within the U.S. and the lack of nutritional services available regionally in Ohio, the Center of Nutrition Outreach is needed. This is evident in the number of individuals that are served each year by this program. This Center will reach the KSU community as well as the regional community with the hopes of reaching into national endevours.

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

None.

REQUIRED ENDORSEMENTS

Joyce E Rowan _____ 4/19/10

Department Chair / School Director / Campus Dean

Joanne Arhar _____ 5/10/10

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

TO: EPC
FROM: Joanne Arhar, Assoc. Dean, EHHS
RE: Curriculum Proposals for EHHS
DATE: May 10, 2010

The following program proposals were approved at the departmental/school curriculum committees and by the EHHS Curriculum Committee on May 7, 2010.

HS – NUTR
Proposal to revise program to reduce the number of total hours for graduation from 123 to 121 for the Nutrition and Dietetics majors. ENG 20002, Technical Writing (3 hrs), and COMM 26000, Criticism of Public Discourse (3 hrs), are removed as program requirements. One new Kent Core requirement will be added (4 hrs). New total program hours are 121. Effective Fall 2011.

HS-NUTR
Proposal to designate the existing Nutrition Outreach Program as an official university center named the University Center for Nutrition Outreach. Effective Spring 2011.

College and Graduate School of Education, Health, and Human Services
Vacca Office of Student Services
304 White Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2862 • Fax: 330-672-3549 • http://www.ehhs.kent.edu/oss • E-mail: oss@kent.edu

Proposal Summary

Title: Creation of the Nutrition Outreach Program as a Center

Subject Specification: The purpose of this proposal is to make the Kent State University Nutrition Outreach Program into an official university center named the Kent State University Center for Nutrition Outreach.

a. Name of Center or Institute: *Center for Nutrition Outreach*

b. Purpose and Background:

The Nutrition Outreach Program has been in existence since 2002. It was created through funding from College of Fine and Professional Arts and School of Family and Consumer Studies. The Nutrition Outreach Program provides individual/family nutrition education on weight control, cardiovscular/hyptertension, digestive disorders, diabetes, eating disorders, general nutrition/wellness, pediatric nutrition, childhood obesity, sports nutrition, vegetarian, food allergies, and food safety. A Registered Dietitian coordinates the program in collaboration with the Nutrition and Dietetics faculty. The Nutrition Outreach Program currently has a business plan that includes a Mission Statement, Philosophy, and learning objectives. The Nutrition Outreach Program began as a service to the university providing free nutrition education programming for students, faculty, and staff free of cost and has expanded to provide nutrition services to Portage, Summit, and Stark Counties through collaboration with the Portage County Health Department and the Ohio Department of Health funding. The Nutrition Outreach Program has been actively participating in the encouragement of policy formation for healthy eating behaviors through county obesity prevention planning, local school wellness policy initiatives, with the goal of moving toward state and then national initiatives in the areas of promotion of healthy eating behaviors and obesity prevention.

Regionally, there are few opportunities for community members to engage with community nutrition dietitians. There is also a lack of available and accurate nutrition education resources regionally. The Nutrition Outreach Program has been able to meet this niche and has expanded its services and opportunities for the community yearly.

The mission of the Nutrition Outreach Program is to provide university-based, community-centered nutrition and wellness education through individual and group counseling, community programming, and providing healthy food options that serve as a mechanism for nutrition education and to provide educational experiences and community engagement opportunities for nutrition and dietetic students at all education levels that strengthen nutrition education competencies and professional skills. The philosophy of the Nutrition Outreach Program is to provide individuals, families, and groups holistic, practical, and science based nutrition education and assisting individuals,

organizations, and communities to adopt healthy lifestyles with the intention to prevent chronic diseae that is related to poor diet/lifestyle.

The Nutrition Outreach Program also provides experiential learning opportunities that range from paid experiences, volunteer opportunities, service-learning, community based action research, and community development for KSU Nutrition and Dietetics undergraduate and graduate students. Students will learn and participate in program development, implementaiton, research, and evaluation. These experiences benefit the students in professional development, and provie the KSU community as well as local schools and community groups with nutrition education opportunities.

c. Institutional, Research, Professional Service Activities:

Last year, the Nutrition Outreach Program Coordinator acted as the coordinator for the development of the Portage County Obesity Prevention Coalition and the development of the Portage County Obesity Prevention Plan which was a collaborative project with the Portage County Health Department, Nutrition Outreach Program, and Robinson Memorial Hospital. The Nutrition Outreach Program continues to coordinate the activities of this coalition and has formalized itself as the site for nutrition education. The Nutrition Outreach Program was subcontracted over $40,000 of an $80,000 Ohio Department of Health grant to complete this project last year. Funding has continued during the AY 2009-10 through subcontracting from the Portage County Health Department through funding from the Ohio Department of Health to continue initiatives set forth in the obesity prevention plan.

The service to both the Kent State Community as well as the tri-county area is extensive. Each semester over 80 students, faculty, and staff receive individual nutrition education counseling; in addition 5-15 classroom and dorm room presentations are provided per semester. The Nutrition Outreach Program also provides nutrition services and programming to the KSU Wellness Center, Dining Services and the Child Development Center. Regionally, the Nutrition Outreach Program provides free nutrition counseling to Medicare and Medicaid patients with referrals coming from physicians in the tri-county area (i.e., Portage, Summit, & Stark Counties). K.I.D.S. Camp, a free weight management program for children and their families, is also offered free of charge two times a year on the KSU main campus and at Akron Children's Hospital. The Nutrition Outreach Program participates in community health fairs across the counties and provides free nutrition education to non-profit community groups such as Coleman Services, Robinson Memorial Hospital, and Community Health Center.

The largest constituent that the Nutrition Outreach Program serves is the pediatric population through free nutrition programming for schools, children, and families. Currently, the Nutrition Outreach Program coordinates a variety of nutrition education programs in Portage County Schools ranging from classroom, lunchroom, and health fairs that reaches approximately 2,500 children and adolescent children within Portage County School Districts per semester. The Nutrition Outreach Program coordinates the

BMI measures of all children within Portage County School Districts in collaboration with school administration and school nurses. The Nutrition Outreach Program also collaborates with the Portage County Health Department in the nutrition education program FLIGHT which is available to children and families residing in Portage County free of cost. This program connects clinical measures with nutrition education and the child's primary physician/pediatrician.

The Nutrition Outreach Program also acts as a site for dietetics interns for the Masters Dietetic Internship program as well as a site for experiential and service-learning for both undergraduate and graduate dietetic students. Yearly, students record approximately 300 student hours through their internship rotations, experiential, and service-learning opportunities. The Nutrition Outreach Program is an extension of the Nutrition and Dietetics Program Area whereby coursework, research, and class projects are aided by the the opportunities available in the Nutrition Outreach Program. Collaborative research projects have been completed through the Nutrition Outreach Programs such as identifying overweight and obesity rates in the pediatric population, effectiveness of nutrition education programming, and the submission of NIH grant funding. Reseach has been published in peer-review journals as well as presented at national conferences from the work produced through the Nutrition Outreach Program. Since the inception of the Nutrition Outreach Program, both the undergraduate and graduate program in Nutrition and Dietetics has grown significantly.

The Nutrition Outreach Program has gained some publicity over the last year whereby the Nutrition Outreach Program Coordinator as well as faculty have been invited to appear on regional news shows from Cleveland to Columbus, have authored invited papers or received press for research endevours from national organizations. The Nutrition Outreach Program also has a website that contains pertinant nutrition education information for the community.

d. Administrative and Reporting Structures:

The Nutrition Outreach Program is housed at Kent State University, College and Graduate School of Education, Health, and Human Services, School of Health Sciences, Nutrition and Dietetics program. The Program has an established undergraduate degree in nutrition and detetics and Master of Science degrees of which one includes a dietetic internship. The program areas faculty's research is in line with the mission of the Nutrition Outreach Program and all TT faculty have published in the area of community nutrition education.

The Nutrition Outreach Program is coordinated by an NTT faculty, Jodie Luidhardt, M.S., R.D., L.D. and the current coordination will continue. Natalie Caine-Bish, PhD, RD, LD, and Dr. Karen Lowry Gordon, PhD, RD, LD act as faculty liasons to the Nutrition Outreach Program and oversee all educational initiatives. Both Dr. Caine-Bish and Dr. Gordon publish in the area of community nutrition and both have worked and are currently working on acquiring NIH funding that fit the mission of the Nutrition Outreach Program. The Nutrition Outreach Program coordinator's responsibilities include:

- coordinating all student experiences that are part of the Nutrition Outreach Program
- provide individual counseling to patients who are not seen by dietetic interns.
- maintain the budget
- aid in the search of external grant funding and contracts

She reports on current activities, needs, and budget to the Nutrition and Dietetics program area through monthly nutrition and dietetics program area meetings and quarterly to the Nutrition Outreach Program advisory committee, which includes Nutrition and Dietetics faculty, students, and community members on current activities, needs, and budget. An annual report summarizing all activities is submitted to the Director of the School of Health Sciences.

e. Operating Policies and Procedures:
Operating procedures involve monthly reports to the Nutrition and Dietetics Program area, quarterly reports to the Nutrition Outreach Program advisory committee, as well as ongoing updates at FAC meetings. An annual report will be made available to the advisory committee, KSU community, Portage County Health Department, and Portage County Obesity Prevention Coalition.

f. Current and Future Space Needs: The Nutrition Outreach Program is housed in 200 Nixson Hall. The Nutrition and Dietetics program area is also housed in Nixson Hall. Because of the expansion of the Nutrition Outreach Program, an old lab in the Nutrition and Dietetics area is currently being renovated to allow for more space for programming. With the addition of this space, there should be no need for further space.

g. Proposed Budget: The Nutrition Outreach Program has also opened the Food for Thought Cyber Café located in White Hall on KSU main campus. This restaurant was developed with the goal of creating a site on campus that promoted healthy eating and would also be a mechanism of developing revenue for maintaining the operation of the Nutrition Outreach Program. The Cyber Café is currently creating revenue and the loans to create the café will be fully paid by the start of the next academic year. Profits are being split with the college for scholarship funds and the remainder will be used to provide programming. Approximately $10,000 in profits per year are expected minimally from the Cyber Café.

The Nutrition Outreach Program Coordinator is an NTT faculty member winin the School of Health Sciences. Her salary is funded through the College of EHHS. One-half of her load is dedicated to coordinating the Nutrition Outreach Program.

Approximately $12,000 for ½ time graduate assistant contingent upon external funds would be desired. Currently, graduate assistant hours that faculty in the nutrition and dietetics program have are used on an as needed basis to fulfill this need.

Expenses for materials and supplies are variable depending on funding, but are covered with external funds currently. General office supplies are part of the School budget.

It is expected that approximately a 4% increase in funding annually for existing personnel.

The combination of external funding, profits from the Cyber Café, and the use of students in internship, experiential, and service learning opporunities allows the Nutrition Outreach Program to run with very low overhead.

h. Evaluation procedures:

Initial evaluation of the Nutrition Outreach Center will focus on.

- The amount of external funds secured for research and development activities.
- The amount of involvement from the Center and its affiliated organizations in the communitity involvement, research, and development activities (e.g. how many organizations/universities are involved in the research and development efforts?)
- The impact of the Center on impacting healthy dietary behaviors.

i. Timetable: The Nutrition Outreach Program is already in existence, but it is the hopes that making it an official university center will begin during the 2010/2011 academic year. Approved by Nutrition and Dietetics program area March 5, 2010; School of Health Sciences Curriculum Committee March 10, 2010; to be reviewed by EHHS Curriculum Committee May 7, 2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 6-Aug-10 Curriculum Bulletin _____

Effective Date ~~Spring~~ Fall 2011 Approved by EPC _____

Department			
College	PH - Public Health		
Degree	BS - Bachelor of Science in Public Health		
Program Name	**Public Health (~~BSPH~~)**	Program Code	**PH**
Concentration(s)	Global Health Concentration	Concentration(s) Code(s)	~~NEW~~ GLHL
Proposal	Establish Program		

Description of proposal:
Establish a new concentration in the BSPH - Global Health

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

Current total credit hours: Proposed total credit hours ~~26~~ total 121

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

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

REQUIRED ENDORSEMENTS

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

_____ 08 / 06 / 10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary

Title: ADD: Global Health (Concentration) (BS in Public Health)

Subject Specification: Adding a concentration for the BSPH - Global Health. Aims to educate students in identifying and working to address the critical public health and human needs of diverse, underserved and vulnerable populations locally and globally.

Background Information: Students will learn the need for multidisciplinary (biological and social sciences) approaches and cooperation to address the major global public health problems. Students have the opportunities to focus deeper on a specific aspect of global health, e.g. HIV/AIDS, health policy, health disparities, health education, environmental health, nutrition, through various elective groupings. The Global Health concentration will prepare students to work at entry level positions in public health with local, regional, national or international public health agencies in both public and private sectors. Students interested in pursuing a professional degree in clinical medicine (dentistry, medicine, osteopathy or veterinary medicine) can pursue the pre-health track within the global health concentration.

Alternatives and Consequences: na

Specific Recommendation and Justification: see above

Timetable and Actions Required: To be effective ~~Spring~~ 2011
Fall

Bachelor of Science in Public Health (BSPH)

Global Health Concentration

The Global Health concentration in the Bachelor of Science in Public Health (BSPH) program aims to educate students in identifying and working to address the critical public health and human needs of diverse, underserved and vulnerable populations locally and globally. Students will learn the need for multidisciplinary (biological and social sciences) approaches and cooperation to address the major global public health problems. Students have the opportunities to focus deeper on a specific aspect of global health, e.g. HIV/AIDS, health policy, health disparities, health education, environmental health, nutrition, through various elective groupings. The Global Health concentration will prepare students to work at entry level positions in public health with local, regional, national or international public health agencies in both public and private sectors. Students interested in pursuing a professional degree in clinical medicine (dentistry, medicine, osteopathy or veterinary medicine) can pursue the pre-health track within the global health concentration.

Concentration Courses (12 credit hours)

PH 30003	Public Health Strategies (3)
PH 44003	Environmental Health Issues in Low- and Middle-Income Countries (3)
GEOG 42052	Medical Geography* (3)

**Pre-requisite-- GEOG 42052: GEOG 22061*

AND

Choose ***ONE***:

NUTR 33512	Nutrition* (3)
HED 34050	Program Planning and Evaluation in Health Education* (3)
COMM 35852	Intercultural Communication (3)
PHIL 40005	Health Care Ethics* (3)
GEOG 40195	Special Topic: GIS Applications in Health Research
ECON 42086	Economics of Health Care*(3)
ANTH 48250	Culture and Curing* (3)

* Pre-requisites--NUTR 33512: CHEM 10060 and 10061 and 20481 or CHEM 10050 and 10052 or CHEM 10054; HED 34050: PH 10001 or *HED 11590;* PHIL 40005: Prior course in philosophy, or junior standing in a health care discipline, or permission; ANTH 48250: *ANTH 18210;* ECON 42086: ECON 22060

Internship/Field Study (3 credit hours)

PH ~~44004~~ 41092	Field Experience in Meeting the Basic Health and Human Needs (3)

OR

PH 40092	International Health Practicum (3)

KENT STATE UNIVERSITY

Proposed

Roadmap: Public Health - Global Health - Bachelor of Science in Public Health
[PH-BSPH-PH-GLHL]
College of Public Health
Catalog Year: 2011-2010

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [13 Credit Hours]				
PH 10001 Introduction to Public Health	3			
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirements	9			See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]				
PH 10002 Introduction to Global Health	3			
Kent Core Requirements	12			See Kent Core Summary on page 2
Semester Three: [16-17 Credit Hours]				
PH 20005 Social and Behavioral Science Theories in Public Health	3			
Foreign Language (Elementary I)	**4-5**			
Kent Core Requirements	9			See Kent Core Summary on page 2
Semester Four: [16-17 Credit Hours]				
PH 20001 Essentials of Epidemiology	3			
PH 20003 Public Health Policy and Decision-Making	3			
Foreign Language (Elementary II)	**4-5**			
Kent Core Requirements	6			See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]				
PH 30007 Prevention and Control of Diseases	3	■		
PH 30012 Communicable Diseases	3	■		
PH 30003 Public Health Strategies	**3**	■		
Concentration Elective	**3**	■		**See note 1 on page 2**
Advisor-Approved Elective Course	3	■		See note 2 on page 2
Semester Six: [16 Credit Hours]				
GEOG 42052 Medical Geography	**3**	■		
PH 20006 Environmental Health Science	3	■		
PH 30004 Public Health Research	3	■		
Advisor-Approved Elective Course	3	■		See note 2 on page 2
General Elective (lower or upper division)	4			
Semester Seven: [15 Credit Hours]				
PH 30002 Introductory Biostatistics	3	■		
PH 44000 Health Disparities	3	■	C	Fulfills writing-intensive course requirement
PH 44003 Environmental Health Issues in Low- and Middle-Income Countries	**3**	■		
Advisor-Approved Elective Courses	6	■		See note 2 on page 2
Semester Eight [15 Credit Hours]				
PH 44001 Integrative Seminar in Public Health	3	■		
PH 40092 International Health Practicum <u>or</u> PH 41092 field Experience in Meeting the Basic Health and Human Needs	**3**	■		
General Electives (lower or upper division)	9			Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours

KENT STATE UNIVERSITY

Roadmap: Public Health - Global Health - Bachelor of Science in Public Health

[PH-BSPH-PH-GLHL]
College of Public Health
Catalog Year: 2011-2010

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core/Electives	PH 44000	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement; recommended GEOG 21062 for prerequisite to required GEOG 42052	6

Note 1: Concentration ~~requirement~~ elective (3 credit hours), choose from the following:

ANTH 48250 Culture and Curing*	3	HED 34050 Program Planning and Evaluation in Health Education*	3
COMM 35852 Intercultural Communications	3		
ECON 42086 Economics of Health Care*	3	NUTR 33512 Nutrition*	3
GEOG 40195 Special Topics: GIS Applications in Health Research	3	PHIL 40005 Health Care Ethics	3

* Course has prerequisites outside program requirements, please check catalog.

Note 2: Advisor-approved electives (12 credit hours), suggested groupings of courses:

Drug Abuse and Violence Prevention	
HED 32530 Drug Use and Misuse	3
HED 44550 Drug Abuse and Violence Prevention	3
PSYC 41532 Social Psychology	3
PSYC 40111 Abnormal Psychology	3
PSYC 41581 Health Psychology	3
SOC 42577 Sociology of Family Violence	3

Global/International Health	
COMM 35852 Intercultural Communication *or* GEOG 22040 Introduction to Global Tourism	3
GEOG 42052 Medical Geography	3
PH 40092 International Health Practicum *or* foreign language courses (same language)	6

HIV, STDs and Sexuality Studies	
HED 47070 AIDS: Issues, Education and Prevention	3
HED 32544 Human Sexuality	3
HED 46057 Advanced Human Sexuality	3
SOC 32565 Sociology of Gays/Lesbians DD	3

Gerontological Studies	
GERO 44030 Adult Development and Aging WIC	3
HED 46070 Health-Related Aspects of Aging	3
PSYC 30656 Psychology of Aging	3
SOC 42879 Aging in Society DD	3

Health Disparities	
HDFS 34031 Cultural Diversity: Implications for the Helping Professions	3
POL 40560 Human Rights and Social Justice	3
PSYC 22221 Multicultural Psychology DD	3
SOC 32570 Inequality in Societies DD	3

Public Health Nutrition	
NUTR 33512 Nutrition	3
NUTR 33522 Applied Nutrition	3
NUTR 43515 Community Nutrition	3
NUTR 43518 Maternal and Child Nutrition	3

DD Course fulfills domestic diversity requirement
WIC Course fulfills writing-intensive requirement

Roadmap: Public Health - Global Health - Bachelor of Science in Public Health
[PH-BSPH-PH-GLHL]
College of Public Health
Catalog Year: 2011-2010

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

Foreign Language Proficiency (8 credit hours)

B.S.P.H students must complete the Elementary II level in a foreign language or American Sign Language. Students placed beyond the Elementary I level based on previous language coursework can complete the requirement fewer number of hours. Under certain circumstances, e.g. a student who is a non-native English speaker, the required can be met by certification of proficiency by a language department.

Course Descriptions (from the catalog)

HED 11590 Community Health Education (3) *(Pre-requisite for HED 34050)*
Identification of community health problems and measures for control. Emphasizes principles, objectives and methods of community health education. Prerequisite: none.

ANTH 18210 Introduction to Cultural Anthropology (3) *(Pre-requisite for ANTH 48250)*
Exploration of human diversity through the analysis of world cultures. Prerequisite: none. This course may be used to satisfy the Kent Core Requirements and diversity requirement.

GEOG 22061 Human Geography (3) *(Pre-requisite for GEOG 42052)*
Introduction to the field of human geography; topics include population migration, folk and popular culture, language, religion, ethnicity, political geography, development, agriculture, industry, services, urban patterns and resource problems. Emphasis is placed on historic and current spatial patterns and reasons for their change. Prerequisite: none.

PH 30003 Public Health Strategies (3)
Case studies of various strategies used in addressing various public health issues are discussed within an evaluative framework. Prerequisite: none.

PH 40012 Communicable Disease (3)
This course provides an overview of microbiology, epidemiology, treatment, control and prevention of communicable diseases of global importance, including vector-borne, sexually transmitted, vaccine preventable diseases and agents of biological terrorism concerns. Prerequisite: none.

NUTR 33512 Nutrition (3)
Functions, sources and interactions of essential nutrients. Nutritional needs of family members, methods of meeting these needs, sources of reliable nutrition information. Prerequisites: CHEM 10060 and 10061 and 20481; or CHEM 10050 and 10052; or CHEM 10054.

HED 34050 Program Planning and Evaluation in Health Education (3)
Provides students with the knowledge and skills to assess health resources and needs, develop health programs to meet specific needs in particular populations and determine appropriate measures to evaluate the effectiveness of health programs. Prerequisites: HED 11590 Community Health Education or PH 1000 Introduction to Public Health.

COMM 35852 Intercultural Communication (3)

Theory and application of communication between people of different cultures and different national systems. Prerequisite: none.

GEOG 42052 Medical Geography (3)
Geographic patterns of morbidity and mortality in the past and the present; diffusion of diseases and medicine; health in Third World emphasized. Prerequisite: GEOG 22061 Human Geography.

PH 444003 Environmental Health Issues in Low- and Middle-Income Countries (3)
This course covers the important environmental health issues of concerns in low- and middle-income countries and appropriate intervention strategies. The topics covered included clean drinking water and sanitation, indoor air pollution, outdoor air pollution, and environmental management, sustainability and health. Prerequisite: Introduction to Environmental Health, Introduction to Global Health or permission from instructor

41092
PH ~~44004~~ Field Experience in Meeting the Basic Health and Human Needs (3)
Provides practical skills in simple, affordable appropriate technologies that can offer solutions for meeting basic health and human needs in the developing world at the household and community levels. Technologies are organized into five modules: 1) food, agriculture, and nutrition; 2) water and sanitation; 4) alternative household energy; 4) primary health care; and 5) community development/needs & resource assessment. All the five modules cover appropriate technologies that while meeting the basic needs have significant impact on health of the individuals and communities. Principles of participatory community development and sensitivity to cross-cultural, gender, and ecological issues will be emphasized throughout the training.

PHIL 40005 Health Care Ethics (3)
Ethical problems in health care critically assessed, and consideration of how these specific ethical problems illuminate the ethical enterprise. Prerequisite: Prior course in philosophy, or junior standing in a health care discipline, or permission.

PH 40092 International Health Practicum (3)
A supervised internship in global/international health. Prerequisite: PH 10002; and junior or senior standing.

ECON 42086 Economics of Health Care (3)
Overall objective is to use economic analysis to understand and evaluate what has happened and is happening to the health care profession as well as current health care policies under consideration. Topics include issues such as Medicare, health care reform, HMOs and increasing costs in health care. Prerequisite: ECON 22060.

ANTH 48250 Culture and Curing (3)
Examination of the relationship between cultural beliefs about the nature of reality and the essence of humanity, and the causation and alleviation of disease. Prerequisite: ANTH 18210 Introduction to Cultural Anthropology. This course may be used to satisfy the diversity requirement.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 6-Aug-10 Curriculum Bulletin _____

Effective Date ~~Spring~~ Fall 2011 Approved by EPC _____

Department

College PH - Public Health

Degree BS - Bachelor of Science in Public Health

Program Name **Public Health** Program Code **PH**

Concentration(s) Pre-Clinical Professions ~~(Track)~~ Concentration(s) Code(s) ~~NEW~~ PCP

Proposal Establish Program – Dentistry, Medicine, Osteopathy, Veterinary Medicine

Description of proposal:
Establish a Pre-Clinical Professions ~~Track~~ Concentration in the BSPH

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

Current total credit hours: Proposed total credit hours ~~46-47~~ total 121

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

NA

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

NA

REQUIRED ENDORSEMENTS

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

_____ 08 / 06 / 10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary

Title: Pre-Clinical Professions (Dentistry, Medicine, Osteopathy, Veterinary Medicine) Track

Subject Specification: Bachelor of Science (BSPH) in Public Health students interested in pursuing a professional degree in clinical medicine (Dentistry, Medicine, Osteopathy, Veterinary Medicine) will follow the Pre-Clinical Professions track within one of the four concentration in the BSPH program (Environmental and Occupational Health, Global Health, Health Promotion and Education, Health Care Administration).

Background Information: The preparatory courses for the Medical College Admissions Test (MCAT) and the professional schools are covered as a part of the Kent Core, public health Core, and general electives. The overall curriculum of the BSPH program focusing on biological, social and economic determinant of health, prevention and control of diseases, introduction to biostatistics and public health research, public health internship focused on research or practices undertaken at a local, regional, national, or international venue makes this program highly desirable program for professional schools. These unique features of the program open up new opportunities and offers competitive advantages for student seeking to enter into clinical medicine.

Alternatives and Consequences: na

Specific Recommendation and Justification: na

Timetable and Actions Required: To be effective ~~Spring~~ Fall 2011

Pre-Clinical Professions (Dentistry, Medicine, Osteopathy, Veterinary Medicine) Track

Bachelor of Science (BSPH) in Public Health students interested in pursuing a professional degree in clinical medicine (Dentistry, Medicine, Osteopathy, Veterinary Medicine) will follow the Pre-Clinical Professions track within one of the four concentration in the BSPH program (Environmental and Occupational Health, Global Health, Health Promotion and Education, Health Care Administration). The preparatory courses for the Medical College Admissions Test (MCAT) and the professional schools are covered as a part of the Kent Core, public health Core, and general electives. The overall curriculum of the BSPH program focusing on biological, social and economic determinant of health, prevention and control of diseases, introduction to biostatistics and public health research, public health internship focused on research or practices undertaken at a local, regional, national, or international venue makes this program highly desirable program for professional schools. These unique features of the program open up new opportunities and offers competitive advantages for student seeking to enter into clinical medicine.

Track Courses (46-47 credit hours)[§]-- Taken as Kent Core, Public Health Core and General Electives

Biology (11)

BSCI 10120	Biological Foundations (4)
BSCI 30140	Cell Biology (4)
BSCI 40430	Animal Physiology (3)

General Chemistry (10)

CHEM 10060, 10061	General Chemistry I and II (8) KBS,
CHEM 10062 , 10063	General Chemistry I and II Laboratory (2)
OR	
CHEM 10960, 100961	Honors General Chemistry (10)

Organic Chemistry (8)

CHEM 30475, 30476	Organic Chemistry Laboratory I and II (1)
CHEM 20481, 20482	Basic Organic Chemistry I and II (6)
OR	
CHEM 30481, 30482	Organic Chemistry I and II (6)

Math (7-8)

MATH 12021	Calculus for Life Sciences (4) KMC (proficiency)
OR	
MATH 12002	Analytic Geometry & Calculus I (5) KMC
PH 30002	Introductory Biostatistics (3)

Physics (10)

PHY 13001, 13002	General College Physics I and II (8) KBS / KAD
PHY 13021, 13022	General College Physics Laboratory I and II (2) KBS

Additional recommended courses

BSCI 30156	Elements of Genetics (3)
BSCI 30518	Vertebrate Anatomy (4)
CHEM 30284	Introductory Biological Chemistry (4)
OR	
CHEM 40245	Biochemical Foundations of Medicine (4)

[§]Several of the courses meet the Kent Core requirements in Basic Sciences, Mathematics and Critical Reasoning and Additional Kent Core requirements; PH 30002 Introductory Biostatistics meets the Public Health Core requirement.

KENT STATE UNIVERSITY

Roadmap: Public Health - Pre-Clinical Professions–Dentistry, Medicine Osteopathy, Veterinary Medicine - Bachelor of Science in Public Health

[PH-BSPH-PH-PCP]
College of Public Health
Catalog Year: 2011-2010

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [14 Credit Hours]				
BSCI 10120 Biological Foundations	4			
PH 10001 Introduction to Public Health	3			
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Two: [15-16 Credit Hours]				
CHEM 10060 General Chemistry I	4			**May be substituted with CHEM 10960**
CHEM 10062 General Chemistry I Laboratory	1			
MATH 12002 Analytic Geometry and Calculus I *or* Calculus for Life Sciences	4-5			**Fulfills Kent Core Mathematics and Critical Thinking by proficiency**
PH 10002 Introduction to Global Health	3			
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Three: [16 Credit Hours]				
CHEM 10060 General Chemistry II	4			**May be substituted with CHEM 10961**
CHEM 10062 General Chemistry II Laboratory	1			
PH 20005 Social and Behavioral Science Theories in Public Health	3			
PHY 13001 General College Physics I	4			**Fulfills Kent Core Basic Sciences**
PHY 13021 General College Physics Laboratory I	1			**Fulfills Kent Core Basic Sciences**
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Four: [14 Credit Hours]				
PH 20001 Essentials of Epidemiology	3			
PH 20003 Public Health Policy and Decision-Making	3			
PHY 13001 General College Physics II	4			**Fulfills Kent Core Additional**
PHY 13021 General College Physics Laboratory II	1			**Fulfills Kent Core Basic Sciences**
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Five: [16 Credit Hours]				
BSCI 30140 Cell Biology	4	■		
PH 30007 Prevention and Control of Diseases	3	■		
PH 30012 Communicable Diseases	3	■		
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Six: [15 Credit Hours]				
BSCI 40430 Animal Physiology	3	■		
PH 20006 Environmental Health Science	3	■		
PH 30004 Public Health Research	3	■		
Advisor-Approved Elective Course	6	■		See note 2 on page 2
Semester Seven: [15 Credit Hours]				
PH 30002 Introductory Biostatistics	3	■		
PH 44000 Health Disparities	3	■	C	Fulfills writing-intensive course requirement
PH 44003 Environmental Health Issues in Low- and Middle-Income Countries	3	■		
Kent Core Requirement	3			See Kent Core Summary on page 2
Advisor-Approved Elective Courses	3	■		See note below

KENT STATE UNIVERSITY

Roadmap: Public Health - Pre-Clinical Professions--Dentistry, Medicine Osteopathy, Veterinary Medicine - Bachelor of Science in Public Health
[PH-BSPH-PH-PCP]
College of Public Health
Catalog Year: 2011-2010

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Eight [16 Credit Hours]				
PH 44001 Integrative Seminar in Public Health	3	■		
PH 44092 Internship in Public Health	**3**	■		
Advisor-Approved Elective Courses	3	■		See note below
General Electives (lower or upper division)	7			Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core/Electives	PH 44000	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement; cannot be in Basic Sciences	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with PHY 13001, 13021, 13022	0
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major by MATH 12002 or 12021 by proficiency	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement;	6

Note 2: Advisor-approved electives (12 credit hours), suggested groupings of courses:

Drug Abuse and Violence Prevention	
HED 32530 Drug Use and Misuse	3
HED 44550 Drug Abuse and Violence Prevention	3
PSYC 41532 Social Psychology	3
PSYC 40111 Abnormal Psychology	3
PSYC 41581 Health Psychology	3
SOC 42577 Sociology of Family Violence	3

Global/International Health	
COMM 35852 Intercultural Communication *or* GEOG 22040 Introduction to Global Tourism	3
GEOG 42052 Medical Geography	3
PH 40092 International Health Practicum *or* foreign language courses (same language)	6

HIV, STDs and Sexuality Studies	
HED 47070 AIDS: Issues, Education and Prevention	3
HED 32544 Human Sexuality	3
HED 46057 Advanced Human Sexuality	3
SOC 32565 Sociology of Gays/Lesbians DD	3

Gerontological Studies	
GERO 44030 Adult Development and Aging WIC	3
HED 46070 Health-Related Aspects of Aging	3
PSYC 30656 Psychology of Aging	3
SOC 42879 Aging in Society DD	3

Health Disparities	
HDFS 34031 Cultural Diversity: Implications for the Helping Professions	3
POL 40560 Human Rights and Social Justice	3
PSYC 22221 Multicultural Psychology DD	3
SOC 32570 Inequality in Societies DD	3

Public Health Nutrition	
NUTR 33512 Nutrition	3
NUTR 33522 Applied Nutrition	3
NUTR 43515 Community Nutrition	3
NUTR 43518 Maternal and Child Nutrition	3

DD Course fulfills domestic diversity requirement
WIC Course fulfills writing-intensive requirement

KENT STATE UNIVERSITY

Roadmap: Public Health - Pre-Clinical Professions--Dentistry, Medicine Osteopathy, Veterinary Medicine - Bachelor of Science in Public Health
[PH-BSPH-PH-PCP]
College of Public Health
Catalog Year: 2011-2010

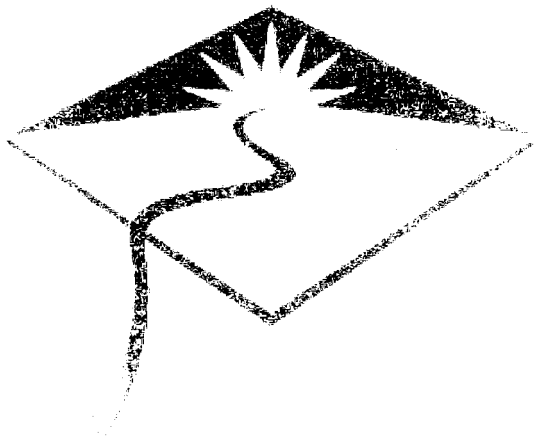
Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.



KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College PH - Public Health

Degree BS - Bachelor of Science in Public Health

Program Name **Public Health** Program Code **PH**

Concentration(s) ~~CORE~~ Concentration(s) Code(s)

Proposal Revise Program

Description of proposal:

Changes Public Health Core Requirement:

1) Change in credit hours for Internship in Public Health (PH 44092) to 3 6 credit hours (from 6 hours)
2) Remove SOC 32220 & SOC 32221 from Public Health Core
3) Add new course PH 30012 Communicable Diseases (see CCU000979)
4) Course number/level change for PH 20004 to PH 30004 Public Health Research (see CCU001019)
5) Course number/level change for PH 20007 to PH 30007 Prevention & Control of Diseases (see CCU001020)
6) Course number/level change for PH 30001 to PH 20001 Essentials of Epidemiology (see CCU001021)

Will change core requirements in Public Health to 39-42 credit hours (from 43 credit hours)

43 - 4 [removing SOC 32220 & SOC 32221] = 39
39 + 3 [PH 30012 Communicable Diseases (new course)] = 42
42 - 3 [lowering internship requirement to 3] = (39 - 42)

Concentrations
39 - 42
+12 - 12
=51 - 54

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

Current total credit hours: ~~43~~ 121 Proposed total credit hours 39 ~~- 42~~ 121

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

Removing two SOC courses (32220 & 32221) from Public Health Core.

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

Sociology

REQUIRED ENDORSEMENTS

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

Mark A. James 08/06/10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Public Health		
College	PH - Public Health		
Degree	BS - Bachelor of Science in Public Health		
Program Name	**Public Health ~~(BSPH)~~**	Program Code **PH**	
Concentration(s)	Health Promotion and Education	Concentration(s) Code(s)	PH-BSPH-PH-HPED
	Health Care Administration		PH-BSPH-PH-HCA
	Environmental and Occupational Health*		PH-BSPH-PH-EVST
	*name change for this track is being submitted as a separate program change		

Proposal Revise Program Requirement

Description of proposal:

Change the number of credit hours in each of the three concentrations for the BSPH from 15 credit hours to 12 credit hours

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

Current total credit hours: Proposed total credit hours

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

None

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

N/A

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director / Campus Dean

_____ ____/____/____

College Dean

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Aug-10 Curriculum Bulletin _____

Effective Date ~~Spring~~ Fall 2011 Approved by EPC _____

Department

College PH - Public Health

Degree BS - Bachelor of Science in Public Health

Program Name **Public Health** Program Code **PH**

Concentration(s) ~~Public Health -~~ Environmental/Sanitation Concentration(s) Code(s) ~~PH-BSPH-PH-~~EVST

Proposal Revise Program

Description of proposal:

Change ~~track~~ concentration name - FROM: Environmental/Sanitation TO: Environmental and Occupational Health (EVOH)

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

Current total credit hours: Proposed total credit hours

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

None

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

N/A

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

_____ 08 / 06 / 10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Kent State University Catalog 2010 - 2011

Public Health - B.S.P.H.

COLLEGE: College of Public Health

DEPARTMENT: 208 Schwartz Center
Tel: 330-672-6500 | Fax: 330-672-6505
E-mail: publichealth@kent.edu
Web: http://www.kent.edu/academics/publichealth/index.cfm

DESCRIPTION: The Bachelor of Science in Public Health comprises ~~three~~ five concentrations: Environmental/~~Sanitation~~ and Health Occupations, Health Care Administration, Global Health, Health Promotion and Education, Pre-Clinical Professions . . .

The Environmental/Sanitation concentration prepares students to help reduce the burden of human illness that results from natural and man-made environmental exposures. The courses train students for a challenging, dynamic, and interdisciplinary career focused on public health risks associated with human invasion of the environment. Students learn the use of risk assessment to effect policy change, along with the administration and enforcement of environmental and public health laws. Graduates typically enter the public health workforce at local, state and national levels. They also work in academic institutions, private industry and for international health agencies.

The Health Care Administration concentration prepares students for entry-level positions in health care management and establishes a foundation for graduate work in health policy and management. Students analyze national and local public health infrastructure, evaluate the effectiveness and efficiency of health care delivery and explore the legal and ethical issues of health care administration. Graduates enter the health care workforce as finance managers, compliance officers, patient navigators, insurance specialists and other health care managers.

The Health Promotion and Education concentration focuses on the social determinants of health behaviors. Such behaviors include alcohol, tobacco, other drug use, exercise, physical activity, injury and violence and sexual activity. Prevention approaches address community-level strategies to promote healthy behaviors, including media, policy and education initiatives. Students typically work in the public sector in social service agencies or non-profit agencies. There is also a demand in the private sector as large corporations actively promote healthy lifestyles among employees as a means of increasing productivity and lowering health care costs.

CAREER OPPORTUNITIES: Health educators held about 62,000 jobs in 2006. They work primarily in two industries with 20 percent working in State and local government and 53 percent working in health care and social assistance. In addition, a small percent of health educators work in grant-making services and social advocacy organizations.
(Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: **General Admissions for New Freshman**: Students most likely to be admitted and succeed at the Kent Campus are those who have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and whose composite ACT score is 21 or better (980 combined critical reading and math SAT score). For more information on admissions, visit the admissions website for new freshmen.

General Admissions for Transfer Students: Generally, a transfer applicant who has taken 12 or more semester hours with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12 semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the admissions website for transfer students.

GRADUATION REQUIREMENTS Minimum 122 total credit hours. Minimum 39 upper-division credit hours. Minimum 2.0 GPA cumulative and in major.

LANGUAGE REQUIREMENT: ~~None~~ Yes for Global Health concentration

STUDY ABROAD/AWAY OPPORTUNITIES There are many study abroad/away opportunities, for more information contact the Office of International Affairs.

PROGRAM FEE: None

GRADUATE PROGRAMS Master of Public Health

add Global Health
Pre-Clinical Professions... description

Revised

Public Health - B.S.P.H. Program Requirements

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of Public Health > Undergraduate Programs > Public Health - B.S.P.H. Program Requirements

- **Environmental/~~Sanitation~~ and Occupational Health Concentration**
- **Global Health**
- **Health Care Administration Concentration**
- **Health Promotion and Education**
- **Pre-Clinical Professions – Dentistry, Medicine, Osteopathy, Veterinary Medicine Concentration**

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (~~43~~ 36 credits)** *Courses count in major GPA*			
	PH	10001	Introduction to Public Health	3
		10002	Introduction to Global Health	3
		~~30001~~ 20001	Essentials of Epidemiology	3
		20003	Public Health Policy and Decision-Making	3
		20005	Social and Behavioral Science Theories in Public Health	3
		20006	Environmental Health Science	3
		30002	Introductory Biostatistics	3
		~~20004~~ 30004	Public Health Research	3
		~~20007~~ 30007	Prevention and Control of Diseases	3
		30012	Communicable Diseases	3
WIC		44000	Health Disparities*	3
		44001	Integrative Seminar in Public Health	3
		~~44002~~	~~Internship in Public Health~~	~~6~~
-	~~SOC~~	~~32220~~	~~Data Analysis~~	~~3~~
-	-	~~32221~~	~~Data Analysis Laboratory~~	~~1~~
III.	**ADDITIONAL PROGRAM REQUIREMENTS (~~62~~ 39-59 credits)**			
-	~~Kent Core Additional (must be from two categories)~~			~~6~~
-	~~Kent Core Basic Sciences (must include one laboratory)~~ ~~6 credits may be fulfilled in Environmental/Sanitation concentration~~			~~6-7~~
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
-	~~Kent Core Mathematics and Critical Reasoning~~			~~3-5~~
	Kent Core Social Sciences (must be from two disciplines) ~~3 credits fulfilled in Health Care Administration concentration~~ Students pursuing Global Health concentration should take GEOG 22061			~~3~~-6
	Advisor-Approved Electives (see suggested courses below)			12
	General Electives			~~9-17~~ 4-26
IV.	**CONCENTRATION REQUIREMENTS (~~15~~ 25-45 credits)**			
	Environmental/~~Sanitation~~ and Occupational Health (~~15~~ 25-36)			
	Global Health (38-43)			
	Health Care Administration (~~15~~ 30-36)			
	Health Promotion and Education (~~15~~ 30-36)			
	Pre-Clinical Professions - Dentistry, Medicine, Osteopathy, Veterinary Medicine (41-45)			
			MINIMUM TOTAL	**121**

* A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

ADVISOR-APPROVED ELECTIVES (12 Credits) suggested groupings of courses			
	Drug Abuse and Violence Prevention		
	HED	32530	Drug Use and Misuse (3)
		44550	Drug Abuse and Violence Prevention (3)
	PSYC	40111	Abnormal Psychology (3)
		41532	Social Psychology (3)
		41581	Health Psychology (3)
	SOC	42577	Sociology of Family Violence (3)
	Gerontological Studies		
WIC	GERO	44030	Adult Development and Aging (3)
	HED	46070	Health-Related Aspects of Aging (3)
	PSYC	30656	Psychology of Aging (3)
DD	SOC	42879	Aging in Society (3)
	Global/International Health		
	COMM GEOG	35852 22040	Intercultural Communication (3) ***or*** Introduction to Global Tourism (3)
	GEOG	42052	Medical Geography (3)
	PH	40092	International Health Practicum (6) ***or*** Foreign Language (same language) (6)
	Health Disparities		
	HDFS	34031	Cultural Diversity: Implications for the Helping Profession (3)
	POL	40560	Human Rights and Social Justice (3)
DD	PSYC	22221	Multicultural Psychology (3)
DD	SOC	32570	Inequality in Societies (3)
	HIV, STDs and Sexuality Studies		
	HED	47070	AIDS: Issues, Education and Prevention (3)
		32544	Human Sexuality (3)
		46057	Advanced Human Sexuality (3)
DD	SOC	32565	Sociology of Gays/Lesbians (3)
	Public Health Nutrition (3)		
	NUTR	33512	Nutrition (3)
		33522	Applied Nutrition (3)
		43515	Community Nutrition (3)
		43518	Maternal and Child Nutrition (3)

Environmental/~~Sanitation~~ and Occupational Health Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (~~15~~ 25-36 credits) Courses count in major GPA				
	PH	44092	Internship in Public Health	3-6
	Choose four courses from the following:			12
KBS	GEOG	21062	Physical Geography (3)	
		41073	Conservation of Natural Resources (3)	
KBS	GEOL	21062	Environmental Geology (3)	
	HM	13022	Sanitation and Safety Principles and Practices (3)	
	PH	20012	Sanitation and Hazardous Materials Management (3)	
	POL	40440	U.S. Environmental Politics and Policies (3)	
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory) may be fulfilled with options GEOG 21062 and GEOL 21062			1-7
	Kent Core Mathematics and Critical Reasoning			3-5
			TOTAL	**25-36**

Global Health Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (~~15~~ 38-43 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	GEOG	42052	Medical Geography*	3
	PH	30003	Public Health Strategies	3
		40092 41092	International Health Practicum ***or*** Field Experience in Meeting the Basic Health and Human Needs	3
		44003	Environmental Health Issues in Low- and Middle-Income Countries	3
	Choose one course from the following:			3
	ANTH	48250	Culture and Curing (3)*	
	COMM	35852	Intercultural Communications (3)	
	ECON	42086	Economics of Health Care (3)*	
	GEOG	40195	Special Topics: GIS Applications in Health Research (3)	
	HED	34050	Program Planning and Evaluation in Health Education (3)*	
	NUTR	33512	Nutrition (3)*	
	PHIL	40005	Health Care Ethics (3)	
	Foreign Language (Elementary I and II)			8-10
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Mathematics and Critical Reasoning			3-5
			TOTAL	**38-43**

* Course has prerequisites outside program requirements, please check catalog.

Health Care Administration Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (~~15~~ 30-36 credits) Courses count in major GPA				
	ECON	42086	Economics of Health Care	3
~~KSS~~	~~JUS~~	~~26704~~	~~Issues in Law and Society~~	~~3~~
	PH	44092	Internship in Public Health	3-6
	PHIL	40005	Health Care Ethics	3
	POL	30301	Introduction to Public Administration	3
	SOC	42563	Sociology of Health and Health Care	3
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Mathematics and Critical Reasoning			3-5
			TOTAL	**30-36**

Health Promotion and Education Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (~~15~~ 30-36 credits) Courses count in major GPA				
	HED	21050	Health Education Theories	3
		32565	Marketing in Health Education	3
		34050	Program Planning and Evaluation in Health Education	3
		42041	Health Counseling	3
-	~~PH~~	~~30003~~	~~Public Health Strategies~~	~~3~~
	PH	44092	Internship in Public Health	3-6
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Mathematics and Critical Reasoning			3-5
			TOTAL	**30-36**

Pre-Clinical Professions – Dentistry, Medicine, Osteopathy, Veterinary Medicine Concentration
For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (~~15~~ 41-45 credits) Courses count in major GPA				
	PH	44092	Internship in Public Health	3-6
	BSCI	10120	Biological Foundations	4
		30140	Cell Biology	4
		40430	Animal Physiology	3
	CHEM	10060	General Chemistry I*	4
		10061	General Chemistry*	4
		10062	General Chemistry I Laboratory*	1
		10062	General Chemistry II Laboratory*	1
KMC	MATH	12002 12021	Analytic Geometry and Calculus I *or* Calculus for Life Sciences	4-5
KBS	PHY	13001	General College Physics I	4
KAD		13002	General College Physics II	4
KBS		13021	General College Physics Laboratory I	1
KBS		13022	General College Physics Laboratory II	1
	Kent Core Additional (cannot be in Basic Sciences)			3
			TOTAL	**41-45**

* General Chemistry series may be substituted with Honors General Chemistry (CHEM 10960, 100961).

Revised

KENT STATE UNIVERSITY

Roadmap: Public Health - Environmental and Occupational Health ~~Sanitation~~ - Bachelor of Science in Public Health
[PH-BSPH-PH-~~EVST~~ EVOH]
College of Public Health
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title 16	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [13 Credit Hours]				
PH 10001 Introduction to Public Health	3			
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirement 15	~~9~~	12		See Kent Core Summary on page 2
Semester Two: [17 Credit Hours]				
PH 10002 Introduction to Global Health	3			
Kent Core Requirement	12			See Kent Core Summary on page 2
~~General Electives (lower or upper division)~~	~~2~~			
Semester Three: [15 Credit Hours]				
PH 20005 Social and Behavioral Science Theories in Public Health	3			
Kent Core Requirement	9			See Kent Core Summary on page 2
General Electives (lower or upper division)	3			
Semester Four: [15 Credit Hours]				
PH 20003 Public Health Policy and Decision-Making	3			
PH ~~20004~~ Public Health Research 30004	3	■		
Kent Core Requirement	~~6~~	3		See Kent Core Summary on page 2
General Electives (lower or upper division) 15	~~3~~	6		
Semester Five: [16 Credit Hours]				
PH ~~20007~~ Prevention and Control of Diseases 30007	3	■		
~~SOC 32220 Data Analysis~~	~~3~~	~~■~~		★ add PH 30012 (3)
~~SOC 32221 Data Analysis Laboratory~~	~~1~~	~~■~~		★ general elective (3)
Concentration Requirement	~~6~~ 3			See note 1 on page 2
Advisor-Approved Elective Course	3	■		See note 2 on page 2
Semester Six: [15 Credit Hours]				
PH 20006 Environmental Health Science	3	■		
PH ~~30001~~ Essentials of Epidemiology 20001	3	~~■~~		
Concentration Requirement	6	■		See note 1 on page 2
Advisor-Approved Elective	3	■		See note 2 on page 2
Semester Seven: [15 Credit Hours]				
PH 30002 Introductory Biostatistics	3	■		
PH 44000 Health Disparities	3	■	C	Fulfills writing-intensive course requirement
Concentration Requirement	3	■		See note 1 on page 2
Advisor-Approved Electives	6	■		See note 2 on page 2
Semester Eight [15 Credit Hours]				
PH 44001 Integrative Seminar in Public Health	3	■		
PH 44092 Internship in Public Health	3-6	■		
General Electives (lower or upper division)	6-9			Number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division hours

KENT STATE UNIVERSITY

Roadmap: Public Health - Environmental/Sanitation - Bachelor of Science in Public Health

[PH-BSPH-PH-EVST]
College of Public Health
Catalog Year: 2010-2011

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core/Electives	PH 44000	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Note 1: Concentration requirement (~~15~~ 12 credit hours), choose from the following:

GEOG 21062 Physical Geography	3	PH 20012 Sanitation and Hazardous Materials Management	3
GEOG 41073 Conservation of Natural Resources	3		
GEOL 21062 Environmental Geology	3	POL 40440 U.S. Environmental Politics and Policies	3
HM 13022 Sanitation and Safety Principles and Practices	3		

Note 2: Advisor-approved electives (12 credit hours), suggested groupings of courses:

Drug Abuse and Violence Prevention	
HED 32530 Drug Use and Misuse	3
HED 44550 Drug Abuse and Violence Prevention	3
PSYC 41532 Social Psychology	3
PSYC 40111 Abnormal Psychology	3
PSYC 41581 Health Psychology	3
SOC 42577 Sociology of Family Violence	3

Global/International Health	
COMM 35852 Intercultural Communication *or* GEOG 22040 Introduction to Global Tourism	3
GEOG 42052 Medical Geography	3
PH 40092 International Health Practicum *or* foreign language courses (same language)	6

HIV, STDs and Sexuality Studies	
HED 47070 AIDS: Issues, Education and Prevention	3
HED 32544 Human Sexuality	3
HED 46057 Advanced Human Sexuality	3
SOC 32565 Sociology of Gays/Lesbians DD	3

Gerontological Studies	
GERO 44030 Adult Development and Aging WIC	3
HED 46070 Health-Related Aspects of Aging	3
PSYC 30656 Psychology of Aging	3
SOC 42879 Aging in Society DD	3

Health Disparities	
HDFS 34031 Cultural Diversity: Implications for the Helping Professions	3
POL 40560 Human Rights and Social Justice	3
PSYC 22221 Multicultural Psychology DD	3
SOC 32570 Inequality in Societies DD	3

Public Health Nutrition	
NUTR 33512 Nutrition	3
NUTR 33522 Applied Nutrition	3
NUTR 43515 Community Nutrition	3
NUTR 43518 Maternal and Child Nutrition	3

DD Course fulfills domestic diversity requirement
WIC Course fulfills writing-intensive requirement

Revised

KENT STATE UNIVERSITY

Roadmap: Public Health - Health Care Administration - Bachelor of Science in Public Health
[PH-BSPH-PH-HCA]
College of Public Health
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title 16	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [13 Credit Hours]				
PH 10001 Introduction to Public Health	3			
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirements 15	~~9~~	12		See Kent Core Summary on page 2
Semester Two: [17 Credit Hours]				
PH 10002 Introduction to Global Health	3			
Kent Core Requirement	12			See Kent Core Summary on page 2
~~General Elective (lower or upper division)~~	~~2~~			
Semester Three: [15 Credit Hours]				
PH 20005 Social and Behavioral Science Theories in Public Health	3			
Kent Core Requirement	9			See Kent Core Summary on page 2
General Elective (lower or upper division)	3			
Semester Four: [15 Credit Hours]				
PH 20003 Public Health Policy and Decision-Making	3			
PH [redacted] Public Health Research 30004	3	[redacted]		
Kent Core Requirement	~~6~~	3		See Kent Core Summary on page 2
General Elective (lower or upper division) 15	~~3~~	6		
Semester Five: [16 Credit Hours]				
~~JUS 26704 Issues in Law and Society~~	~~3~~			
PH [redacted]7 Prevention and Control of Diseases 30007	3	[redacted]		* add PH30012 (3)
POL 30301 Introduction to Public Administration	3	■		general elective (3)
~~SOC 32220 Data Analysis~~	~~3~~	~~■~~		
~~SOC 32221 Data Analysis Laboratory~~	~~1~~	~~■~~		
Advisor-Approved Elective	3	■		See note 1 on page 2
Semester Six: [15 Credit Hours]				
PH 20006 Environmental Health Science	3	■		
PH [redacted] Essentials of Epidemiology 20001	3	X		
PHIL 40005 Health Care Ethics	3	■		
SOC 42563 Sociology of Health and Health Care	3	■		
Advisor-Approved Elective	3	■		See note 1 on page 2
Semester Seven: [15 Credit Hours]				
ECON 42086 Economics of Health Care	3	■		
PH 30002 Introductory Biostatistics	3	■		
PH 44000 Health Disparities	3	■	C	Fulfills writing-intensive course requirement
Advisor-Approved Electives	6	■		See note 1 on page 2
Semester Eight [15 Credit Hours]				
PH 44001 Integrative Seminar in Public Health	3	■		
PH 44092 Internship in Public Health	3-6	■		
General Electives (lower or upper division)	6-9			Number of credits required depends on meeting minimum 121 credit hours and minimum ~~42~~ 39 upper-division hours

KENT STATE UNIVERSITY

Roadmap: Public Health - Health Care Administration - Bachelor of Science in Public Health

[PH-BSPH-PH-HCA]
College of Public Health
Catalog Year: 2010-2011

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Kent Core Hours	Diversity Course Global / Domestic	Writing Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core/Electives	PH 44000	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Note 1: Advisor-approved electives (12 credit hours), suggested groupings of courses:

Drug Abuse and Violence Prevention	
HED 32530 Drug Use and Misuse	3
HED 44550 Drug Abuse and Violence Prevention	3
PSYC 41532 Social Psychology	3
PSYC 40111 Abnormal Psychology	3
PSYC 41581 Health Psychology	3
SOC 42577 Sociology of Family Violence	3

Global/International Health	
COMM 35852 Intercultural Communication *or* GEOG 22040 Introduction to Global Tourism	3
GEOG 42052 Medical Geography	3
PH 40092 International Health Practicum *or* foreign language courses (same language)	6

HIV, STDs and Sexuality Studies	
HED 47070 AIDS: Issues, Education and Prevention	3
HED 32544 Human Sexuality	3
HED 46057 Advanced Human Sexuality	3
SOC 32565 Sociology of Gays/Lesbians DD	3

Gerontological Studies	
GERO 44030 Adult Development and Aging WIC	3
HED 46070 Health-Related Aspects of Aging	3
PSYC 30656 Psychology of Aging	3
SOC 42879 Aging in Society DD	3

Health Disparities	
HDFS 34031 Cultural Diversity: Implications for the Helping Professions	3
POL 40560 Human Rights and Social Justice	3
PSYC 22221 Multicultural Psychology DD	3
SOC 32570 Inequality in Societies DD	3

Public Health Nutrition	
NUTR 33512 Nutrition	3
NUTR 33522 Applied Nutrition	3
NUTR 43515 Community Nutrition	3
NUTR 43518 Maternal and Child Nutrition	3

DD Course fulfills domestic diversity requirement
WIC Course fulfills writing-intensive requirement

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Revised

KENT STATE UNIVERSITY

Roadmap: Public Health - Health Promotion and Education - Bachelor of Science in Public Health
[PH-BSPH-PH-HPED]
College of Public Health
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title 16	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [13 Credit Hours]				
PH 10001 Introduction to Public Health	3			
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirement 15	~~9~~	12		See Kent Core Summary on page 2
Semester Two: [17 Credit Hours]				
PH 10002 Introduction to Global Health	3			
Kent Core Requirement	12			See Kent Core Summary on page 2
~~General Elective (lower or upper division)~~	~~2~~			
Semester Three: [15 Credit Hours]				
PH 20005 Social and Behavioral Science Theories in Public Health	3			
Kent Core Requirement	9			See Kent Core Summary on page 2
General Elective (lower or upper division)	3			
Semester Four: [15 Credit Hours]				
PH 20003 Public Health Policy and Decision-Making	3			
PH ~~20004~~ Public Health Research 30004	3	■		
Kent Core Requirement	~~6~~	3		See Kent Core Summary on page 2
General Elective (lower or upper division) 15	~~3~~	6		
Semester Five: [16 Credit Hours]				
HED 21050 Health Education Theories 30007	3			
PH ~~20007~~ Prevention and Control of Diseases	3	■		* add PH 30012 (3)
~~PH 30003 Public Health Strategies~~	~~3~~	~~■~~		* general elective (3)
~~SOC 32220 Data Analysis~~	~~3~~	~~■~~		
~~SOC 32221 Data Analysis Laboratory~~	~~1~~	~~■~~		
Advisor-Approved Elective Courses	3	■		See note 1 on page 2
Semester Six: [15 Credit Hours]				
HED 32565 Marketing in Health Education	3	■		
HED 34050 Program Planning and Evaluation in Health Education	3	■		
PH 20006 Environmental Health Science	3	■		
PH ~~30004~~ Essentials of Epidemiology 20001	3	~~■~~		
Advisor-Approved Elective Courses	3	■		See note 1 on page 2
Semester Seven: [15 Credit Hours]				
HED 42041 Health Counseling	3	■		
PH 30002 Introductory Biostatistics	3	■		
PH 44000 Health Disparities	3	■	C	Fulfills writing-intensive course requirement
Advisor-Approved Elective Courses	6	■		See note 1 on page 2
Semester Eight [15 Credit Hours]				
PH 44001 Integrative Seminar in Public Health	3	■		
PH 44092 Internship in Public Health	3-6	■		
General Electives (lower or upper division)	6-9			Number of credits required depends on meeting minimum 121 credit hours and minimum ~~42~~ 39 upper-division hours

KENT STATE UNIVERSITY

Roadmap: Public Health - Health Promotion and Education - Bachelor of Science in Public Health

[PH-BSPH-PH-HPED]
College of Public Health
Catalog Year: 2010-2011

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core/Electives	PH 44000	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Note 1: Advisor-approved electives (12 credit hours), suggested groupings of courses:

Drug Abuse and Violence Prevention	
HED 32530 Drug Use and Misuse	3
HED 44550 Drug Abuse and Violence Prevention	3
PSYC 41532 Social Psychology	3
PSYC 40111 Abnormal Psychology	3
PSYC 41581 Health Psychology	3
SOC 42577 Sociology of Family Violence	3

Global/International Health	
COMM 35852 Intercultural Communication *or* GEOG 22040 Introduction to Global Tourism	3
GEOG 42052 Medical Geography	3
PH 40092 International Health Practicum *or* foreign language courses (same language)	6

HIV, STDs and Sexuality Studies	
HED 47070 AIDS: Issues, Education and Prevention	3
HED 32544 Human Sexuality	3
HED 46057 Advanced Human Sexuality	3
SOC 32565 Sociology of Gays/Lesbians DD	3

Gerontological Studies	
GERO 44030 Adult Development and Aging WIC	3
HED 46070 Health-Related Aspects of Aging	3
PSYC 30656 Psychology of Aging	3
SOC 42879 Aging in Society DD	3

Health Disparities	
HDFS 34031 Cultural Diversity: Implications for the Helping Professions	3
POL 40560 Human Rights and Social Justice	3
PSYC 22221 Multicultural Psychology DD	3
SOC 32570 Inequality in Societies DD	3

Public Health Nutrition	
NUTR 33512 Nutrition	3
NUTR 33522 Applied Nutrition	3
NUTR 43515 Community Nutrition	3
NUTR 43518 Maternal and Child Nutrition	3

DD Course fulfills domestic diversity requirement
WIC Course fulfills writing intensive requirement

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date: 6 May 10 Curriculum Bulletin_____

Effective Date: Fall 2011 Approved by EPC_____

Department: Professional Studies
College: Regional College
Proposal: Establish New Concentrations and revise name
Program Name: Environmental Technology and course subject
Degree: AAS ~~Environmental Technology~~ ENVT

New Name: Environmental Health and Safety (EVHS)
New concentrations:
① Occupational Health and Industrial Hygiene (OHIH)
② Environmental Safety and Security (ESS)
③ Environmental Technology (ENVT)

Description of Proposal
In order to better address the career demands in environmental technology the old AAS degree is being retooled with three concentrations. These new concentrations will better serve our students and the employers in our service area.

Does proposed revision change program's total credit hours? **Yes, lowers by 1-4 credit hours depending on concentration.** current: 64 proposed: 64-67

Describe impact or other programs, policies or procedures (e.g. encroachment and duplication issues; enrollment and staffing considerations, need, audience, prerequisites)
There will not be any impact on other university programs. A program coordinator/faculty will be hired to oversee the revised degree.

Units consulted (other departments, programs, or campuses affected by this proposal):
This degree is only offered on the Trumbull Campus. The College of Public Health has assisted in the development of the new concentrations. A letter from College of Public Health is enclosed in the packet.

REQUIRED ENDORSEMENTS

Wanda Thomas — 5/25/2010
Department Chair/School Director/Campus Dean

_____ ___/___/___
College Dean

Wanda Thomas — 5/25/2010
Executive Dean of Regional Campuses

_____ ___/___/___
Provost

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
TRUMBULL CAMPUS

TO: Wanda Thomas, Dean

FROM: Robert G. Sines, Jr., Associate Dean

DATE: May 25, 2010

SUBJECT: ENVT Program Revision

Please find attached the ENVT revision. Could you please send to the appropriate curricula body.

Proposal Summary

① Major name change: from Environmental Technology to

Title: Environmental Health and Safety

Subject Specification: The Associate of Applied Science in Environmental Health and Safety is ② developing three specific areas of specialization: Occupational Health and Industrial Hygiene Concentration, ~~and~~ Environmental Safety and Security Concentration and Environmental Technology Concentration.

③ Changing course subject (ENVT → EVHS)

Background Information: In order to better address the career demands in environmental technology and to better interface with continued education options of students, the Environmental Health and Safety program will define three areas of specialization. The Occupational Health and Industrial Hygiene Concentration will allow students to enter the Bachelors in Public Health Environmental/Sanitation Concentration which will be offered at the Trumbull campus. The Environmental Safety and Security option allows students to gain more expertise in the areas of chemical-biological safety and security, an area of increased demand given the evolution of the homeland security related professions. In-service students currently working in fire protection and law enforcement will be encouraged to pursue higher education in areas of interest to their careers. The Environmental Technology Concentration will provide students with a working knowledge of the source, nature and scope of conditions that are or could be hazardous to the environment. This concentration is aimed at individuals interested in an associate degree only.

via online delivery

Both Environmental Technology and Environmental Safety and Security concentrations may articulate to BS Technology (2+2)

During the 2009 Program Review the committee noted that the "Goals and Context of the program should be redirected for current relevancy and higher enrollment." It went on to further comment that the "program curriculum was developed on OSHA standards from the 1970's and a revision is needed, especially one that produces a four year degree which is being demanded by industry." This proposal is intended to comply with the suggestions of the program review committee.

per R. Sines 13-Aug-10

The current courses are either used in the new program as currently offered or they will be adapted to fit the new program focus. Current students will have the option of following the new program or of completing their current course of study. No full time faculty will be impact by this change. The currently vacant position of program coordinator will be reformulated to better fit the new program orientation and will be added back into the campus FY 12 budget.

Alternatives and Consequences: The current Environmental Technology program serves a more narrow career track and does not offer the flexibility of study the new concentrations provide. The expansion of Industrial Hygiene and Occupational Health as careers in business and industry requires a more focused and specialized education that will be provided in the new concentrations. This also facilitates continuing education at a Bachelor's level. The Environmental Safety and Security concentration provides education for individuals interest in or currently serving in fire protection and law enforcement careers. The expanding nature of these career fields to included homeland security responsibilities pertaining to bio-security and environmental hazards requires education focuses on these areas, which will be provided in the new concentrations.

The consequences of not realigning the current environmental program into the concentrations listed above will be a continued decline in the enrollment and eventual elimination of the program.

Specific Recommendation and Justification: Recommend this proposal be approved as presented. It will be impossible to make the current Environmental Technology degree a viable program without the requested redesign.

Timetable and Actions Required:

Trumbull FAC approval: December 2009

Regional College Approval: April 2010

EPC Approval: ~~April~~ 2010 August — updated — expected approvals

Faculty Senate Approval: ~~May~~ 2010 September

Board of Trustees Approval: ~~June~~ 2010 December

Name change needs to go to OBR

New Concentrations available for students: ~~Spring~~ Fall Semester 2011

KENT STATE.

March 5, 2010

Dr. Wanda Thomas
Dean, Trumbull Campus
Kent State University
Kent, Ohio 44242-0001

Dear Dr. Thomas,

The College of Public Health strongly supports the A.A.S. in Environmental Health and Safety new concentration in Occupational Health and Industrial Hygiene. The courses being proposed do not duplicate, encroach on or impact the Environmental Health courses at the College of Public Health and we are very pleased that the concentration includes three B.S.P.H. 100/200 level courses.

The College of Public Health looks forward to this exciting collaboration.

Sincerely,

Sonia Alemagno

Sonia Alemagno, Ph.D.
Interim Associate Dean
Professor, Health Policy and Management
College of Public Health

cc: Dr. Chris Woolverton, College of Public Health, Environmental Health
Dr. John Staley, College of Public Health, Environmental Health

College of Public Health
Schwartz Center 208
800 East Summit Street
Kent, Ohio 44242
Phone: 330-672-6500 • Fax: 330-672-6505

GPS website program description and keywords for searching

The Associate of Applied Science in Environmental Health and Safety will provide students with the knowledge to work in a number of career areas in business and industry. The degree has concentrations in three areas: Occupational Health and Industrial Hygiene, Environmental ~~Studies, and~~ Safety and Security, ~~In addition to the environmental core students complete selected basic science and appropriate liberal education courses~~. The Occupational Health and Industrial Hygiene concentration articulates directly into the Bachelors of Public Health, Environmental/Sanitation major.

Key words for searching
Occupational Health
Industrial Hygiene
Environmental Studies
Safety
Security

and Environmental Technology

More descriptions to come per R. Sines 13-Aug-10

Kent State University
Detailed Assessment Report
2010 Environmental Technology
Environmental Concentration

Mission/Purpose

To prepare students for a career in industry; and municipal, state, and federal government in the field of environmental technology that adds value to industry and the community as a whole. To expose students to practical learning and provide these services within the Kent and regional campus structure for the community of northeast Ohio.

GOALS

G-1: Expand the associate degree program into a bachelor of applied science.

Student learning outcomes, with any Associations and related measures, Achievement Targets, Findings, and Action Plans

---

O-1: Acquisition of core concepts.
Student will master approved courses in biological and chemical sciences.

O-2: Application of research based approaches of data.
Student will learn regulatory criteria and master the skills necessary for investigating, acquiring and analyzing data related to those criteria.

O-3: Environmental technology techniques.
Student shall be able to acquire research data on air, water, and soil; and determine compliance with government regulations.

O-4: Environmental technology techniques.
Student will learn to assess risks from release of hazardous substances to air, water, and soil; and collect data to determine compliance with government regulations.

Association: Federal and state EPA

O-5: Environmental sampling techniques.
Students will learn the appropriate devices for sampling air, water, and soil; Calibrate the equipment, and collect samples for analysis according to rigorous laboratory criteria.

O-6: Demonstrate proper mathematic applications.
Students will demonstrate proper application of calculations to determine compliance with governmental regulations.

Associations: CWA, CAA

O-7: Environmental technology construction techniques.
Students will be able to evaluate proper engineering concepts and material design for efficient use of residential and commercial energy resources.

Associations: EPA

O-8: Environmental technology communication techniques.
Student will interpret research findings and use oral and written and electronic expression to clearly communicate technical concepts.

Kent State University

Detailed Assessment Report
2009-2010 Environmental Technology
Occupational Health and Industrial Hygiene Concentration

Mission/Purpose

To prepare students for a career in industry, public health and academia in the field of industrial hygiene, that will add value by protecting employee's health and well being and eliminate hazardous chemicals from the work environment. To expose students to practical learning experiences through hands-on training both in lab situations as well as in the field and provide these services within the Kent campus structure for the community of northeast Ohio.

Goals

G-1: Expand the associates degree program into a bachelor of applied science
G-2: Prepare students to become certified in the field of occupational health or registered sanitarian.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O-1: Application of exposure monitoring results to governmental regulations. Students shall be able to understand the results of industrial hygiene monitoring and apply those results to governmental standards to an appropriate conclusion. Students will use approved scientific based information and be able to write/communicate the findings and recommendations for corrective action, necessary to ensure the health of affected employees.

O-2: Techniques

Students will learn to use industrial hygiene tools to develop chemical and physical risk assessments. Prioritize the risk of exposure in a manner that will focus industrial hygiene monitoring on those processes with the greatest potential for risk.

O-3: Risk Assessment

Students will utilize the information from the risk assessment to establish a industrial hygiene sample plan, to collect scientific data to determine compliance with governmental regulations as well as establishing a comprehensive risk assessment for chemical and physical hazards in compliance with governmental regulations.

O-4: Sampling techniques

Students will learn to assess the risks, select the appropriate equipment to validate the exposures, calibrate the equipment, determine sample methods and sample durations and prepare samples for analysis.

O-5: Demonstrate proper math applications

Students will be able to apply proper calculations in determining normal shift exposures as well as extended shift exposures and adjust governmental regulations appropriately. Calculate the additive effects of chemicals on critical body organs in relationship to a daily exposure.

O-6: Demonstrate proper OSHA, ACGIH, AIHA and NIOSH requirements

Students will be able to demonstrate proper understand of health and safety regulations and ensure compliance with the regulations.

Associations:

Occupational Health and Safety Administration
American Conference of Governmental Industrial Hygienist
American Industrial Hygiene Association
National Institute on Occupational Safety and Health.

O-7 Demonstrate ability to communicate findings:

Students will be able to document and verbally communicate the results of a risk assessment to affected parties.

Current catalog

Kent State University Catalog 2010 - 2011

Environmental Technology - A.A.S.

COLLEGE:	Regional College
DEPARTMENT:	Division of Professional Studies
DESCRIPTION:	The Associate of Applied Science in Environmental Technology provides students with a working knowledge of the source, nature and scope of conditions that are or could be hazardous to the environment. Topics include toxic waste, occupational safety, pollution and industrial hygiene. In addition to the environmental core, students complete selected basic science and appropriate liberal education courses. Students interested in continuing their studies at the baccalaureate level should consult with an advisor. This major is available at the Trumbull Campus.
CAREER OPPORTUNITIES:	Science technicians held about 267,000 jobs in 2006. About 30 percent of biological technicians worked in professional, scientific, or technical services firms; most other biological technicians worked in educational services, Federal, State, and local governments, or pharmaceutical and medicine manufacturing. Chemical technicians held jobs in a wide range of manufacturing and service-providing industries. About 39 percent worked in chemical manufacturing and another 30 percent worked in professional, scientific, or technical services firms. Most environmental science and protection technicians worked for State and local governments and professional, scientific, and technical services firms. About 76 percent of forest and conservation technicians held jobs in the Federal Government, mostly in the Forest Service; another 17 percent worked for State governments. Around 32 percent of agricultural and food science technicians worked in educational services and 20 percent worked for food processing companies; most of the rest were employed in agriculture. Forensic science technicians worked primarily for State and local governments. Approximately 37 percent of all geological and petroleum technicians worked for oil and gas extraction companies and 49 percent of nuclear technicians worked for utilities. (Source: Bureau of Labor Statistics)
ADMISSION REQUIREMENTS:	Admission is open to anyone with a high school diploma or its equivalent.
GRADUATION REQUIREMENTS:	Minimum 64 credit hours. Minimum 2.0 cumulative GPA and in major.
LANGUAGE REQUIREMENT:	None
PROGRAM FEE:	None
ACCREDITATION:	Association of Collegiate Business Schools and Programs
STUDENT ORGANIZATIONS:	See individual campuses
BACCALAUREATE PROGRAMS:	Accounting, Business Management

Curriculum

Kent State University Catalog 2010 - 2011

Environmental Technology - A.A.S. Program Requirements

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

Type Legend: **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts; **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences

Please read the section in the University Catalog on Kent Core requirements.

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (34 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	COMT	11000	Introduction to Computer Systems	3
	ENVT	10001	Introduction to Environmental Technology	3
		10004	Toxicology	3
		10010	Environmental Hazards Identification and Control	4
		20001	Environmental Law	3
		20004	Safety and Injury Control	3
		20008	Environmental Safety Administration	3
		20092	Environmental Technology Internship I	3
		21092	Environmental Technology Internship II	3
	Choose from the following: (consult with an advisor)			**6**
	ENVT	20006	Fire Prevention and Control (3)	
		20020	Hazardous Waste Operations and Emergency Response (3)	
		22095	Special Topics in Environmental Technology (3)	
	JUS	22301	The Investigative Process (3)	
III.	**ADDITIONAL PROGRAM REQUIREMENTS (29 credits)**			
Type	**Course**		**Title**	**Credits**
KBS	BSCI	10110	Biological Diversity	4
KBS		10120	Biological Foundations	4
KBS	CHEM	10053	Inorganic and Organic Laboratory	1
KAD		10054	General and Elementary Organic Chemistry	5
KMC	ENG	11011	College Writing I	3
KMC		21011	College Writing II	3
	GEOG	21062	Physical Geography	3
	GEOL	21062	Environmental Geology	3
	General Studies electives (select from Kent Core Humanities or Social Sciences)			3
			MINIMUM TOTAL:	**64**

Current

KENT STATE UNIVERSITY

Roadmap: Environmental Technology - Associate of Applied Science

[RE-AAS-ENVT]
Regional College
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [14 Credit Hours]			
COMT 11000 Introduction to Computer Systems	**3**		
ENVT 10001 Introduction to Environmental Technology	**3**		
BSCI 10110 Biological Diversity	4		
ENG 11011 College Writing I	3		
US 10097 Destination Kent State: FYE	1		Not required of transfer students with 25 credits
Semester Two: [16 Credit Hours]			
ENVT 10004 Toxicology	**3**		
BSCI 10120 Biological Foundations	4		
CHEM 10053 Inorganic and Organic Laboratory	1		
CHEM 10054 General and Elementary Organic Chemistry	5		
ENG 21011 College Writing II	3		
Semester Three: [16 Credit Hours]			
ENVT 10010 Environmental Hazard Identification and Control	**4**		
ENVT 20004 Safety and Injury Control	**3**		
ENVT 20092 Environmental Technology Internship I	**3**		
GEOG 21062 Physical Geography	3		
GEOL 21062 Environmental Geology	3		
Semester Four: [18 Credit Hours]			
ENVT 20001 Environmental Law	**3**		
ENVT 20008 Environmental Safety Administration	**3**		
ENVT 21092 Environmental Technology Internship II	**3**		
ENVT 20006 Fire Prevention and Control *or* ENVT 20020 Hazardous Waste Operations and Emergency Response *or* ENVT 22095 Special Topics in Environmental Technology *or* JUS 22301 The Investigation Process	6		Select courses consultation with advisor
Kent Core Elective	3		Choose from Kent Core Humanities or Social Sciences categories; visit www.kent.edu/catalog and search "Kent Core" for course lists

Graduation Requirements Summary

Total Hours	Minimum	
	Major GPA	Overall GPA
64	2.0	2.0

Catalog Copy

A.A.S. in Environmental Health and Safety

The Associate of Applied Science in Environmental Health and Safety ~~will~~ provides students with the knowledge to work in a number of career areas in business and industry. The degree has concentrations in three areas: Occupational Health and Industrial Hygiene, Environmental ~~Studies~~ Technology Environmental, and Safety and Security. ~~In addition to the environmental core, students complete selected basic science and appropriate liberal education courses.~~ The Occupational Health and Industrial Hygiene concentration articulates directly into the Bachelor's of Science ~~of~~ in Public Health, Environmental/Sanitation ~~major~~ Concentration.

I.	**TECHNICAL COURSES**		**16**
	Core Courses		
ENVT becomes EVHS New title	~~ENVT~~ 10001 Environmental Technology I	3	
	PH 10001 Introduction to Public Health	3	online
New title	~~ENVT~~ 10010 Industrial Hygiene I	4	
	~~ENVT~~ 10004 Toxicology	3	
30007	PH 2~~0007~~ ~~Environmental Health, Safety &~~ Prevention and Control of Diseases	3	online
II.	**RELATED COURSES**		**16**
eff f 11	BSCI 10110 Biological Diversity	4	
	BSCI 10120 Biological Foundations	4	
	CHEM 10050 Fundamentals of Chemistry	3	
	CHEM 10052 Introduction to Organic Chemistry	2	
	COMT 11000 Introduction to Computers	3	
III.	**GENERAL STUDIES COURSES**		**17**
	ENG 11011 College Writing I	3	
	~~ENG 21011 College Writing II~~	~~3~~	
	MATH 11009 Modeling Algebra	4	
	~~GEOG 21062 Physical Geography~~	~~3~~	
	~~or~~		
	GEOG 17603 World Geography	~~3~~	stet
	GEOL 21062 Environmental Geology	3	
	US 10097 Destination Kent State FYE	1	
	Kent Core Humanities/Arts	3	
			49 subtotal

changes PN
R. Sines
13-Aug-10

IV. SELECT ONE TECHNICAL CONCENTRATION (see below) 15 -18

TOTAL 64-67

Occupational Health and Industrial Hygiene Concentration

~~ENVT~~ 21010	Industrial Hygiene II	4
~~ENVT~~ 20092	Environmental Technology Internship I	3
PH 10002	Introduction to Global Health	3
30004 PH ~~20004~~	Public Health Research	3
eff. fall 11 PH 20005	Social and Behavioral Science Theories in Public Health	3
		16

online

Environmental Technology Concentration

~~ENVT~~ 20001	Environmental Law	3
~~ENVT~~ 20008	Environmental Safety Administration	3
~~ENVT~~ 20092	Environmental Technology Internship I	3
~~ENVT~~ 21092	Environmental Technology Internship II	3
Choose from the following		3
~~ENVT~~ 20006	Fire Prevention and Control (3)	
~~ENVT~~ 20020	Hazard Waste Operations and Emergency Response (3)	
~~ENVT~~ 21010	Industrial Hygiene II (4)	
~~ENVT~~ 22095	Special Topics in Environmental Tech (3)	
		15/16

ENVT becomes EVHS

Environmental Safety & Security Concentration

Choose from the following		**18**
ENVT 20006	Fire Prevention & Control (3)	
ENVT 20008	Environmental Safety Administration (3)	
ENVT 20020	Hazard Waste Operations and Emergency Response (3)	
ENVT 20001	Environmental Law (3)	
ENVT 20092	Environmental Technology Internship I (3)	
ENVT 22095	Special Topics in Environmental Technology (3)	
Block Credit	120 Fire Fighter State Certificate (4)	
Block Credit	240 Fire fighter State Certificate (8)	
Block Credit	OPATA Certification (18) Ohio Peace Officer Training Academy	

Will need language about how credit is awarded at end of program not beginning

EVHS 20004 Environmental Health and Safety I

per R. Sines 13 Aug. 10

KENT STATE UNIVERSITY

Roadmap: Safety and Security Concentration
Environmental Health & Safety
~~[AAS-ENVT]~~
Regional Campuses
Catalog Year: ~~2010-2011~~

Proposed

AAS-EVHS-ESS

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [17 Credit Hours]			
COMT 11000 Intro to Computers	3		
~~ENG 1~~1011 College Writing I	3		
~~ENVT~~ 10001 Environmental Technology I	3		
~~ENVT~~ 10004 Toxicology	3		
~~ENVT~~ 10010 Industrial Hygiene I	4		
US 10097 Destination Kent State FYE	1		
Semester Two: [17 Credit Hours]			
~~ENG 21011 College Writing II~~ Kent Core HU/FA	3		
MATH 11009 Modeling Algebra	4		
BSCI 10110 Biological Diversity	4		
PH 10001 Introduction to Public Health	3		
PH 20007 ~~Environmental Health, Safety & Disease~~ Prevention and Control of Diseases	3		
Semester Three: [16 Credit Hours]			
GEOL 21062 Environmental Geology	3		
BSCI 10120 Biological Foundations	4		
CHEM 10050 Fundamentals of Chemistry	3		
ENVT 20006 Fire Prevention & Control Or ENVT 20008 Environmental Safety Admin Or ENVT 20020 Hazard Waste Operations Or ENVT 20001 Environmental Law Or ENVT 20092 Environmental Tech Internship I Or ENVT 22095 ST in Environmental Tech	6		Select courses in consultation with advisor
Semester Four: [17 Credit Hours]			
~~GEOG 21062 Physical Geography~~ ~~Or~~ GEOG 17603 World Geography	3		
CHEM 10052 Intro to Organic Chemistry	2		
~~ENVT~~ 20006 Fire Prevention & Control Or ~~ENVT~~ 20008 Environmental Safety Admin Or ~~ENVT~~ 20020 Hazard Waste Operations Or ~~ENVT~~ 20001 Environmental Law Or ~~ENVT~~ 20092 Environmental Tech Internship I Or ~~ENVT~~ 22095 ST in Environmental Tech Or Block Credit 120 hr Fire Fighter State Cert (4) Or Block Credit 240 hr Fire Fighter State Cert (8) Or Block Credit OPATA Certification (18) ENVT 20004	12		Select courses in consultation with advisor

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
67	2.0	2.0

KENT STATE UNIVERSITY

Roadmap: Environmental Technology Concentration
Environmental Health & Safety
~~[AAS-ENVT]~~
Regional Campuses
Catalog Year: ~~2010-2011~~

Proposed

AAS-EVHS-ENVT

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [17 Credit Hours]			
COMT 11000 Intro to Computers	3		
ENG 11011 College Writing I	3		
~~ENVT~~ 10001 Environmental Technology I	3		
~~ENVT~~ 10004 Toxicology	3		
~~ENVT~~ 10010 Industrial Hygiene I	4		
US 10097 Destination Kent State FYE	1		Not required of transfer students with 25 credits
Semester Two: [17 Credit Hours]			
~~ENG 21011 College Writing II~~ KentCore HU/FA	3		
MATH 11009 Modeling Algebra	4		
BSCI 10110 Biological Diversity	4		
PH 10001 Intro to Public Health	3		
PH 3 20007 ~~Environmental Health, Safety & Disease~~ Prevention and Control of Disease	3		
Semester Three: [16 Credit Hours]			
GEOL 21062 Environmental Geology	3		
BSCI 10120 Biological Foundations	4		
CHEM 10052 Fundamentals of Chemistry	3		
~~ENVT~~ 20001 Environmental Law	3		
~~ENVT~~ 20092 Environmental Tech Internship I	3		
Semester Four: [16 Credit Hours]			
GEOG 21062 Physical Geography *Or* GEOG 17603 World Geography	3		
CHEM 10052 Intro to Organic Chemistry	2		
~~ENVT~~ 21092 Environmental Tech Internship II	3		
~~ENVT~~ 20008 Environmental Safety Administration	3		
~~ENVT~~ 20006 Fire Prevention and Control Or ~~ENVT~~ 20020 Hazard Waste Operations Or ~~ENVT~~ 21010 Industrial Hygiene II Or ~~ENVT~~ 22095 Special Topics in ENVT	3-4		Select course in consultation with advisor

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
64-65	2.0	2.0

KENT STATE UNIVERSITY

Roadmap: Occupational Health & Industrial Hygiene Concentration
Environmental Health & Safety

Proposed

~~[AAS-ENVT]~~
Regional Campuses
Catalog Year: ~~2010-2011~~

AAS-EVHS-OHIH

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [17 Credit Hours]			
COMT 11000 Intro to Computers	3		
ENG 11011 College Writing I	3		
~~ENVT~~ 10001 Environmental Technology I	3		
~~ENVT~~ 10004 Toxicology	3		
~~ENVT~~ 10010 Industrial Hygiene I	4		
US 10097 Destination Kent State FYE	1		Not required of transfer students with 25 credits
Semester Two: [17 Credit Hours]			
~~ENG 21011 College Writing II~~ Kent Core HUM/FA	3		
MATH 11009 Modeling Algebra	4		
~~PH 10001 Intro to Public Health~~	3		
~~PH 30007 Environmental Health, Safety & Disease~~	3		
BSCI 10110 Biological Diversity	4		
Prevention and Control of Diseases			
Semester Three: [17 Credit Hours]			
GEOL 21062 Environmental Geology	3		
BSCI 10120 Biological Foundations	4		
CHEM 10050 Fundamentals of Chemistry	3		
PH 10002 Intro to Global Health	3		
~~ENVT~~ 21010 Industrial Hygiene II	4		
Semester Four: [14 Credit Hours]			
~~GEOG 21062 Physical Geography~~ ~~Or~~ GEOG 17603 World Geography	3		
CHEM 10052 Intro to Organic Chemistry	2		
PH 20005 Social & Behavioral Science Theories	3		
~~ENVT~~ 20092 Environmental Tech Internship I	3		
PH 20004 Public Health Research	3		

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
65	2.0	2.0

Kent State University Catalog 2010 - 2011

Environmental ~~Technology (ENVT)~~ Health and Safety (EVHS)

Courses offered at Regional Campuses only.

10001 ~~Introduction to~~ Environmental Technology I (3)
Survey course in environmental technology, including health and safety, history, environmental compliance and related issues. Prerequisite: none.

10004 Toxicology (3)
Examination of the terminology and classification of poisons that affect humans. Includes poison sources, modes of exposure, health effects and control measures. Prerequisite: none.

10010 ~~Environmental Hazards Identification and Control~~ Industrial Hygiene I (4)
In-depth study of safety methods and procedures with lab for identifying, monitoring, handling, containing and disposing of hazardous substances and hazardous conditions in the workplace. Prerequisite: ENVT 10004.

20001 Environmental Law (3)
Emphasize civil, criminal and tort liability issues; procedural and constitutional requirements; and administrative codes, rules and regulations for fire, health, safety and environmental hazards. Prerequisite: none.

20004 ~~Safety and Injury Control~~ (3) Environmental Health and Safety I
Examination of hazards assessment including organizational, environmental and disaster planning; health and safety inspection and reporting criteria; and first aid procedures. Prerequisite: ENVT 10001.

20006 Fire Prevention and Control (3)
Conditions and properties conductive for combustible states and hazards; techniques and procedures for fire extinguishing and control; preventative strategies; fire codes and alarm systems. Prerequisite: ENVT 10001.

20008 Environmental Safety Administration (3)
Organization and operation of environmental safety unit; relationships with business, governmental and community entities involved in environmental safety and hazards control. Prerequisite: ENVT 10010.

20020 Hazardous Waste Operations and Emergency Response (3)
Study of hazardous waste operations and emergency response to release of hazardous materials in compliance with EPA and OSHA regulations (29CRF 1910.120). Prerequisite: none.

20092 Environmental Technology Internship I (3)*
This on- or off-campus experience gives students an opportunity to apply learned concepts in the classroom to practical environmental technology situations. Prerequisite: ENVT 20008.

21092 Environmental Technology Internship II (3)*
This on- or off-campus experience gives students an opportunity to apply learned concepts in the classroom to practical environmental technology situations. Pre/corequisite: ENVT 20092 and special approval.

22095 Special Topics in Environmental Technology (3)*
(Repeatable for a total of 6 credit hours) Specialized instruction oriented primarily to application of current technology developed for the field of environmental technology. Course is repeatable as the specific topics will vary. Prerequisite: special approval.

22096 Individual Investigation in Environmental Technology (1-3)*
Independent research of environmental technology topic supervised by an environmental technology faculty member. Prerequisite: special approval.

* Course ineligible to be repeated for GPA recalculation.

NEW
20002 Environmental Technology II (3)
21010 Industrial Hygiene II (4)

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

Directive 2010-030
July, 15, 2010

Re: REVISION TO TRANSFER POLICY OF UPPER-DIVISION CREDIT AT FOUR-YEAR INSTITUTIONS, REGIONAL CAMPUSES, COMMUNITY AND TECHNICAL COLLEGES

On March 31, 2008, pursuant to Sec. 4 of Sub. H.B. 2 of the 127th General Assembly as amended by Am. Sub. H.B. 119 for the 127th General Assembly, the chancellor delivered to the General Assembly and the governor a set of recommendations titled ***The Strategic Plan for Higher Education***.

In the Strategic Plan the Chancellor called for a guaranteed credit transfer system that provides all citizens with a clear pathway for gaining the skills and knowledge necessary for productive and satisfying performance in the knowledge economy. The key strategy to achieve this goal is to create a system where students will know in advance the courses and programs guaranteed to transfer and apply to their degree program. This includes the general education component and the pre-requisite and beginning major courses. The Strategic Plan builds upon already established statewide credit transfer guarantees called Ohio Transfer Module (OTM), Transfer Assurance Guide (TAGs), and Career-Technical Assurance Guide (CTAGs).

In 2003, pursuant to section 3333.16 of the Revised Code, the Ohio Board of Regents was put to a task on establishing policies and procedures applicable to all state institutions of higher education that ensure that students can begin higher education at any state institution of higher education and transfer coursework and degrees to any other state institution of higher education without unnecessary duplication or institutional barriers. When Transfer Assurance Guide (TAGs) were created through the implementation of the section 3333.16 of the Revised Code, the concept of student learning outcomes, rather than the course level, was emphasized and developed by faculty representatives from both two- and four-year public institutions. When two courses are considered equivalent in the TAG process, the course at the sending institution is awarded a course equivalent at the receiving institution, and the equivalent transfer course is to be treated the same as the course taken at the receiving institution by their native students. The initial implementation of TAGs was fall of 2005.

Even though TAGs have been in place for the last five years, the current Articulation and Transfer Policy has not reflected the true meaning of the TAGs and the course equivalency system. The current policy states that receiving institutions determine and apply the level and rigor of incoming transfer course to students' residency requirement by the level of course assigned at the sending institution.

In November 2009, the Articulation and Transfer Advisory Council met, and one of the council members brought to the Council's attention that the current policy on lower-division and upper-division designations was inconsistent with the spirit of the TAGs implementation and in violation of the section 3333.16 of the Revised Code. The Chancellor of the Ohio Board of Regents was asked by the Advisory Council to look into the current policy and make necessary revisions.

30 East Broad Street • 36th Floor • Columbus, Ohio 43215-3414 • 614 | 466-6000 • Fax: 614 | 466-5866
www.regents.state.oh.us

In March, 2010, a revised version of the lower-division and upper-division designation policy was presented to the Articulation and Transfer Oversight Committee, and the committee agreed upon the content and language of the revised policy; however, provided minor wording suggestions.

Once all the revisions were completed, it was shared with the members of the Articulation and Transfer Advisory Council electronically a few weeks before the May, 2010 meeting, see attachment A. The current steps the Articulation and Transfer Advisory Council follows in approving policy revision are that:

1. Any revisions must be presented at an Advisory Council meeting first, given sufficient time for the council members to share the information at their institutions.
2. An official vote must be conducted at a following council meeting.

Due to the urgency to be in compliance with section 3333.16 of the Revised Code, the Articulation and Advisory Council suspended and overruled the current decision process and approved the revised language without reservation during the meeting on May 18, 2010. The updated policy applies to all courses, including those that carry the statewide credit transfer guarantee and that will be reviewed for course equivalencies through articulation/bilateral agreements by individual institutions. The Articulation and Advisory Council recommends the Chancellor adopt the updated policy (Attachment A).

Staff worked closely with the Articulation and Transfer Oversight Committee and the Articulation and Transfer Advisory Council in revising the policy, and recommended the revised policy, as presented in Attachment A, be adopted by the Chancellor to be used by all Ohio public universities. Staff posted its recommendation for public comment, receiving one comment in support.

I hereby adopt the revision as presented in Attachment A, as recommended, to be used by all University System of Ohio institutions. All prior documents, including memoranda, conflicting with the revision adopted herein are hereby superseded.

This Directive will take immediate effect upon signature.

Eric D. Fingerhut
Chancellor of the Ohio Board of Regents

mlc

Attachment A

III. Transfer Policy

D. Acceptance of Transfer Credit and Application of Transfer Credit

2. Application of Transfer Credit

d. Upper-Division Credit at Four-Year Institutions, Regional Campuses, Community and Technical Colleges

Many four-year institutions distinguish between lower and upper division courses and require a given number of courses that must be completed at the upper-division level. The intent is to guarantee that each graduate will have at least a minimum number of classes in areas of specialization after completion of prerequisite courses at the lower-division level.

Upper-division and lower-division credits will be awarded for transfer based upon the level of course to which they are equated at the receiving institution. A course completed at one public institution of higher education and transferred to another public institution shall be applied to the student's degree objective in the same manner as its equivalent course at the receiving institution. If a lower-division course at the sending institution is transferred as equivalent to an upper-division course at the receiving institution, it will be counted as upper-division credit. Likewise, an upper-division course taken at the sending institution that is transferred as equivalent to a lower-division course at the receiving institution will be counted as lower-division credit.

This policy will be implemented immediately and will be applied to students who are enrolled at a public institution of higher education in Ohio in the fall of 2010 and have not had their transfer credits evaluated for course equivalencies. Institutions may establish a petition process for the re-evaluation of their students' transfer credits evaluated after fall 2005.[1]

---

[1]Fall 2005 marks the initial implementation of the HB 95.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Apr-10 Curriculum Bulletin _____

Effective Date ~~Spring 2011~~ Fall 2010 Approved by EPC _____

Department	Sociology
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts
Program Name	**Sociology** Program Code **AS-BA-SOC**
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish Program at Ashtabula Campus

Description of proposal:

The Ashtabula Campus requests approval to extend the Bachelor of Arts degree in Sociology to the Ashtabula Campus. Currently, this degree program is only offered at the Kent Campus.

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

Current total credit hours: Proposed total credit hours

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

None

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

Ashtabula Faculty Council
College of Arts and Sciences
Sociology Department

REQUIRED ENDORSEMENTS

_____ 4/19/10
Department Chair / School Director / Campus Dean

_____ 5/4/10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

OFFERING PROGRAM AT EXISTING OFF-MAIN-CAMPUS SITE

Date of submission: 30 August 2010

Name of institution: Kent State University

Name of site: Kent State University at Ashtabula

Program to be delivered at the site: Sociology major within Bachelor of Arts degree.

Proposed start date: August 2010

Rationale: Kent State University at Ashtabula seeks to expand its current sociology courses offerings to include all the coursework leading to the Bachelor of Arts degree. Adding the Sociology major would provide an additional bachelor's degree option at the Ashtabula Campus which currently offers a limited number of four-year degrees.

One aspect of the Ashtabula Campus's academic plan is to increase the number of bachelor degree programs offered at the campus. The Ashtabula Campus has the faculty, resources and facilities to provide all necessary course work leading to the Bachelor of Arts in Sociology. The degree program and curriculum already exists within the university. The Ashtabula Campus has resident, full-time faculty to teach the required and elective courses in the degree program.

While the Ashtabula Campus has the ability to offer the necessary lower- and upper-division level courses in the degree program, the Campus will utilize distance learning instructional modes to enhance the depth and breadth of the sociology course offerings. The Ashtabula Campus will work collaboratively with the Kent State Department of Sociology and other Kent State Regional Campuses to develop a system-wide, multi-year schedule of online sociology courses.

Offering the BA in Sociology at the Ashtabula Campus has been approved by the faculty of the Kent State Department of Sociology, faculty of the Ashtabula Campus, dean of the College of Arts and Sciences, dean of the Regional College, members of the Educational Policies Council (a sub-body of the Faculty Senate), the provost and the president of Kent State University.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM(S)

Academic and Administrative Leadership and Services

1.1 *Describe the changes (if any) that will be needed in academic and administrative leadership at the site to accommodate the new program.*

There are no anticipated changes needed. Susan Stocker, PhD, is the dean and chief administrative officer at the Ashtabula Campus. In her position, she provides overall leadership and direction and assumes responsibility for all aspects of campus administration and operation. As this is an established regional campus 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.

1.2 *Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.*

There are no additional resources required to implement this degree program. As this is an established regional campus 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 and library.

1.3 *Describe the changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, psycho-social counseling, placement services, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.*

There are no additional resources required to implement this degree program.

Resources and Facilities

1.4. *Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.*

There are no additional resources required to implement this degree.

1.5 *Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.*

There are no additional library resources required to implement this degree. The on-site Ashtabula Campus library currently houses 50,000 volumes/reference materials, a computer lab, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

1.6. *If a full-service library is not available onsite, please indicate how students, faculty and staff in the new program will access the resources and services of the main campus library.*

A full-service library is available on the Ashtabula Campus.

SECTION 2: FACULTY

2.1 *Complete a faculty matrix for the proposed program at this offsite location. Include a separate matrix if general education courses are being added. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix. A copy of each faculty member's CV must be included as an appendix item.*

Please note that the courses listed below in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise general education

requirements (aka the Kent Core) and general electives, which are offered on all Kent State University campuses. See the "roadmap" of the program requirements for the BA in Sociology (appendix A).

Faculty teaching major coursework in the BS in Sociology (curriculum vitae in appendix B):

Name of instructor	Rank or title	Full/ part time	Degree, institution, year, discipline	Years teaching/ experience in discipline	Additional discipline expertise	Courses individual will teach in proposed program
Brian Castellani	Associate Professor	FT	PhD, Kent State University, 1997, sociology	10		SOC 12050 Introduction to Sociology; SOC 32210 Researching Society; SOC 32220 Data Analysis; SOC 32221 Data Analysis Laboratory ; SOC 42126 Sociological Theories; sociology electives* (lower or upper division)
Marna Drum	Assistant Professor	FT	MA, University of Akron, 2004, sociology	16		sociology electives* (lower or upper division)
David Perusek,	Assistant Professor	FT	Ph.D., Michigan State University, 2002, anthropology	13		SOC 12050 Introduction to Sociology; SOC 42126 Sociological Theories; sociology electives* (lower or upper division)

* Sociology electives include, but are not limited to, SOC 22778 Social Problems, SOC 32400 Individual and Society, SOC 32569 Minorities in America, SOC 32570 Inequalities and Society, SOC 32762 Deviant Behavior, SOC 42010 Death and Dying, SOC 42224 Interpreting Social Data, SOC 42563 Sociology of Health and Health Care and SOC 42879 Aging and Society.

2.2 *Describe future faculty staffing plans for the program at this location. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.*

Kent State University at Ashtabula anticipates hiring one additional tenure-track faculty position in sociology. This position would begin during the 2011-2012 academic year. After consultation with the Department of Sociology, additional courses will be added based on programmatic need and faculty expertise.

SECTION 3: MARKET/WORKFORCE NEED

3.1 *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 offers the AA and AS degrees as well as associate degrees in sociology-related fields such as human services and justice studies. These two-year degree programs will provide a pathway into the bachelor's degree program. Moreover, many Ashtabula Campus students seek degree opportunities beyond an associate degree, but are place bound so their options are limited. Extending the Sociology major to Ashtabula County would meet an on-going student need to provide more four-year degree programs that can be completed at Kent State University at Ashtabula.

3.2 *Indicate the projected enrollments for the program at this site over the next three years.*

	2010-2011	2011-2012	2012-2013
First-year students	15	15	15
Second-year students		20	20
Third-Year students			25

3.3. *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.*

Kent State University at Ashtabula followed all university curricular processes and procedures. The campus consulted with the provost, the Department of Sociology and the dean of the College of Arts and Sciences.

3.4 *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 program within a 30-mile radius of Kent State University at Ashtabula.

APPENDICES

List the appendix items that are included with the request, in the order they are referred to in the proposal. Appendix items should be clearly labeled and submitted electronically as PDF documents or as Microsoft Office documents (e.g., Word or Excel).

Appendix A Course requirements for the BA in Sociology at Kent State University.

Appendix B Faculty curriculum vitae for major coursework in the BA in Sociology.

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

LETTER OF INTENT

Date of submission: 31 August 2010

Name of institution: Kent State University

Intent: To establish a Fire and Emergency Services Administration major within the Bachelor of Science degree, to be offered at Kent State University at Trumbull.

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Institution type (please check all that apply):

- [x] Public
- [ ] Private, non-profit
- [ ] Out-of-state
- [ ] For-profit

Type of request (please check all that apply):

- [ ] First request to the Chancellor (i.e., request for initial authorization)
- [ ] New degree in an approved institution
- [x] New program within an existing degree (e.g., major, technical major, minor, concentration, etc.)
- [ ] Certificate program
- [ ] New licensure/endorsement area (educator preparation)
- [ ] Other (please describe):

Alternative Delivery Options (please check all that apply):

- [x] More than 50% of the program will be offered online
- [ ] More than 50% of the program will be offered using a flexible or accelerated delivery model
- [x] More than 50% of program will be offered at a site different from the institution's central/main campus location
- [ ] The program will be offered at multiple campus locations

Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors):

Approved by the Educational Policies Council on 30 August 2010; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: Spring 2011

Projected start date: Fall 2011

1. Provide a brief description of the request.

Kent State University Trumbull Campus requests preliminary permission to establish a Bachelor of Science degree in Fire and Emergency Services Administration, which will articulate 60 credit hours for matriculating students with associate degrees from accredited two year institutions in fire science, law enforcement, emergency medical and emergency management/homeland security, as well as for matriculating students from the Trumbull Campus's AAS degree in Environmental Health and Safety. To provide maximum access to working professionals from across Ohio, this program will include asynchronous distance-learning courses.

2. Explain the institution's rationale for making the request.

Currently, there are no bachelor's degree programs in Ohio specifically designed to articulate 60 credits of the associate degrees from a wide range of fire science, emergency services and other protective services career fields. There are 43 associate degree programs in fire science, emergency medical services or related fields offered at 19 colleges or universities in Ohio that could articulate directly into the proposed BS degree in Fire and Emergency Services Administration. In addition, associate degree graduates from environmental technology and emergency management programs, as well as graduates from law enforcement programs, will have access to this articulated bachelor's degree, thus providing a seamless career pathway. The program also will build on to the existing AAS degree in Environmental Health and Safety offered at the Trumbull Campus. We believe this proposed program will advance the goals established in the "Ohio University Plan" and will provide access to a fully articulated bachelor's degree to hundreds of public safety personnel. Graduates from this program will help to address the high number of anticipated shortages over the next 10 years resulting from retirements in the public safety sector.

It is also recognized that the fire service profession has become much more complex, and members, both volunteer and paid, need advanced education as well as training to better serve their community. Recognizing this, the National Fire Academy has lent its support to developing and sharing national standard core fire science curriculum. The proposed degree program will utilize this national curriculum. Employers are looking for individuals with advanced degrees to better manage the complex arena of emergency services, which includes administrative responsibilities such as grants management as well as the technical skills of the profession.

3. For institutions that already have the Chancellor's approval to operate in Ohio:

a. Indicate whether additional faculty and staff will be needed to support the proposed request.

Kent State University Trumbull Campus will initially need one full-time faculty member to coordinate/instruct in the new program with adjunct faculty who have the academic and work experience to teach upper-division courses. This full-time position has been approved; a national search for someone with expertise in fire and emergency services administration will be conducted once the program is approved. Additionally, Kent State's early retirement program enables the Trumbull Campus to realign faculty positions to better meet enrollment demands and the expansion of additional bachelor's degree programs. As this program grows, positions will be allocated to support it.

b. Indicate whether additional administrative (e.g., admissions, financial aid, registrar, etc.) and student support services (e.g., advising, tutoring, counseling, etc.) will be needed to support the proposed request.

No additional support services will be needed to support this new program. It should be noted that the campus just added full-time support personnel due to enrollment growth.

c. Indicate whether additional library services and resources will be needed to support the proposed request.

The campus library can provide the necessary resources using OhioLink without having to increase local expenditures. In addition, the National Fire Academy Learning Resource Center provides access to publications and other teaching resources related to the fire service profession. This resource will be available to faculty and students in the proposed program.

d. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.

Current facilities are adequate to meet the requirements of the new program. The Trumbull Campus already has the technology infrastructure in place to support online/distance-learning courses.

By submission of this request, the institution acknowledges and agrees to the following:

- The submission of the letter of intent and applicable fees initiates the review process. If a complete proposal for this request is not submitted within one year from the date of this letter, the institution must submit another letter of intent and related fees to the Chancellor of the Ohio Board of Regents.
- The institution may withdraw its request it any time. However, fees will not be returned to the institution once a full proposal has been submitted for review.
- Full proposals will not be reviewed until the institution has submitted all applicable fees to the Ohio Board of Regents.
- The Chancellor or his staff may, in their judgment, request additional information and/or modify the type of review performed as outlined in the guidelines if the following occurs during the course of the review process:
    - Previously approved institutions fail to continue to meet the Chancellor's standards;
    - The institution is sanctioned by its regional, national, or specialized accreditor, or is sanctioned by another state approval/licensing agency;
    - For-profit institutions registered with the State Board of Career Colleges and Schools are sanctioned by that board; or
    - Institutions undergo a change in ownership or profit status.
- The Chancellor or his staff, in their judgment, may modify the forms used to submit requests for approval if it is determined that such changes will improve the process. If such change occurs after the institution has submitted a request, the institution may choose to either complete the process using the previous forms or resubmit its request using the new forms.
- The Chancellor, at his discretion, reserves the right to modify the review guidelines and processes in accordance with the laws and rules of the Ohio Revised Code and Ohio Administrative Code.

Respectfully,

Robert G. Frank
Provost and Senior Vice President for Academic Affairs
Kent State University

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Jun-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department Economics

College BU - Business Administration

Degree MBA - Master of Business Administration

Program Name ~~Master of~~ **Business Administration** Program Code ~~MBA~~ BAD

Concentration(s) Economics Concentration(s) Code(s) ECON

Proposal Establish Program - Concentration

Description of proposal:

Establish a concentration in economics in the MBA program.

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

Current total credit hours: Proposed total credit hours 55

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

No impact on other programs, policies, or procedures.

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

No other units affected by this proposal.

REQUIRED ENDORSEMENTS

Richard J. Hart — 6/15/10

Department Chair / School Director / Campus Dean

_____ ___/___/___

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE
UNIVERSITY
Graduate School of Management

Memo

To: Therese Tillett

From: Stephanie Zimmerman, Secretary

Date: June 21, 2010

Re: New Economic Concentrations for EPC Agenda

Therese,

Attached is the paperwork for the establishment of the new Economic concentrations in the College of Business.

If you have any questions, please let me know.

Stephanie Zimmerman
(21235)

DEPARTMENT OF ECONOMICS
Kent State University
Kent, Ohio

TO: Rick Kolbe, Associate Dean, College of Business Administration

FROM: Richard J. Kent, Chair Richard J Kent

DATE: June 1, 2010

SUBJECT: Transmittal Memo, Establishment of MBA concentration in economics

a. Summary statement describing the proposed action:

This will establish a new concentration in economics for the MBA program.

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

Economics Department Curriculum Committee
Economics Department
Graduate Council, College of Business

DEPARTMENT OF ECONOMICS
Kent State University
Kent, Ohio

TO: Rick Kolbe, Associate Dean, College of Business Administration

FROM: Richard J. Kent, Chair Richard J. Kent

DATE: June 1, 2010

SUBJECT: Assessment Plan for MBA with economics concentration:

The MBA concentration in economics is very flexible. All MBA students must take ECON 62022, Managerial Economics, and ECON 62021, Business Conditions Analysis and Public Policy. In these two classes MBA students learn basic microeconomic and macroeconomic theory. The MBA concentration will allow students to select electives in areas of interest to them and in which they will apply economic theory in these various specialty areas.

The present assessment plan for the MBA with its present outcomes/objectives is well designed to assess the MBA incorporating the economics concentration. Certain of the present outcomes/objectives are relevant to the MBA incorporating the economics concentration:

1. 1: Utilize business theory and quantitative tools: some of the economics courses that students may select in their concentration will develop certain business theories, for example ECON 52068, Industrial Organization and Public Policy;

2. 3: Critically assess ramifications of decisions: many of the economics courses that students may select will analyze various public policies that will have effects on society;

3. 4: Understand foreign and domestic environments: every economics class in the concentration will be relevant to this outcome/objective;

4. 7: Critical thinking skills: economics is a way of thinking critically about issues.

DEPARTMENT OF ECONOMICS
Kent State University
Kent, Ohio

TO: Rick Kolbe, Associate Dean, College of Business Administration

FROM: Richard J. Kent, Chair

DATE: June 1, 2010

SUBJECT: Proposal Summary, Establishment of MBA concentration in economics

a. title: MBA Economics Concentration

b. Subject Specification: this will establish a new concentration in economics for the MBA program.

c. Background Information

(1) Description of action, including its intended effect: this establishes a new concentration in economics for the MBA program. It will allow students that are interested in economics to take a concentration in economics.

(2) Conformity of action with mission of sponsoring unit: one of the goals of the Department of Economics is to provide excellence in instruction in both the undergraduate and graduate programs. The establishment of such a concentration is consistent with this goal.

(3) Rationale for action: the purpose of this action is to provide a concentration in economics to MBA students that have an interest in economics. MBA students have expressed interest in having various concentrations in their program.

(4) Effect on current programs, offerings, students, staff: all the courses in this concentration are courses that are presently being offered by the Economics Department. So there is not anticipated to be any effect on current programs, offering, or staff. The only effect will be to provide an additional concentration to MBA students. It will provide them with an additional option.

(5) Scope of action: the effect of this action is that there will be additional MBA students in certain economics courses.

(6) Fiscal and staffing impact of action: there will be no staffing impact. It is not anticipated that there will be that many MBA students added to each class. As for the fiscal impact there is no expected impact on the cost side; there will be some additional revenue for the Economics Department from increased enrollment in economics classes.

(7) Evidence of need and sustainability: MBA students have expressed interest in concentrations. The classes in this concentration would have been offered anyway. So there is no additional cost.

d. Alternative and Consequences: if this proposal is not approved an economics concentration in the MBA will not be offered and MBA students will have one less alternative available to them.

e. Specific Recommendation and Justification: it is recommended that this concentration be approved. The justification is that it provides a useful concentration to MBA students. It is one more option to MBA students and it is done at no additional cost.

f. Timetable and Actions Required: this concentration has been approved by the Curriculum Committee in the Department of Economics, the Department of Economics, and the Graduate Council in the College of Business.

Kent State University Catalog 2010 - 2011

Business Administration - M.B.A. and Ph.D.

COLLEGE: College of Business Administration
DEPARTMENT: Graduate School of Management
A310 Business Administration Building
Tel: 330-672-2282
E-mail: gradbus@kent.edu
Web: http://business.kent.edu/students/grad/

DESCRIPTION: The **Master of Business Administration** may be completed alone or with any of the following seven concentrations: Accounting; Fashion Design and Merchandising; Finance; Human Resource Management; Information Systems; and International Business and Marketing. The Master of Business Administration also offers a dual degree program with the Master of Arts in Translation, Master of Architecture, Master of Science in Nursing and the Master of Library and Information Science.

eight

Ecmonics

The Business Administration major introduces students to the various areas of business such as accounting, marketing, human resources and operations management, and provides training in the theory and practice of business management.

Accounting concentration allows students to specialize their degree with courses in managerial and financial accounting, business valuation using financial statements and international accounting. Completion of this concentration is not sufficient to sit for the CPA exam in Ohio unless the student has an undergraduate accounting major.

Economics (See attachment for description)

Fashion Design and Merchandising concentration is available to current fashion merchandising majors at Kent State who have 90 credit hours and a minimum 3.3 GPA. Once the B.S. degree is achieved, the M.B.A. can be earned in 12 additional months.

Finance concentration allows students to specialize their degree with advanced courses in investments, financial markets and institutions, real estate and other related areas.

Human Resources concentration allows students to specialize their degree with advanced topics in employee selection and appraisal, organizational analysis and the opportunity for real-world applications.

Information Systems concentration allows students to specialize their degree with advanced topics in database management systems, emerging hardware and software technology and other related areas.

International Business concenetration allows students to specialize their degree with courses in accounting, marketing, finance and strategy with an international focus. Study abroad options are possible, with no language skills required.

Marketing allows students to specialize their degree with courses in buyer behavior, promotion management, service marketing and management and other related areas.

Dual Degree with the M.A. in Translation is designed for linguists. By combining the practices and language of business, students can pursue language-based careers in the private, public and governmental sectors.

Dual Degree with the Master of Architecture is designed for architects or undergraduate architectural students whose career goals include assuming middle or executive management positions in architectural practices, or who are interested in starting their own businesses.

Dual Degree with the Master of Science in Nursing is designed for experienced nurses whose career goals include assuming middle or executive management positions in health services agencies or in health-related companies, or who are interested in starting their own business. It combines the strengths of advanced nursing preparation with the practical management knowledge needed to develop significant leadership capabilities.

Dual Degree with the Master of Library and Information Science is designed for managers of large libraries and information centers. Individuals in these positions need knowledge pertaining to planning, organizing, staffing, directing and controlling. Advanced education to obtain knowledge and learn skills related to these management functions enables students to take advantage of career opportunities both in library settings and other information settings, both in the profit and nonprofit sectors.

The **Ph.D. in Business Administration** consists of nine concentrations: Accounting, Finance, Human Resource Management, Information Systems, International Economics, Marketing, Operations Management, Public Sector Economics and Strategic Management.

Accounting: Admissions into this program is suspended until fall 2011.

Finance prepares students for finance faculty positions in colleges and universities. Students complete courses in business and finance, learn how to conduct high-quality, scholarly research and be effective teachers. Completing a dissertation is the final step.

Human Resource Management provides students with comprehensive knowledge regarding the impact of employment relationships on organizations, workers and society. Students are trained to become renowned scholars and exceptional teachers. Completing a dissertation is the final step.

Information Systems creates a strong grounding in areas of behavioral, strategic and economic aspects of global IS decision-making. Students are trained to become renowned scholars and exceptional teachers. Completing a dissertation is the final step.

International Economics: Admissions into this program is suspended until fall 2013.

Marketing prepares highly qualified candidates for positions of professional responsibility in university teaching and research, or administrative and research careers in governmental and private organizations. The program offers a solid balance of teaching experience and preparation for conducting scientific research.

Operations Management trains world-class scholars to conduct research in supply-chain management, operations strategy and operations planning and control. The program emphasizes research that focuses on real problems in operations and supply-chain

management and maintains a balance between theory and implementation. Completing a dissertation is the final step.

Public Sector Economics: Admissions into this program is suspended until fall 2013.

Strategic Management receive instruction in strategic management and macro-organizational theory and the methodological approaches underlying them. They also receive training on how to do appropriate doctoral-level research. Completing a dissertation is the final step.

ADMISSION REQUIREMENTS: 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 2011 for the Ph.D. Accounting concentration, and suspended until fall 2013 for the Ph.D. International Economics and Public Sector Economics concentrations.

GRADUATION REQUIREMENTS: **M.B.A.:** Minimum of 54 total credit hours.

The **Ph.D.** program consists of five phases: proficiency requirements, supportive coursework, concentration and minor coursework, comprehensive examinations and dissertation. The course requirements in the proficiency phase are roughly equivalent to an AACSB-accredited M.B.A. degree, and certain courses may be waived based upon completed graduate and undergraduate coursework.

THESIS/ DISSERTATION: Successful completion of the comprehensive examinations and approval of a dissertation topic shall constitute admission to candidacy for the Ph.D. degree. The final phase of the Ph.D. program is the preparation of the Ph.D. dissertation. Upon completion, the dissertation is defended before a committee ofthe graduate faculty.

LANGUAGE REQUIREMENT: None.

PROGRAM FEE: None

ACCREDITATION: The Association to Advance Collegiate Schools of Business

Kent State University Catalog 2010 - 2011

Business Administration - M.B.A. and Ph.D. Program Requirements

Master of Business Administration

BUSINESS ADMINISTRATION CORE PROGRAM REQUIREMENTS (30 credits)			
Course		**Title**	**Credits**
BAD	63037	Financial Accounting-Managerial Action	3
	63038	Accounting for Managerial Action and Evaluation	3
	64005	Statistics for Management	3
	64041	Operations Management	3
	64042	Management Information Systems	3
	64271	Human Resources Management	3
	65051	Marketing Management	3
	66061	Financial Management I	3
ECON	62021	Business Conditions Analysis and Public Policy	3
	62022	Managerial Economics	3
ADDITIONAL PROGRAM REQUIREMENTS (24 credits)			
Executive Modules, Integrative Management Courses and Electives			24
		TOTAL	~~54~~ 55

BAD 68051

Ph.D. Program Requirements

The Ph.D. program consists of five phases: proficiency requirements, supportive coursework, concentration and minor coursework, comprehensive examinations and dissertation. The course requirements in the proficiency phase are roughly equivalent to an AACSB-accredited M.B.A. degree, and certain courses may be waived based upon completed graduate and undergraduate coursework.

The Ph.D. program calls upon the student to complete a minimum of six courses in quantitative analysis, economic theory and other analytical courses supportive of the student's area of concentration; five courses in his or her major area; and a four-course minor.

After completion of the coursework, each student must pass comprehensive examinations in his or her major area. No universal language requirement for the Ph.D. degree in business administration is necessary.

Successful completion of the comprehensive examinations and approval of a dissertation topic shall constitute admission to candidacy for the Ph.D. degree. The final phase of the Ph.D. program is the preparation of the Ph.D. dissertation. Upon completion, the dissertation is defended before a committee of the graduate faculty.

Economics

Dr. Richard Kent, Faculty Advisor

Any 50000 or 60000 level Economics courses, except for ECON 62010, 62015, 62021, & 62022, with the approval of the Economics Faculty Advisor.

There are certain tracks available in the economics concentration. Choose at least two courses in any of the following areas:

Econometrics: ECON 62054, Econometrics I & ECON 62055, Econometrics II or ECON 62056, Time Series Analysis

International: ECON 52076, Economic Development; ECON 62075, International Trade; ECON 62076, International Finance; ECON 62077 Economic Problems of Developing Areas

Macroeconomics: ECON 52065, Problems of Monetary and Fiscal Policy; ECON 62051, Macroeconomic Theory I; ECON 62061, Monetary Theory and Policy

Microeconomics: ECON 52068, Industrial Organization and Public Policy; ECON 52081, Urban Economics; ECON 52085, Public Finance; ECON 52086, Economics of Health Care; ECON 52087, Law and Economics; ECON 62050, Microeconomic Theory I; ECON 62071, Labor Economics; ECON 62182, Public Expenditure and Cost Benefit Analysis; ECON 62184, Public Finance

KENT STATE UNIVERSITY

Roadmap: Master of Business Administration - Economics Concentration

[BU-MBA-ECON]
College of Business Administration
Graduate School of Management
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [12]				
BAD 63037 Financial Accounting for Mgr Action	**3**	**Core**		
BAD 64005 Statistics for Management	**3**	**Core**		
ECON 62021 Business Conditions Analysis	**3**	**Core**		
BAD 64158 Leadership and Mgr. Assessment	4	**Exec Module**		
Semester Two: [12]				
BAD 63038 Acct for Managerial Action	**3**	**Core**		
BAD 64042 Management Information Systems	**3**	**Core**		
BAD 66061 Financial Mgmt I	**3**	**Core**		
ECON 62022 Managerial Economics	**3**	**Core**		
Summer I: [6]				
BAD 65051 Marketing Management	**3**	**Core**		
BAD 65184 International Business	**3**	**Int'l elective**		
Semester Three: [12]				
BAD 64041 Operations Management	**3**	Core		
BAD 66050 Legal and Ethical Environment	**3**	**Exec Module**		
Economics elective	**3**	**elective**		**Approved by faculty advisor**
Economics elective	**3**	**elective**		**Approved by faculty advisor**
Semester Four: [12]				
BAD 64185 Business Strategy	**3**	**Integrative Mgmt**		
Economics elective	**3**	**elective**		**Approved by faculty advisor**
Economics elective	**3**	**elective**		**Approved by faculty advisor**
BAD 64271 Human Resource Management	**3**	Core		

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA

KENT STATE UNIVERSITY

Roadmap: Master of Business Administration - Economics Concentration
[BU-MBA-ECON]
College of Business Administration
Graduate School of Management
Catalog Year: 2010-2011

Course Subject and Title			Credit Hours	Upper Division	Min. Grade	Important Notes		
~~54~~ 55							3.0	3.0

DEPARTMENT OF ECONOMICS
Kent State University
Kent, Ohio

TO: Rick Kolbe, Associate Dean, College of Business Administration

FROM: Richard J. Kent, Chair Richard J Kent

DATE: June 1, 2010

SUBJECT: GPS website program description and keywords for searching:

GPS website program description: The MBA concentration in Economics allows students to specialize their degree with advanced topics in various areas in economics.

Keywords for searching: economics, MBA economics.

TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services

FROM: LuEtt Hanson, Associate Dean

SUBJECT: Curriculum Proposal

DATE: June 16, 2010

I am forwarding to you for inclusion on the next EPC – Graduate Council agenda supporting materials for the following program proposal:

CCI – Revise the curriculum and name of the Communication Studies Ph.D. program

This proposal has been approved by:

CCI College Curriculum Committee

CCI College Doctoral Program Policy Committee

School of Communication Studies

School of Journalism and Mass Communication

School of Library and Information Science

School of Visual Communication Design

Ohio Board of Regents' Advisory Committee on Graduate Study (RACGS)

Copy: Mary Ann Stephens, Interim Dean of Graduate Studies

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Jun-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College CI - Communication and Information

Degree PHD - Doctor of Philosophy

Program Name **Communication Studies** Program Code **COMM**

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

Proposal Revise Program

Description of proposal:

Revise the curriculum and name of the Communication Studies PhD program [COMM] to reflect its new administrative home in CCI.

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

Current total credit hours: 75 Proposed total credit hours 75

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

The scope of the proposed change is primarily internal to the College of Communication and Information. For further information about staffing, need, etc., see the full program proposal.

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

COMM, LIS, JMC, VCD, University Libraries, RACGS

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

_____ 6 / 16 / 10

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

Proposal to Revise the Communication Studies Ph.D. Program

Subject Specification

This proposal revises the curriculum and the name of the Communication Studies Ph.D. program [COMM] to reflect its new administrative home and interdisciplinary focus in the College of Communication and Information. The program will be called a Ph.D. in Communication and Information [CCI].

Background Information

In August 2009, the Faculty Senate approved a proposal from CCI to move the administrative housing of the Ph.D. in Communication Studies to the college level in order to acknowledge the increasing convergence of the fields of communication and information and to expand participation in the program to all CCI faculty members. (For more information about the justification for this move, see the previous proposal.) The timeline in the previous proposal noted that revisions to the program curriculum would be made in Fall 2009. This document proposes those revisions.

Description of action, including its intended effect

The proposed revision is intended to fulfill the purposes set out in the previous proposal: to realize the advantages of interdisciplinary collaboration within the College of Communication and Information, to explore the convergence of theoretical and research paradigms from the college's component schools, and to promote the development of new or hybrid paradigms appropriate to information and communication practices in a digital environment.

Conformity of action with mission of sponsoring unit

As stated in the previous proposal, the proposed actions conform to the stated mission of CCI by providing further opportunities for collaboration in curriculum and research among CCI's four schools, their faculty, staff and students.

Rationale for action

The revision of the doctoral curriculum provides the logical second step, after moving the administrative oversight, in the proposed transformation of the program.

Effect on current programs, offerings, students, staff

The broadened doctoral program in communication and information will realize the following benefits:

(A) Effect on Current Doctoral Program

- Better enable the four CCI schools to contribute to Ohio's economic development challenges.
- Attract a wider-range of external research funding from federal agencies, foundations and corporations.

- Produce paradigm-expanding interdisciplinary research.
- Attract quality doctoral students across the college.

(B) Effect on CCI Schools

- Attract and retain additional research-oriented faculty.
- Enhance the already strong national reputations of the four schools.
- Support the research activity of the faculty.

(C) Contribute to the knowledge base and current practice:

- Produce leading-edge research in the individual disciplinary areas represented within the college.
- Produce research across the disciplinary areas represented in the college.

(D) Effect on Students

- Benefit doctoral students who were initially attracted to the existing, traditional Ph.D. program by expanding the array of courses, perspectives and faculty expertise available to them.
- Attract new students who are drawn to the program's interdisciplinary offerings.

(E) Effect on Staff and Faculty

- As outlined in the previous proposal, the College Doctoral Program Policy Committee (CDPPC), an advisory body to the Dean that is chaired by the Associate Dean for Graduate Studies, has been established to make administrative decisions for the doctoral program.
- The CCI Dean's office will continue its role in admitting and dismissing students, performing final graduation clearance checks and maintaining official student files. No additional staff resource needs are foreseen.
- Prior to Fall 2009, the School of Communication Studies had already granted graduate faculty status in that school to five faculty members in other CCI schools in order to expand participation in doctoral-level course offerings and advising. With the administrative move of the Ph.D. program to the college level and the hiring of additional doctoral level faculty for the 2009-10 academic year, the number of faculty members with F3 and F4 graduate faculty status available to participate in the doctoral program has more than doubled, from 14 to 33. To free

these faculty members for doctoral program duties, five new NTT faculty members have been hired to support more of the undergraduate teaching load.

Scope of action

The scope of the proposed action is primarily internal to the College of Communication and Information. However, some parts of the proposal may have a limited or indirect effect on other units of the University. For example, proposed new interdisciplinary CCI courses may be attractive electives for graduate students in other colleges.

Fiscal and staffing impact of action

The proposed expansion of the doctoral curriculum in CCI should result in the distribution of the doctoral teaching load, program administrative work and advising load across a greater number of CCI faculty members, thereby lessening each individual faculty member's burden. The College expects to mount a vigorous marketing and recruitment plan that will lead to an increase in enrollment in this program, thus further expanding financial support for faculty and facilities. The CDPPC anticipates no changes in the compensation or assignment of graduate assistants in the early years of the revised program. However, as enrollment grows, we anticipate being able to support a larger number of assistantships, increased stipends and a greater variety in assigned responsibilities.

Evidence of need and sustainability

It has become a cliché to say that the disciplines of communication, information and mass communication are converging. New technologies are creating niche markets to the point where true mass audiences have almost ceased to exist. Virtually all communication now involves the use of some sort of electronic media. Likewise, electronic data storage, search, and retrieval are transforming information science and bringing it into closer alliance with the communication fields. Further, the distinction between message or information producers and consumers is fading as digital technology permits and encourages users to switch back-and-forth between the two roles. In fact, the emerging science of consumer insights suggests that the marketplace is shaped much more by consumer wants and needs today than ever before.

These changes raise a large array of new questions for academic study: how has digital technology affected communication processes and effects; how can we archive and effectively search the vast array of digital data; how does the digital world affect family and work communication patterns; how do we preserve institutional knowledge; what are the most usable architectures for digital displays; how do we retrieve information and communicate about serious issues like health, politics, religion and education in the electronic environment; what are the legal and policy implications in terms of free speech and privacy in the 21st century communication and information world? Funding agencies and corporations increasingly see urgency in discovering the answers to such questions.

The people best suited to finding these answers will be scholars with strong interdisciplinary perspectives: scholars who understand information theory, communication and mass communication theory, and design theory; scholars with broad methodological backgrounds in both quantitative and qualitative research. The demand for strong interdisciplinary

education is growing among funding agencies (such as NIH, NSF, and the Institute of Museum and Library Services, for example) and universities seeking to hire the next generation of the professoriate. The CCI Ph.D. program will lead the nation in producing such scholars.

Alternatives and Consequences
The proposed curricular revision represents an appropriate and achievable balance of existing courses, revised courses and new interdisciplinary courses, as determined by the graduate faculty of the college. To leave the curriculum unchanged would be to fail to take advantage of the expanded nature of the doctoral program provided by its new administrative home.

Specific Recommendation and Justification
Revise the curriculum in the Communication Studies Ph.D. program to expand participation by all the CCI schools and change the name of the program to reflect its interdisciplinary focus.

Timetable and Actions Required:

November 2009	Approved by CCI School graduate and curriculum committees
December 2009	Approved by CCI College Curriculum Committee
May 2010	Approved by RACGS
August 2010	Request approval by EPC Graduate Council
September 2010	Request approval by Faculty Senate
Fall 2011	Revisions included in 2011-12 Graduate Catalog

Memos concerning duplication, encroachment, impact, support
See attached memo from University Libraries

Graduation Requirement Sheet
See catalog copy

Assessment Plan (AQIP)
Student Learning Goal: Develop the ability to generate knowledge by conducting, analyzing and presenting research in one or a combination of the CCI disciplines.

Objective: Develop a critical analysis and synthesis of existing research
Objective: Master techniques for data collection and analysis
Objective: Identify research questions that need to be answered
Objective: Design, implement and report independent research
Objective: Develop a personal research agenda

Assessment methods and timeline:

Successful completion of comprehensive exams – data gathered each semester, analyzed annually and summarized in the Program Review

Successful completion of dissertations – data gathered each semester, analyzed annually and summarized in the Program Review

Review of the post-graduation contributions of graduates – data gathered annually and analyzed in the Program Review

Kent State University
University Libraries Collection Assessment Report
College of Communications and Information, PhD Program
December 1, 2009

SUMMARY

BOOKS: No additional funding for books is recommended at this time.

JOURNALS: The existing journal collection adequately meets he needs of the CCI PhD program. No additional funding for journals is recommended at this time

DATABASES: University Libraries (UL) has an adequate database collection in support of the CCI PhD program but does recommend the addition of two new databases, Faulkner Advisory for IT Studies (FAITS) and Security Management Practices (SMP), to strengthen the collection.

Additional funding for the library collection budget in the amount of $4,600 per year is needed to acquire the two new database subscriptions.

BOOKS / EBOOKS

Analysis of the library's approval book plan and purchasing history for books purchased for schools within the CCI indicates no need to increase book acquisitions at this time. Over the past 4 years UL has acquired more than 1,350 new books at the "advanced academic" and "professional" levels supporting the graduate level program. In addition to our local collection, OhioLINK's Electronic Book Center (EBC) provides access to:

- Oxford Reference Online Full text of over 100 dictionaries, general reference, language reference, and subject reference works from Oxford University Press.
- Safari Books Online Electronic books in computer science, information technology, business, and related fields from O'Reilly, Pearson, and other IT and business publishers.
- NetLibrary -- A library of electronic books on many academic subjects. The collection includes thousands of titles purchased by OhioLINK, plus thousands of public-domain e-books.

Interlibrary loan and OhioLINK services are available for access to materials not currently available in our collection.

No additional funding for books is recommended at this time; however it would be prudent to meet with department representative and subject librarians to carefully analyze the existing approval plan to insure that it continues to meet the needs of the expanded doctoral program.

JOURNALS

The library provides access to local print and electronic subscriptions, preferring electronic format whenever possible. Full text journal articles are also available through the JSTOR archive, OhioLINK's Electronic Journal Center (EJC), open source journals, and a host of other full-text databases and indexing resources. The overall journal collection includes more than 13,000 titles acquired locally or in cooperation with OhioLINK.

UL provides adequate access to journal publications for each of the schools of the College of Communication and Information. Access to resources not available on site can be obtained via Interlibrary Loan and Document Delivery services.

Current Journal Counts in the UL and OhioLINK Collections

Communication & Mass Media (123)
Journalism (85)
Radio & TV Broadcasting (63)
Library & Information Science (514)
Medical & Biomedical Informatics (30)
Newspapers (193)
Statistics - General (142)
Visual Arts – General (270)
Drawing, Design & Illustration (10)
Photography (62)

No additional funding for journals is recommended at this time.

DATABASES

With the exception of two resources, subscription databases are well represented in the library collection and the OhioLINK collection. The two databases provided by other universities with similar level programs are:

- **FAITS Database** - Faulkner Advisory for IT Studies, FAITS, is a comprehensive, online computer and communications reference library for the academic community.
  http://www.faulkner.com/library/default.asp

- **SMP Database** - Security Management Practices (SMP) is an expert resource on the Web for learning about how to confront and manage organizational risk, plan for disruptions, deploy network security appliances, employ biometric technologies, safeguard intellectual property, establish security best practices, protect and train students and staff.
  http://www.faulkner.com/showcase/smp.asp

- Combined cost is $4,600.00 through the Ohionet consortium.

Additional funding for the library collection budget in the amount of $4,600 per year is needed to acquire the two new database subscriptions.

Communications Studies Databases Currently Available

Academic Search Complete
America's Newspapers
AP Images
Business Source Complete
CIOS Open Journals Index
ComAbstracts
Communication and Mass Media Complete
Computer Science Journals, Series, Transactions & Proceedings Online
Computers & Applied Sciences Complete
Education Full Text
Education Research Complete
Encyclopedia of Communication Theory
ERIC
E.W. Scripps: Papers: 1868-1926
Factiva
FedStats
Film & Television Literature Index
Gartner Group Research Reports
International Encyclopedia of Communication
Health and Psychosocial Instruments (HAPI)
Health Services and Sciences Research Resources (HSSR)
IEEE Computer Society
Inspec (1969 - Current)
ICPSR
JSTOR
LexisNexis Academic
Library Literature and Information Science Full Text
Library, Information Science & Technology Abstracts
Newspaper Source
Oxford Reference Online
PAIS
PapersFirst
ProceedingsFirst
PsycINFO
Social Sciences Citation Index
STAT-USA
Vanderbilt Television News Archive

Additional funding for the library collection budget in the amount of $4,600 per year is needed to acquire the two new database subscriptions.

STATISTICAL SOFTWARE

The Libraries manage the Statistical and Qualitative Software Consulting Service; we manage the campus-wide licenses to several packages (SPSS, SAS, AMOS, EQS, NVIVO) and also work to coordinate group purchases. We have a campus-wide license for SPSS for faculty/staff and graduate students with a teaching/research appointment. Tina Ughrin (cugrhin@kent.edu, x.28548) is the contact person for consulting services and software group purchases.

No additional funding for statistical software for the graduate CCI program is recommended at this time.

For your reference, the departmental collection allocations for CCI are included here.

LIBRARY COLLECTIONS BUDGET FOR COMMUNICATION STUDIES

DEPARTMENT FUNDS	FY2009 MONOGRAPH ALLOCATION	FY2009 SERIAL ALLOCATION
COMM	$ 12,275.00	$ 7,290.00
IAKM	$ 2,539.00	-
JOUR	$ 15,686.00	$ 8.011.00
LSCI	$ 16,000.00	$ 25,779.00
VCDGM	$6,637.00	$1,088.00

Report submitted by
Kay Downey
Collection Management Librarian
University Libraries
Kent State University
Kent, OH 44242
mdowney1@kent.edu

COLLEGE OF COMMUNICATION AND INFORMATION

Stanley T. Wearden, Dean
131 Moulton Hall
330-672-2950
swearden@kent.edu

LuEtt Hanson, Associate Dean
131 Moulton Hall
330-672-2950
lhanson@kent.edu

The College of Communication and Information consists of four schools whose missions share complementary concerns and emphasize different aspects of communication and information theory, research~~, use~~ and practice. They all focus on scholarly investigation~~s~~ regarding the elements and means of creating, managing, using and evaluating messages, and on information components and processes that underpin communication ~~interaction~~.

The college includes graduate programs in each of the four schools as well as housing the interdisciplinary M.S~~A~~. program in Information Architecture and Knowledge Management and the interdisciplinary Ph.D. program in Communication and Information.

Master's Degree Programs

Master's degree programs are available in each of the following disciplines:

- Communication Studies (M.A.)
- Information Architecture and Knowledge Management (M.S.)
- Journalism and Mass Communication (M.A.)
- Library and Information Science (M.L.I.S.)
- Visual Communication Design (M.A., M.F.A.)

Information regarding individual graduate programs is provided on the following pages. Prospective students may obtain more information by visiting http://www.kent.edu/cci or by contacting the individual schools.

~~Application for admission is made to the College of Communication and Information. General admission requirements are listed earlier in this catalog. There also may be additional requirements for certain programs; please consult individual school sections in this catalog.~~

Doctor of Philosophy

~~The Doctor of Philosophy Degree is offered in the College of Communication and Information. Curriculum changes are forthcoming in 2010-2011 to reflect the interdisciplinary nature of this degree.~~

This degree program is designed to prepare individuals for traditional and emerging careers in teaching, research, and administration in the rapidly converging fields of communication and information through a prescribed core of interdisciplinary courses and supervised selection of additional coursework within and across disciplines.

ADMISSION

The doctoral program in communication and information is strongly research oriented. Applicants for the Ph.D. program normally are expected to have completed a thesis in their Master's program. Limitations of staff and space require that admissions be restricted to the most promising applicants. Applications will be viewed holistically to evaluate the student's likelihood of success in the CCI Ph.D. program. Applicants are normally accepted for admission only for the fall semester, and the deadline for all application materials is February 1.

In addition to regular application requirements of the university, admission to the CCI Doctor of Philosophy program normally requires the following:

- Completion of the academic requirements of a Master's degree in one of the disciplines represented in the College of Communication and Information or a ~~related~~ discipline related to the applicant's proposed course of study. Applicants with academic preparation in other fields may be required to enroll in preparatory course work at the Master's level that will not count toward the Ph.D. degree.
- A minimum 3.3 (where A=4.0) graduate GPA (GPA above 3.5 recommended). ~~and 3.0 undergraduate grade point average.~~
- ~~Completion of the academic requirements of a master's degree in communication.~~
- ~~Satisfactory scores~~ A Verbal score of 600 and a Quantitative score of 600 on the Graduate Record Examination.
- Superior letters of recommendation from those in the position to evaluate graduate academic performance and potential.
- A statement of ~~A~~academic goals and intended topics of study that are compatible with the focus of the ~~school's graduate~~ college's doctoral program.
- A sample of superior scholarly writing (published paper, major term paper, thesis chapter, etc.)

International ~~students must also~~ applicants are normally expected to achieve a minimum score of 600 on the paper-based TOEFL examination or the equivalent in another testing format. ~~Applicants for the Ph.D. program are normally expected to have completed a thesis in their master's program.~~

Applicants who do not meet all of the requirements listed above but who have otherwise exceptional credentials may apply and may be admitted conditionally.

PROGRAM REQUIREMENTS

~~A typical~~ The Ph.D. program in Communication and Information ~~contains~~ requires a minimum of 45 semester hours of graduate credit beyond the ~~m~~Master's degree and 30 semester hours of dissertation work for a total of 75 semester hours. ~~Core courses include COMM 75000 for those who have not completed a master's thesis, COMM 75020, 75060, 75652 and 75794 for those with graduate assistantships.~~

The doctoral program is flexibly structured. It is designed to provide both a broad interdisciplinary core of knowledge about communication and information theory and research, and individualized ~~concentrations~~ programs of study~~in communication~~ developed by students~~.~~ ~~I~~in consultation with their advisors and ~~the Graduate Studies Committee~~ supervisory committees~~,~~. ~~students develop an approved program of study to match their interests once they have completed 8 credits in the doctoral program.~~ Students should begin developing their programs of study during their first semester and have them approved by the time they have completed 15 semester hours. Students are expected to become engaged in a variety of research projects before they begin dissertation work.

~~Doctoral students are expected to have satisfactorily completed a master's-level course in social and behavioral research methods. As part of their doctoral coursework, they are also expected to complete research and statistics courses appropriate to their programs of study. There is no universal foreign language requirement for the doctoral degree in communication studies.~~

Core courses (21 hours):
CCI 80000.....3
CCI 80001.....3
Theory courses:
Choose one from approved course listings in COMM, JMC or VCD.....3
Choose one from approved course listings in LIS or IAKM.....3
Methods courses (choose from any approved KSU graduate offerings):

One quantitative research methods course.....3
One qualitative research methods course.....3
One statistics course.....3

Program of Study (24 hours):
Courses in the program of study are selected with the approval of the student's advisor and supervisory committee to support the student's research interests. Those students seeking a more traditional doctoral preparation may wish to adopt model programs of study in such areas as interpersonal communication, health communication, mass communication, mediated communication, library and information science, information architecture or knowledge management. Students also are given freedom to create unique programs of study combining various facets of the disciplines within the college. All proposed programs of study will be subject to stringent review by the College Doctoral Program Policy Committee. Students planning to enter the professoriate should include CCI 80094 College Teaching in Communication and Information (3) in their programs of study.

Dissertation:
CCI 80199.....30

Students should consult their advisors and the CCI Doctoral Program Handbook for additional requirements in specific programs of study.

Candidacy
To achieve candidacy, doctoral students must ~~write a satisfactory preliminary paper, complete a 10-hour written and two-hour oral comprehensive examination, and meet a two-semester residency requirement.~~ pass the doctoral comprehensive examination.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Aug-10** Curriculum Bulletin _____

Effective Date **Fall 2010** Approved by EPC _____

Department	**Graduate School of Management**
College	**BU - Business Administration**
Proposal	**Inactivate ~~Course~~** Program offering off site (Lorain County Community College)
~~Course Subject~~	~~Course Number~~
~~Course~~ Title	**LCCC Executive MBA Program** EMBO
Minimum Credits	Maximum Credits

Checked items are new or revised

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

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
See Attached minutes from Graduate Council

REQUIRED ENDORSEMENTS

Robert F. Kranz — 8/4/2010
Department Chair / School Director / Campus Dean

Frank Hensler — 8/6/2010
College Dean

___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

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

To: Therese Tillett, Director, Curriculum Services

From: Robert F. Krampf, Director, Executive MBA Program

Subject: Inactivation of LCCC Executive MBA Program

This email is addressing the decision of the College of Business and Graduate School of Management to inactivate the Loraine County Community College Executive MBA Program. This program was initiated in 1998 and was delivered at the Lorain off-campus site. Our EMBA Program was offered for four consecutive years (1998, 1999, 2000, 2001) at that location and has not been offered subsequently. The reason for termination of this **off-campus** location for offering the Executive MBA was the insufficient demand by quality students. Please note that there is NO intent to terminate the Executive MBA Program at the Kent Campus. The above is for the Lorain Off-campus location ONLY.

All students that were enrolled in the four programs offered at the Loraine off-site location have graduated so inactivation of this program will have no impact on the students. The faculty preference has also been to inactivate this program. This decision was made and approved by the following:

Graduate Council of the Graduate School of Management - Tuesday, March 23, 2010 – Copy attached.
Coordinator of the Executive MBA Program – Robert F. Krampf – Certification of Curricular Proposal is attached
Associate Dean – Rick Schroath - Certification of Curricular Proposal is attached
Dean of College of Business – Yank Heisler - Certification of Curricular Proposal is attached

SUMMARY OF ACTIONS
GSM GRADUATE COUNCIL

Tuesday, March 23, 2010

Dr. Kolbe convened the meeting at 10:30 a.m. on Tuesday, March 23, 2010 in Room 483 Business Administration Building.

Present:	Drs. Linda Zucca, Deborah Knapp, Mark Holder, John Thornton, Richard Kent, Emmanuel Dechenaux, Pervaiz Alam, Robert Jewell, Frederick Schroath, and Jay Muthuswamy
Others Present:	Ms. Louise Ditchey, Ms. Stephanie Zimmerman and Ms. Sara Bennett, PhD Student Representative

---

I. Call to Order

Dr. Kolbe called the meeting to order at 10:32 a.m.

II. Disposition of Minutes

Dr. Kent motioned to approve the minutes and Dr. Knapp seconded this motion. The minutes were approved. For: 8 Against: 0 Abstained: 1

III. Old Business

None for discussion.

IV. New Business

MBA ASSURANCE OF LEARNING

The committee discussed the proposed MBA Assurance of Learning measures outlined in two handouts. The first handout titled "PROPOSED MBA Assurance of Learning" outlined six objectives/professional competencies that would be measured, how they would be measured, and the courses they would be measured in. The second handout titled "Proposed Assurance of Learning Categories with MBA Core Courses" was a chart of the MBA programs core courses and which of the six objectives/professional competencies will be measured in each course.

One suggestion from the committee was to match the column heading on the chart to the objectives/professional competencies listed on the outline.

MBA BUSINESS PREPARATION WORKSHOP COURSE

Dr. Kolbe presented a proposal for an MBA Workshop course that would be requirement for graduation for all full-time MBA students. The workshop course would be a one credit hour course (BAD 60093), taken for a satisfactory/unsatisfactory grade, and the instructor of record

would be the Dean of Students. The workshop course would consist of one day workshop/seminars for business soft skills such as networking, career development activities, resume writing, elevator pitches, and dining etiquette, to name a few. Students would be allowed to pick and choose which seminars they take as long as they complete at least nine seminars in total. The seminars would be planned out for a year so that students would know the schedule at orientation so they can plan accordingly.

Dr. Kent motioned to approve the proposed MBA Business Preparation Workshop Course. Dr. Dechenaux seconded this motion. Motion was approved unanimously.

The motion will be readied for submission to the EPC.

INACTIVATION OF EMBA PROGRAM AT LORAIN COUNTY COMMUNITY COLLEGE

This proposal was approved by the MBA Subcommittee for the inactivation of the EMBA program that is offered at the Lorain County Community College. The program has been inactive for quite a few years already and there are no plans to activate it anytime in the future. This action was under taken in part due to pressure from the Board of Regents to clean up the Graduate Catalog so that it reflects the programs that we are currently offering.

Dr. Kent motioned for approval of the inactivation of the EMBA program at Lorain County Community College. Dr. Zucca seconded this motion. Motion was approved unanimously.

The motion will be readied for submission to the EPC.

CHANGE OF PREREQUISITES FOR MBA COURSES

The Banner system has problems with the current prerequisite set up and causes hardship for students trying to register for classes. Ms. Ditchey has evaluated these problems for each department and has submitted to each department chair a memo about their current prerequisite problems and suggestions for correcting these problems.

Once the department chairs approve the corrections they will be submitted via workflow for approval to Dr. Kolbe and forwarded on to the EPC for inclusion in the Graduate Catalog.

This was an informational item and will be brought back to the Council once departmental approvals have been made.

V. Associate Dean's Report

Dr. Kolbe informed the Council that the MBA Subcommittee has been discussing the possibility of making the full-time MBA program a lock-step program to improve efficiency.

Another item that is being discussed is having concentrations in more high interest areas like: Supply Chain Management, Financial Risk Management, Global Technology Management, and Entrepreneurship. With these new proposed concentrations, there is the hope that

departments will collaborate on the classes for these concentrations. There might also be the elimination of some existing concentrations.

The PhD Subcommittee did not meet this month and is still working on the revision of the current PhD curriculum.

VI. Review of GSM Programs

VII. Announcements

VIII. Adjournment

Meeting was adjourned at 11:23 a.m.

****
Next Graduate Council Meeting
April 20, 2010
****

Respectfully submitted,
S. Zimmerman

TO:	Educational Policies Council
FROM:	Provost and Senior Vice President Robert G. Frank
SUBJECT:	Agendas for Monday, 18 October 2010 EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 310AB EPC Graduate Council, 3:20 p.m., Kent Student Center, Room 310C
DATE:	11 October 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, 15 October, to ensure that the materials are available at the meeting for review.

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 30 August 2010.
   Attachment 1

Office of the Provost *(presented by Director Therese E. Tillett)*

2. Revision of the Transfer Credit Evaluation policy to accept minimum D grade (currently C grade) for out-of-state transfer coursework earned fall 2010 and later from regionally accredited institutions.
   Effective Fall 2011
   Attachment 2

Division of Research and Sponsored Programs

3 Establishment of policy 2-03.10: Operational Procedures Regarding Establishment, Administration and Review of Centers and Institutions.
   Effective Spring 2011
   Attachment 3

Regional College *(presented by Dean Wanda E. Thomas)*

Division of Professional Studies

4. Establishment of concentrations and revision of the name and course subject for the Environmental Technology [ENVT] major within the Associate of Applied Science [AAS] degree. The major's name changes to Environmental Health and Safety [EVHS]. The three new concentrations are Environmental Technology [ENVT]; Environmental Safety and Security [ESS]; and Occupational Health and Industrial Hygiene [OHIH]. The course subject changes from Environmental Technology [ENVT] to Environmental Health and Safety [EVHS]. Minimum total credit hours to program completion change, from 64 to 64-67, depending on concentration.
   Effective Fall 2011
   Attachment 4

INFORMATION ITEMS

Office of the Provost

1. Request for review of and recommendation for the continued viability of the following certificates by their sponsoring units. Reviews/recommendations must be submitted to the Office of the Provost (Curriculum Services) by January 2012 for the certificates to continue to remain active for fall 2012.
   Advanced Internet [C101], Business Management Technology [C102], Computer-Aided Drafting/Design Technology [C103], Desktop Publishing [C104], Entrepreneurship [C105], Professional Flight Crew Development and Air Transport Operations [C106], Internet [C108], Leadership [C109], Microcomputer Applications [C110], Manufacturing Management Technology [C111], Plastics Manufacturing Engineering [C113], Solutions Developer [C116], Radiation Polymer Engineering Technology [C121], Entertainment Arts and Technologies: Stage [C127], Entertainment Arts and Technologies: Automated Lighting [C129], Entertainment Arts and Technologies: Sound [C130], Entertainment Arts and Technologies: Stage Scenery [C132], Alcohol, Tobacco and Other Drug Prevention [C133], Athletic Coaching [C136], Computer Forensics and Information Security [C137], Legal Nurse Consulting/Nurse Paralegal [C403]
   Attachment 5

College of Education, Health and Human Services

School of Health Sciences

2. Establishment of an articulation agreement with Cuyahoga Community College (Tri-C). Graduates of Tri-C's AAB degree in Hospitality Management (Restaurant/Food Service Management concentration) will be able to articulate into the last two years of Kent State's Hospitality Management [HSPM] concentration in the Nutrition and Food [NF] major within the Bachelor of Science [BS] degree.
   Effective Fall 2010
   Attachment 6

3. Letter of intent to establish a Hospitality Management major within the Bachelor of Science [BS] degree. This proposed program will replace the current Hospitality Management [HSPM] concentration in the Nutrition and Food [NF] major within the Bachelor of Science [BS] degree.
   Attachment 6

LESSER ACTION ITEMS

College of Technology

1. Inactivation of the Industrial Technology 2+2 [T22] concentration in the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree.
   Effective Fall 2011

Regional College

Division of Applied Business

3. Revision of the program requirements for the Environmental Management [EMTG] major within the Associate of Technical Study [ATS] category B degree, offered at the Trumbull Campus. CHEM 10052 is added as a requirement; requirement BSCI 10001 becomes an option with BSCI 20021; requirement COMT 11000 is removed; and options ASL 19201, 26704, 11762, SPED 19201 are replaced with a choice of Kent Core course (although PSYC 11762 is recommended for students planning to pursue the BSN degree). Minimum total credit hours to program completion decrease, from 63 to 62.
   Effective Fall 2011

LESSER ACTION ITEMS *continued*

Regional College

Division of Health Occupations

3. Revision of the program requirements for the Emergency Medical Services Technology [EMST] major within the Associate of Technical Study [ATS] category B degree, offered at the Trumbull Campus. The foreign language course requirement becomes optional with a Kent Core course. Minimum total credit hours to program completion decrease, from 62 to 61.
Effective Fall 2011

EPC GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 30 August 2010.
Attachment 1

Division of Research and Sponsored Programs

2 Establishment of policy 2-03.10: Operational Procedures Regarding Establishment, Administration and Review of Centers and Institutions.
Effective Spring 2011
Attachment 3

INFORMATION ITEM

Office of the Provost

1. Request for review and recommendation made of the continued viability of the following certificates by their sponsoring units. A review/recommendation must be submitted to the Office of the Provost (Curriculum Services) by January 2012 for the certificate(s) to continue to be active.
Urban Design [C602], Gerontology [C603], Preservation Architecture [C604], Athletic Coaching [C606, C819], Primary Adult Nurse Practitioner [C804], Psychiatric Mental Health Nurse Practitioner [C805], Advanced Study in Library Science [C808], Advanced Study in K-12 School Library Media [C810], Nursing Education [C811]
Attachment 4

LESSER ACTION ITEMS

College of Communication and Information

School of Library and Information Science

1. Revision of the name of the Health Information Management [HIMA] concentration in the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. Name changes to Health Informatics [HI]. There are no other revisions, and minimum total credit hours to program completion are unchanged at 42.
Effective Fall 2011

College of Technology

2. Revision of the program requirements for the Technology [TECH] major within the Master of Technology [MTEC] degree. Requirement TECH 50000 is replaced with TECH 60001; 60000-level coursework is increased from 16 to 18 credit hours; individual investigation coursework is limited to 9 credit hours; and graduate TECH electives are increased from 16 to 21 credit hours; Minimum total credit hours to program completion increase, from 32 to 33.
Effective Fall 2011

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

COURSE CHANGES

Key for course changes:

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

Course Changes Effective Fall 2011

ENVT 10001 Introduction to Environmental Technology (3) to:
Environmental Technology I ..... Ta

ENVT 10010 Environmental Hazards Identification and Control (4) to:
Industrial Hygiene I ..... Ta

ENVT 20002 Environmental Technology II (3) ..... New

ENVT 20004 Safety and Injury Control (3) to:
Environmental Health and Safety I ..... Ta

FIN 26070 Introduction to Law (3) ..... Inact

NRST 10006 Transitions in Nursing Agency (3) ..... P

NRST 10008 Paramedic to Associate Degree in Nursing Transition (5) ..... P

RPTM 46030 Dynamics of Leisure Behavior (3) ..... P

TECH 10001 Information Technology (3) ..... ??

TECH 33700 Quality Techniques (4) to: (3) ..... HPDc

TECH 60001 ?? ..... ??

TECH 60078 Research in Technology (3) to:
Research Methods in Technology ..... Ta

THEA 21303 Acting Process (3) ..... P

THEA 21700 Movement I (3) ..... P

THEA 21800 Voice I (3) ..... P

Large-scale change of course subject, from ENVT (Environmental Technology) to EVHS (Environmental Health and Safety), for the following courses:
10001 10004 10010 20001 2002 20004 20006 20008 20020 20092 21092 22095 .. 22096

Large-scale change of course subject, from TECH (Technology) to AERN (Aeronautics), for the following courses:
15000 15740 15741 15742 15743 25250 25350 25351 25743 35020 35040 35101
35150 35340 35341 35343 35344 35644 35743 35748 35749 35646 35648 35647
35747 45030 45121 45130 45150 45151 45250 45291 45350 45343 45344 45648
45649 45650 45651 45652 45653 45654 45655 45656 45657 45700 45710 45711
45720 45721 45740 45730 45791 55150 55350 55700 55791

Corrections from 25 January 2010 EPC Agenda

NURS 40003 Comparative Health Care: Nursing in Northern Ireland (2-3) ..... effective spring 2011 ..... New

NURS 50003 Comparative Health Care: Nursing in Northern Ireland (2-3) ..... effective spring 2011 ..... New

Corrections from 30 August 2010 EPC Agenda

COMM 45959 Nonverbal Communication (3) ..... omitted from agenda ..... P

NUTR 43532 Methods and Experiences in Nutrition Outreach (3) ..... withdrawn by department ..... sc

NUTR 53532 Methods and Experiences in Nutrition Outreach (3) ..... withdrawn by department ..... sc

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

Minutes of the EPC Undergraduate Council Pages 1–3
Minutes of the EPC Graduate Council Pages 4–6

EPC UNDERGRADUATE COUNCIL

Ex-Officio Members present: Provost and Senior Vice President Robert G. Frank; Faculty Senate Chair Donald M. (Mack) Hassler II; Deans James K. Bracken, John R. Crawford, Laura Cox Dzurec, Mark A. James, Douglas L. Steidl, Wanda E. Thomas, Stanley T. Wearden, Donald R. Williams; dean representatives Mary Ann Haley for Timothy S. Moerland, Richard H. Kolbe for Robert (Yank) Heisler Jr., Stephen A. Mitchell for Daniel F. Mahony Jr., I. Richmond Nettey for Donald L. Bubenzer

Ex-Officio Members not present: Gary M. Padak

Faculty Senate-Appointed Representatives present: Bruce J. Gunning, Min He, Erica B. Lilly, Linda L. Williams, Lowell S. Zurbach

Faculty Senate-Appointed Representative not present:

Undergraduate Council Representatives present: Paul J. Albanese, Thomas W. Brewer, Pamela K. Evans, Diana L. Fleming, Sarah E. Rilling, Roberto M. Uribe-Rendon, Stephen M. Zapytowski

Undergraduate Council Representatives not present: Todd S. Hawley, Gretchen C. Rinnert

Observers present:

Observers not present: Brett Fodor (Undergraduate Student Government)

Consultants and Guests present: Madhav P. Bhatta, Stephane E. Booth, Natalie L. Caine-Bish, Rebecca L. Hollis, E. Timothy Moore, Jennifer Sandoval, Elizabeth A. Sinclair-Colando, Therese E. Tillett, Pamela Tontodonato

---

Provost and Senior Vice President Robert G. Frank called to order the EPC Undergraduate Council at 3:20 p.m., on Monday, 30 August 2010, in room 310AB of the Kent Student Center. He welcomed new deans James K. Bracken (University Libraries), Mark A. James (Public Health) and Douglas L. Steidl (Architecture and Environmental Design); all would be voting at the meeting.

Action Item 1: Approval of minutes from 17 May 2010.

Professor Stephen M. Zapytowski made a motion to approve, seconded by Associate Professor Sarah E. Rilling. With no questions or corrections, the motion was passed unanimously.

The next items were taken out of order at the request of the presenters.

Action Item 3: Revision of the undergraduate residence policy. The current policy requires completion of minimum 30 credit hours of Kent State coursework to earn a bachelor's degree, and the first 45 or final 15 hours to earn an associate degree. The proposed revised policy requires minimum 30 ~~GPA~~ passed hours in residence for a baccalaureate (of which 9 passed hours must be upper-division level in the major) and minimum 15 ~~GPA~~ passed hours in residence for an associate degree. The revised policy removes mention of correspondence study and addresses transient study.

Associate Dean I. Richmond Nettey, chair of the Associate and Assistant Deans Committee, introduced the item and stated that after submitting the proposal, the committee realized that it needed to change the language, from "GPA" hours to "passed" hours. Passed hours include all coursework earned excepting hours received by credit-by-exam, CLEP or Advanced Placement. [GPA hours do not include coursework earned with an S (satisfactory) grade.] The purpose of the policy revision was to make it consistent for all colleges and campuses.

One EPC member questioned the revised policy not addressing minimum major hours in associate degree programs, to which Associate Dean Nettey stated will be reviewed and considered. Another member raised a concern about students satisfying the residence requirement for teacher licensure programs without taking any methods courses at Kent State. Following that, a member wondered if the proposal should be tabled until these questions and concerns were addressed, to which another member countered that the proposal as is covered the vast majority of issues.

Following a motion to approve by Senator Bruce J. Gunning and seconded by Professor Zapytowski, the item passed unanimously.

Action Item 4: Revision of the requirement of US 10097 Destination Kent State: First Year Experience. Current policy states that the course is waived for Kent Campus students who are 21 or older at the time of their initial college-level enrollment and for students who have 25 or more hours of transfer coursework. Revised policy states course is waived for incoming students designated by Admissions as "adult" (i.e., 21 years or older) and for students who have 25 or more hours of transfer coursework, excluding post-secondary (PSEOP) and dual enrollment coursework.

Assistant Dean Elizabeth A. Sinclair-Colando explained the impetus for the revision arose from the amount of inconsistencies from unit to unit, campus to campus, in waiving this graduation requirement. In addition, the original language on determining eligibility for waiver was confusing; the committee worked with the Admissions Office to determine the adult status of the student.

Aligning with this policy is the development of a companion course, Life After KSU, for post-freshmen students who have not yet completed the requirement to graduate. Life After KSU is being piloted as a special topics course and will be made into a regular course for fall 2011.

During discussion on the item, one member disagreed with the additional language to exclude post-secondary (PSEOP) students from the waiver, to which other members argued that even PSEOP students need a transition to the university experience, and the current First Year Experience course is more an introduction to the major rather than a course solely for freshmen. One member suggested changing the name of the proposed Life After KSU course to Final Year Experience, so the initials are the same as the First Year Experience course.

Associate Dean Pamela K. Evans made a motion to approve the item, which was seconded by Lecturer Diana L. Fleming and passed with one dissenting vote.

Action Item 2: Establishment of an Honor Pledge that all Kent State students (undergraduate and graduate) will be encouraged, but not required, to sign.

Associate Dean E. Timothy Moore said the development of the pledge was at the initiative of students. There was discussion on this item, including the pledge being voluntary, tracking mechanisms and communication to the faculty One member said that if a signed pledge is in the file of a student accused of plagiarism, it will demonstrate that the student was aware of his/her actions being unethical. As the Faculty Senate had already passed this item, Dean Donald R. Williams made a motion to move it to informational only, which was agreed upon by Provost Frank. Therefore, this item was not voted upon.

Action Item 5: Establishment of a Center for Nutrition Outreach. (Item also appearing on the EPC Graduate Council agenda.)

Associate Professor Natalie L. Caine-Bish said the proposed center will be funded from state grants. The closest university with a nutrition outreach center is Purdue University in Indiana; currently, no other Ohio institution has a community nutrition program. A motion to approve was made by Dean Williams and seconded by Professor Roberto M. Uribe-Rendon. The item passed unanimously.

Action Item 6: Establishment of two concentrations—Global Health [GLHL] and Pre-Clinical Professions–Dentistry, Medicine, Osteopathy, Veterinary Medicine [PCP]—in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Also included in proposal are revisions of one concentration name and program requirements. Name of the Environmental/Sanitation [EVST] concentration is changed to Environmental and Occupational Health [EVOH]. Program revisions include adding new course PH 30012 and removing SOC 32220, 32221 from the core; removing JUS 26704 from Health Care Administration concentration, removing PH 30003 from Health Promotion and Education concentration; and removing one elective from Environmental/Sanitation concentration. Minimum total credit hours to program completion are unchanged at 121.

Establishment of a concentration in Pre-Clinical Professions–Dentistry, Medicine, Osteopathy, Veterinary Medicine was withdrawn until it could be further reviewed and defined. [For clarification, the only part of this item considered an action, or voting, item is establishment of a Global Health concentration. Revision of the program requirements is considered a lesser action item and is included here only to keep all information about the program in one place on the agenda.]

Assistant Professor Madhav P. Bhatta described the new concentration in Global Health as addressing gaps in the public health curriculum and focuses on environmental and health issues in lower-income countries. Dean James moved the item for approval, seconded by Dean Laura Cox Dzurec and passed unanimously by members.

Action Item 6: Establishment of concentrations and revision of the name and course subject for the Environmental Technology [ENVT] major within the Associate of Applied Science [AAS] degree. The major's name changes to Environmental Health and Safety [EVHS]. The three new concentrations are Environmental Technology [ENVT]; Environmental Safety and Security [ESS]; and Occupational Health and Industrial Hygiene [OHIH]. The course subject changes from Environmental Technology [ENVT] to Environmental Health and Safety [EVHS]. Minimum total credit hours to program completion change, from 64 to 64-67, depending on concentration.

This item was withdrawn.

As there were no requests for discussion or elevation of either the information or lesser action items. Provost Frank adjourned the EPC Undergraduate Council meeting at 4:15 p.m.

Respectfully submitted,

Therese E. Tillett

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

Jennifer Sandoval
Assistant, 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, I. Richmond Nettey, Barbara F. Schloman, Frederick W. Schroath, John R. Stalvey; Director Karen W. Budd; Graduate Coordinator Sonia A. Alemagno

Ex-officio Members not present: Provost Robert G. Frank, Faculty Senate Chair Donald M. Hassler, Dean Wanda E. Thomas

Faculty Senate-Appointed Representatives present: Thomas Janson, Jonathan V. Selinger, Robin L. Selinger, Fred T. Smith, James A. Tyner

Faculty Senate-Appointed Representative not present:

Graduate Council Representatives present: Sloane R. Burgess, Nichole Egbert for Yin Zhang, Ann F. Jacobson, Eric M. Mintz

Graduate Council Representatives not present: John C. Duncan, Michael J. Loderstedt, Lynette Phillips, Gregory S. Stroh, John H. Thornton

Consultants and Guests present: Timothy J. Chandler, Lisa N.H. Delaney, Julie A. Gabella, Ellen L. Glickman, Karen Lowry Gordon, Monica Teamer

---

Senior Associate Provost Timothy J. Chandler called to order the EPC Graduate Council at 3:20 p.m., on Monday, 30 August 2010, in room 310C of the Kent Student Center.

Senior Associate Provost Chandler asked that the members approve representation for the College of Public Health even though it has not officially been recognized by the Faculty Senate. Professor Tom Janson explained that the college was exempt last fall, with the proviso that they would elect members of committees. Professor Janson added that faculty should also be represented. With no questions or discussion, members passed unanimously the request.

Action Item 1: Approval of the minutes of 17 May 2010.

Associate Provost Chandler moved for the approval of the minutes. With no questions or corrections, the motion passed unanimously.

Action Item 2: Establishment of an Economics [ECON] concentration in the Business Administration [BAD] major within the Master of Business Administration [MBA] degree. Included in the proposal is a revision of program requirements, which comprises new course BAD 68051 added as a requirement for full-time students. Minimum total credit hours to program completion increase, from 54 to 55, for full-time students.

[For clarification, the only part of this item considered an action, or voting, item is establishment of the new Economics concentration. Revision of the program requirements is considered a lesser action item and is included here only to keep all information about the program in one place on the agenda.]

Associate Dean Frederick W. Schroath explained there are two parts to the proposal. He also said there is a correction to the agenda whereby the last sentence should read “Maximum (not minimum) total credit hours to program completion increase from 54 to 55, for full time students.” The first is the establishment of a new course. He explained that the college discovered over time that the students entering the MBA program are younger, coming directly from their undergraduate experience and do not have business experience. He added that there are a variety of activities that students choose from, similar to a menu, as they go through the program. Associate Dean Schroath added that the economics concentration would be beneficial to the MBA degree as a whole. He then moved for approval of the motion which was seconded by Associate Dean Jonathan P. Fleming.

Associate Provost Chandler stated that he saw that the phrase “full time” is mentioned twice. He asked if the course then does not apply to part-time students. Associate Dean Schroath stated that was correct because most of the part-time students have jobs with business experience. Professor Janson asked if advising would put the part-time students without the experience in the course. Associate Dean Schroath answered in the affirmative, adding that that would be an exception because most part-time students are part-time because they have jobs.

Action Item 3: Revision of the name of the Communication Studies [COMM] major within the Doctor of Philosophy [PHD] degree. Name changes to Communication and Information [CCI]. Also included in the proposal are revisions to the admission and program requirements. Minimum total credit hours to program completion are unchanged at 75.

[For clarification, the only part of this item considered an action, or voting, item is revision of the major name. Revision of the program requirements is considered a lesser action item and is included here only to keep all information about the program in one place on the agenda.]

Associate Dean LuEtt J. Hanson explained that this proposal is the second half of a long-term change. The first half was approved about a year ago, which moved the administration of the PhD degree to the college level, she said. She added that this proposal takes more advantage of the convergence of the fields of communication and information. She added that the name change reflects the inclusion of more topics. Associate Dean Hanson clarified that the program requirements change by requiring theory background courses throughout the college; the hours to completion do not change. She added that students may still focus in one are more than the other. Associate Dean Hanson moved for approval of the proposal, which was seconded by Associate Dean Ralph Lorenz.

Senior Associate Provost Chandler asked at a time when funding for doctoral programs are somewhat low, what is envisioned for this program. Associate Dean Hanson stated that the problem is going to managing. She added that once approval is obtained and marketing can start, admissions will have to be carefully selected. She said that would include students with very focused proposals to ensure appropriate faculty.

Professor Fred T. Smith asked if there were other programs like that proposed. Associate Dean Hanson answered in the affirmative citing the University of Tennessee and Rutgers.

Associate Dean John R. Stalvey asked what the capacity of the program will be. Associate Dean Hanson said that it would be a class of eight to 10; it will have to be held at that or less for a few years until it is determined the emphases desired in the program.

Senior Associate Provost Chandler asked how much is dependent upon faculty in the college and if it would restrict growth. Associate Dean Hanson stated that faculty will be co-directing. He then asked if there was external funding to which she replied that it is a high priority and that would be the focus of the graduate assistants. Senior Associate Provost Chandler also asked if the library resources listed in the proposal were sufficient. Associate Dean Barbara F. Schloman answered in the affirmative. Associate Dean Hanson stated that research suggests that more resources may be required, but that it will be built into the budget.

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

Action Item IV: Establishment of a Center for Nutrition Outreach

Associate Professor Karen Lowry Gordon explained that this proposal is to take the nutrition outreach program and make it a center. She stated that this program started out on a very small scale in 2002; now there is a state registered dietician and a lot of outreach in Northeast Ohio. She added that official paperwork was never done and it must be official for funding purposes. Associate Professor Gordon moved for approval of the item, which was seconded by Professor Fred T. Smith.

Associate Dean Stalvey asked if this proposal meets the standards to be classified as a center. Associate Dean Nancy E. Barbour stated that she could not find the policy register that defines it. Professor Janson stated that it can be found within Faculty Senate’s website.

Senior Associate Provost Chandler stated that while he did not want to be obstructive, he felt that it would be proper, from the institution's view, that an ongoing budget and sunset clause be included in the proposal. He explained that a sunset clause is policy in which a program runs for a certain number of years and if it does not meet its targets then it is expired. He said that he would like for Associate Professor Gordon to work with Vice President Sonia A. Alemagno to add a budget and criteria for review after three years.

Vice President Alemagno stated that the "centers and institutes" policies are on the agenda for a meeting on 31 August 2010 with the provost. She said that this proposal is however, under the current policy. She added that the university wants to have financially sound centers. Associate Dean Stalvey asked if there was a precedent for the "sunset clause." Senior Associate Provost Chandler said that it had been mentioned to the provost that the new guidelines would be helpful and when the proposal gets to Faculty Senate it should meet the new guidelines. Vice President Alemagno stated that she believed this body should allow the proposal to go forward and get it cleaned up for Faculty Senate. Associate Professor Gordon stated that the program has existed for eight years so a lot of the requested data is already on hand. Professor Janson said that when the proposal is passed, it will have to go back for more information before going to the Faculty Senate. Senior Associate Provost Chandler clarified by saying that the council would be voting yes on the idea of the center and formation of the center, but asking Associate Professor Gordon to work with Associate Dean Barbour and Vice President Alemagno to determine a budget and sunset clause, and anything else that will make this a stronger proposal.

With no further questions or comments the proposal passed unanimously.

Information Item I: inactivation of the Executive Master of Business Administration at Lorain County Community College [EMBO] degree program. The Executive MBA program remains active at the Kent Campus.

Associate Dean Schroath explained that this program was set up separately from the EMBA program and should not have been; this was merely a site at which the EMBA was offered. He stated that classes have not been taught at this site for several years.

Senior Associate Provost Chandler said that this inactivation is a positive move and shows thought about curricular revisions. He added that continued effort to review curriculum programmatically is a must. This sends a message to the Ohio Board of Regents, he said, about having a 21st century curricula to meet the 21st century needs for students. Associate Dean Stalvey said that until there is a streamlined process there is a reluctance to inactivate due to the fear of not being able to reactivate. He added that departments would rather keep the programs around and tweak them than to inactivate them. Senior Associate Provost Chandler said that the curricular hold-ups seem to be at the department level, not the college, Curriculum Services or deciding bodies levels. Dean Mary Ann Stephens suggested that programs can also suspend admissions for a time. To which Senior Associate Provost Chandler said was a sensible approach. Associate Professor Eric M. Mintz said that in his department faculty have been told that if the program appears in the catalog the program must be offered. Senior Associate Provost Chandler explained that that decision cannot be made at the unit levels and must gain appropriate approvals.

Professor Janson asked is the EMBA was still being offered. Associate Dean Schroath answered in the affirmative and stated that there were 51 applicants for this year and five already for next year.

Senior Associate Provost Chandler reminded the members that for the past few years the university has been focused on undergraduate education, and will continue to do so. However, there is increasingly a focus on graduate programs. He added that enrollment has not been rising and in fact is a little flat. To be a research university, he said, there have to be strong graduate and research programs. He encouraged the members to think about that as a balanced institution.

With no further discussion, the meeting was adjourned at 3:58 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 14-Sep-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College PR - Provost

Proposal Revise Policy

Proposal Name **Revision of the Transfer Credit Evaluation policy**

Description of proposal:

Revision of the policy to extend acceptance of transfer coursework with D grade to all regionally accredited universities and colleges, not just from Ohio institutions. This revision ensures a consistent and equitable policy in evaluating tranfer credit.

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

None

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

Provost's Office, Associate and Assistant Deans Committee

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director / Campus Dean

_____ ____/____/____

College Dean

_____ ____/____/____

Dean of Regional Campuses / Dean of Graduate Studies

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs

Proposal Summary
Revision of the Transfer Credit Evaluation Policy
Effective Fall 2011 Catalog

Subject Specification: Revision of the Transfer Credit Evaluation policy to extend acceptance of transfer coursework with D grade to all regionally accredited universities and colleges.

Background Information: In 1985, Kent State adopted the minimum C grade requirement for transfer work. In 2005, the Ohio Board of Regents lowered the minimum grade requirement, from C to D (considered the passing grade for state institutions), for credit transfer from Ohio's public institutions (see state policy at http://regents.ohio.gov/transfer/policy/appendixD.php). The same year, Kent State expanded the state's directive to accept transfer coursework with D grade from any regionally accredited institution in Ohio.

The current Kent State policy is inequitable to out-of-state students who have transferred from regionally accredited institutions. Many Ohio state institutions have revised their policy to accept the D grade for transfer both in and outside of Ohio, see the following list culled from an informal poll of registrars and a review of undergraduate catalogs:

- Bowling Green State University
- Cleveland State University
- Columbus State Community College
- Cuyahoga Community College
- Eastern Gateway Community College
- Miami University
- University of Akron
- University of Cincinnati
- University of Toledo
- Wright State University
- Youngstown State University
- Zane State College

This policy change is not to compel academic units to accept a transfer grade that is lower than the required minimum in a specific program. Both degree audits (KAPS and DegreeWorks) are programmed to not apply a transfer course in the audit if it does not meet the defined minimum grade requirement for the program. Transfer grades can be seen on transcripts scanned by the Registrar's Office into ApplicationXtender. Transfer GPA can be seen on the SOAPCOL form in Internet Native Banner (INB). Grades can be seen in the Transfer Evaluations tab of KAPS. An attribute is being developed to display transfer grades in DegreeWorks.

Data from the Transfer Center, compiled from 16 September to 11 October 2010:

Total number of courses that were not accepted
due to current policy 166
- with C- grade 31
- with D+ grade..... 16
- with D grade..... 119
- equated to LER/Kent Core 65
- upper division..... 14
- lower division 87

Average number of credits..... 3.13
Most common state ..... Pennsylvania

Alternatives and Consequences: The alternate is to keep the current policy and remain inconsistent in how Kent State evaluates transfer students. The consequences may be lower enrollment from out-of-state transfer students and adverse relationships with neighboring states, especially the ones from which we are actively recruiting (e.g., the recent enterprise to reduce tuition to Kent State's Regional Campuses for residents in bordering Pennsylvania and West Virginia counties).

Benefits to adopting this policy: (1) upholding the state mandate to treat our transfer students equitably with our native students; (2) helping transfer students move closer to graduation in a more timely fashion; (3) making more efficient use of Kent State resources by not duplicating services while taking seats from other students needing/wanting to register for the courses the transfer students are repeating; and (4) supporting Kent State efforts to recruit transfer students in the face of impending lower enrollment from incoming freshmen.

Specific Recommendation and Justification: To ensure a consistent policy in evaluating transfer credit, it is recommended to accept Kent State's passing grade of D (1.0) from all regionally accredited colleges and universities nationwide, effective with the fall 2011 catalog.

See proposed revisions to the policies below (additions highlighted and in bold):

> **Excerpt from the Transfer Credit Evaluation policy:**
>
> … Generally, only those non-remedial courses in which students have earned a minimum C (2.00) grade at an accredited school (as determined by the Transfer Center) will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited ~~Ohio~~ college or university **in Ohio and earned fall 2010 and later from a regionally accredited college or university outside Ohio** will be awarded for all non-remedial courses in which students have earned a minimum D (1.00) grade. …
>
> **Transfer Credit Appeals Process: Students must submit, in writing, a letter of appeal regarding their transfer credit to the Kent State University Transfer Center. Upon recommendation by the Transfer Review Committee, students will be notified of the outcome, in writing by the Transfer Center.**
>
> **Excerpt from the Transient Work at Another University policy:**
>
> … Generally, credit for non-remedial courses in which students have earned a minimum C (2.00) **grade** at an accredited school (as determined by the Transfer Center) will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited ~~Ohio~~ college or university **in Ohio and earned fall 2010 and later from a regionally accredited college or university outside Ohio** will be awarded for all non-remedial courses in which students have earned a minimum D (1.00) grade. …

Timetable and Actions Required:

- Endorsement from the Associate and Assistant Deans: 14 September 2010
- Approval sought from the Educational Policies Council: 18 October 2010
- Approval sought from the Faculty Senate: 8 November 2010
- Notification to Kent State Board of Trustees (information item): 15 December 2010
- Policy revised in fall 2011 University Catalog

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date: 6 May 10 Curriculum Bulletin_____

Effective Date: Fall 2011 Approved by EPC_____

Department: Professional Studies
College: Regional College
Proposal Establish New Concentrations, revise name, and course subject
Program Name Environmental Technology
Degree AAS ENVT

Description of Proposal
In order to better address the career demands in environmental technology the old AAS degree is being retooled with three concentrations. These new concentrations will better serve our students and the employers in our service area.

Does proposed revision change program's total credit hours? **Yes, current 64 hours, proposed 64-67 credit hours depending on concentration.**

Describe impact or other programs, policies or procedures (e.g. encroachment and duplication issues; enrollment and staffing considerations, need, audience, prerequisites)
There will not be any impact on other university programs. A program coordinator/faculty will be hired to oversee the revised degree.

Units consulted (other departments, programs, or campuses affected by this proposal):
This degree is only offered on the Trumbull Campus. The College of Public Health has assisted in the development of the new concentrations. A letter from College of Public Health is enclosed in the packet.

REQUIRED ENDORSEMENTS

Wanda Thomas 9/21/2010
Department Chair/School Director/Campus Dean

Wanda Thomas 9/24/2010
College Dean Regional College

_____ __/__/__
Executive Dean of Regional Campuses

_____ __/__/__
Provost

Proposal Summary

Title: Environmental Health and Safety

Subject Specification: The Associate of Applied Science in Environmental Health and Safety is developing three specific areas of specialization: Occupational Health and Industrial Hygiene Concentration, Environmental Safety and Security Concentration, and Environmental Technology Concentration. A name change from Environmental Technology (ENVT) to Environmental Health and Safety (EVHS) has been submitted.

Background Information: In order to better address the career demands in environmental technology and to better interface with continued education options of students, the Environmental Health and Safety program will define three areas of specialization. The Occupational Health and Industrial Hygiene Concentration will allow students to enter the Bachelors in Public Health Environmental/Sanitation Concentration which will be offered on line. Students in Occupational Health and Industrial Hygiene concentration will have complete articulation into the BS in PH, Environmental/Sanitation Concentration. The environmental Safety and Security option allows students to gain more expertise in the areas of chemical-biological safety and security, an area of increased demand given the evolution of the homeland security related professions. In-service students currently working in fire protection and law enforcement will be encouraged to pursue higher education in areas of interest to their careers. The Environmental Technology Concentration will provide students with a working knowledge of the source, nature and scope of conditions that are or could be hazardous to the environment. This concentration is primarily aimed at individuals interested in an associate degree only. Both the Environmental Technology and Environmental Safety and Security Concentrations may articulate to the BS Technology (2+2).

During the 2009 Program Review the committee noted that the "Goals and Content of the program should be redirected for current relevancy and higher enrollment." It went on to further comment that the "program curriculum was developed on OSHA standards from the 1970's and a revision is needed, especially one that produces a four year degree which is being demanded by industry." This proposal is intended to comply with the suggestions of the program review committee.

The current courses are either used in the new program as currently offered or they will be adapted to fit the new program focus. Current students will have the option of following the new program or of completing their current course of study. No full time faculty will be

impacted by this change. The currently vacant position of program coordinator will be reformulated to better fit the new program orientation and will be added back into the campus FY 12 budget.

Alternatives and Consequences: The current Environmental Technology program serves a narrower career track and does not offer the flexibility of study the new concentrations provide. The expansion of Industrial Hygiene and Occupational Health as careers in business and industry requires a more focused and specialized education that will be provided in the new concentrations. This also facilitates continuing education at a Bachelor's level. The Environmental Safety and Security concentration provides education for individuals interested in or currently serving in fire protection and law enforcement careers. The expanding nature of these career fields to include homeland security responsibilities pertaining to bio-security and environmental hazards requires education focusing on these areas, which will be provided in the new concentrations.

The consequences of not realigning the current environmental program into the concentrations listed above will be a continued decline in the enrollment and eventual elimination of the program.

Specific Recommendation and Justification: Recommend this proposal be approved as presented. It will be impossible to make the current Environmental Technology degree a viable program without the requested redesign.

Timetable and Actions Required:

Trumbull FAC Approval: December 2009

Regional College Approval: September/October 2010

EPC Approval: October 2010

Faculty Senate Approval: November 2010

Board of Trustees Approval: As Soon As Possible

New Concentrations available for students: Fall 2011

KENT STATE.

March 5, 2010

Dr. Wanda Thomas
Dean, Trumbull Campus
Kent State University
Kent, Ohio 44242-0001

Dear Dr. Thomas,

The College of Public Health strongly supports the A.A.S. in Environmental Health and Safety new concentration in Occupational Health and Industrial Hygiene. The courses being proposed do not duplicate, encroach on or impact the Environmental Health courses at the College of Public Health and we are very pleased that the concentration includes three B.S.P.H. 100/200 level courses.

The College of Public Health looks forward to this exciting collaboration.

Sincerely,

Sonia Alemagno

Sonia Alemagno, Ph.D.
Interim Associate Dean
Professor, Health Policy and Management
College of Public Health

cc: Dr. Chris Woolverton, College of Public Health, Environmental Health
Dr. John Staley, College of Public Health, Environmental Health

College of Public Health
Schwartz Center 208
800 East Summit Street
Kent, Ohio 44242
Phone: 330-672-6500 • Fax: 330-672-6505

Kent State University
Detailed Assessment Report
2010 Environmental Technology
Environmental Concentration

Mission/Purpose

To prepare students for a career in industry; and municipal, state, and federal government in the field of environmental technology that adds value to industry and the community as a whole. To expose students to practical learning and provide these services within the Kent and regional campus structure for the community of northeast Ohio.

GOALS

G-1: Expand the associate degree program into a bachelor of applied science.

Student learning outcomes, with any Associations and related measures, Achievement Targets, Findings, and Action Plans

---

O-1: Acquisition of core concepts.
Student will master approved courses in biological and chemical sciences.

O-2: Application of research based approaches of data.
Student will learn regulatory criteria and master the skills necessary for investigating, acquiring and analyzing data related to those criteria.

O-3: Environmental technology techniques.
Student shall be able to acquire research data on air, water, and soil; and determine compliance with government regulations.

O-4: Environmental technology techniques.
Student will learn to assess risks from release of hazardous substances to air, water, and soil; and collect data to determine compliance with government regulations.

Association: Federal and state EPA

O-5: Environmental sampling techniques.
Students will learn the appropriate devices for sampling air, water, and soil; Calibrate the equipment, and collect samples for analysis according to rigorous laboratory criteria.

O-6: Demonstrate proper mathematic applications.
Students will demonstrate proper application of calculations to determine compliance with governmental regulations.

Associations: CWA, CAA

O-7: Environmental technology construction techniques.
Students will be able to evaluate proper engineering concepts and material design for efficient use of residential and commercial energy resources.

Associations: EPA

O-8: Environmental technology communication techniques.
Student will interpret research findings and use oral and written and electronic expression to clearly communicate technical concepts.

Kent State University

Detailed Assessment Report
2009-2010 Environmental Technology
Occupational Health and Industrial Hygiene Concentration

Mission/Purpose

To prepare students for a career in industry, public health and academia in the field of industrial hygiene, that will add value by protecting employee's health and well being and eliminate hazardous chemicals from the work environment. To expose students to practical learning experiences through hands-on training both in lab situations as well as in the field and provide these services within the Kent campus structure for the community of northeast Ohio.

Goals

G-1: Expand the associates degree program into a bachelor of applied science
G-2: Prepare students to become certified in the field of occupational health or registered sanitarian.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O-1: Application of exposure monitoring results to governmental regulations. Students shall be able to understand the results of industrial hygiene monitoring and apply those results to governmental standards to an appropriate conclusion. Students will use approved scientific based information and be able to write/communicate the findings and recommendations for corrective action, necessary to ensure the health of affected employees.

O-2: Techniques

Students will learn to use industrial hygiene tools to develop chemical and physical risk assessments. Prioritize the risk of exposure in a manner that will focus industrial hygiene monitoring on those processes with the greatest potential for risk.

O-3: Risk Assessment

Students will utilize the information from the risk assessment to establish a industrial hygiene sample plan, to collect scientific data to determine compliance with governmental regulations as well as establishing a comprehensive risk assessment for chemical and physical hazards in compliance with governmental regulations.

O-4: Sampling techniques

Students will learn to assess the risks, select the appropriate equipment to validate the exposures, calibrate the equipment, determine sample methods and sample durations and prepare samples for analysis.

O-5: Demonstrate proper math applications

Students will be able to apply proper calculations in determining normal shift exposures as well as extended shift exposures and adjust governmental regulations appropriately. Calculate the additive effects of chemicals on critical body organs in relationship to a daily exposure.

O-6: Demonstrate proper OSHA, ACGIH, AIHA and NIOSH requirements

Students will be able to demonstrate proper understand of health and safety regulations and ensure compliance with the regulations.

Associations:

Occupational Health and Safety Administration
American Conference of Governmental Industrial Hygienist
American Industrial Hygiene Association
National Institute on Occupational Safety and Health.

O-7 Demonstrate ability to communicate findings:

Students will be able to document and verbally communicate the results of a risk assessment to affected parties.

GPS website program description and keywords for searching

The Associate of Applied Science in Environmental Health and Safety will provide students with the knowledge to work in a number of career areas in business and industry. The degree has concentrations in three areas: Occupational Health and Industrial Hygiene, Environmental ~~Studies, and~~ Safety and Security, ~~In addition to the environmental core students complete selected basic science and appropriate liberal education courses~~. The Occupational Health and Industrial Hygiene concentration articulates directly into the Bachelors of Public Health, Environmental/Sanitation major.

Key words for searching
Occupational Health
Industrial Hygiene
Environmental Studies
Safety
Security

and Environmental Technology

More descriptions to come per R. Sines 13-Aug-10

Current catalog

Kent State University Catalog 2010 - 2011

Environmental Technology - A.A.S.

COLLEGE:	Regional College
DEPARTMENT:	Division of Professional Studies
DESCRIPTION:	The Associate of Applied Science in Environmental Technology provides students with a working knowledge of the source, nature and scope of conditions that are or could be hazardous to the environment. Topics include toxic waste, occupational safety, pollution and industrial hygiene. In addition to the environmental core, students complete selected basic science and appropriate liberal education courses. Students interested in continuing their studies at the baccalaureate level should consult with an advisor. This major is available at the Trumbull Campus.
CAREER OPPORTUNITIES:	Science technicians held about 267,000 jobs in 2006. About 30 percent of biological technicians worked in professional, scientific, or technical services firms; most other biological technicians worked in educational services, Federal, State, and local governments, or pharmaceutical and medicine manufacturing. Chemical technicians held jobs in a wide range of manufacturing and service-providing industries. About 39 percent worked in chemical manufacturing and another 30 percent worked in professional, scientific, or technical services firms. Most environmental science and protection technicians worked for State and local governments and professional, scientific, and technical services firms. About 76 percent of forest and conservation technicians held jobs in the Federal Government, mostly in the Forest Service; another 17 percent worked for State governments. Around 32 percent of agricultural and food science technicians worked in educational services and 20 percent worked for food processing companies; most of the rest were employed in agriculture. Forensic science technicians worked primarily for State and local governments. Approximately 37 percent of all geological and petroleum technicians worked for oil and gas extraction companies and 49 percent of nuclear technicians worked for utilities. (Source: Bureau of Labor Statistics)
ADMISSION REQUIREMENTS:	Admission is open to anyone with a high school diploma or its equivalent.
GRADUATION REQUIREMENTS:	Minimum 64 credit hours. Minimum 2.0 cumulative GPA and in major.
LANGUAGE REQUIREMENT:	None
PROGRAM FEE:	None
ACCREDITATION:	Association of Collegiate Business Schools and Programs
STUDENT ORGANIZATIONS:	See individual campuses
BACCALAUREATE PROGRAMS:	Accounting, Business Management

Curriculum

Kent State University Catalog 2010 - 2011

Environmental Technology - A.A.S. Program Requirements

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

Type Legend: **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts; **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences

Please read the section in the University Catalog on Kent Core requirements.

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (34 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	COMT	11000	Introduction to Computer Systems	3
	ENVT	10001	Introduction to Environmental Technology	3
		10004	Toxicology	3
		10010	Environmental Hazards Identification and Control	4
		20001	Environmental Law	3
		20004	Safety and Injury Control	3
		20008	Environmental Safety Administration	3
		20092	Environmental Technology Internship I	3
		21092	Environmental Technology Internship II	3
	Choose from the following: (consult with an advisor)			**6**
	ENVT	20006	Fire Prevention and Control (3)	
		20020	Hazardous Waste Operations and Emergency Response (3)	
		22095	Special Topics in Environmental Technology (3)	
	JUS	22301	The Investigative Process (3)	
III.	**ADDITIONAL PROGRAM REQUIREMENTS (29 credits)**			
Type	**Course**		**Title**	**Credits**
KBS	BSCI	10110	Biological Diversity	4
KBS		10120	Biological Foundations	4
KBS	CHEM	10053	Inorganic and Organic Laboratory	1
KAD		10054	General and Elementary Organic Chemistry	5
KMC	ENG	11011	College Writing I	3
KMC		21011	College Writing II	3
	GEOG	21062	Physical Geography	3
	GEOL	21062	Environmental Geology	3
	General Studies electives (select from Kent Core Humanities or Social Sciences)			3
			MINIMUM TOTAL:	**64**

Catalog Copy

A.A.S. in Environmental Health and Safety

The Associate of Applied Science in Environmental Health and Safety provides students with the knowledge to work in a number of career areas in business and industry. The degree has concentrations in three areas: Occupational Health and Industrial Hygiene, Environmental Technology, and Environmental Safety and Security. The Occupational Health and Industrial Hygiene concentration articulates directly into the Bachelors of Public Health, Environmental/Sanitation concentrartion.

I.	**TECHNICAL COURSES**		**16**
	Core Courses		
	ENVT 10001 Environmental Technology I	3	
	PH 10001 Introduction to Public Health	3	
	ENVT 10010 Industrial Hygiene I	4	
	ENVT 10004 Toxicology	3	
	PH 20007 Environmental Health, Safety & Disease	3	
II.	**RELATED COURSES**		**16**
	BSCI 10110 Biological Diversity	4	
	BSCI 10120 Biological Foundations	4	
	CHEM 10050 Fundamentals of Chemistry	3	
	CHEM 10052 Introduction to Organic Chemistry	2	
	COMT 11000 Introduction to Computers	3	
III.	**GENERAL STUDIES COURSES**		**17**
	ENG 11011 College Writing I	3	
	MATH 11009 Modeling Algebra	4	
	GEOG 21062 Physical Geography	3	
	or		
	GEOG 17603 World Geography	3	
	GEOL 21062 Environmental Geology	3	
	US 10097 Destination Kent State FYE	1	
	Kent Core Humanities/Arts	3	

ENVT course subject changes to EVHS

IV.	**SELECT ONE TECHNICAL CONCENTRATION (see below)**		**15 -18**
		TOTAL	**64-67**

Occupational Health and Industrial Hygiene Concentration

ENVT 21010	Industrial Hygiene II	4
ENVT 20092	Environmental Technology Internship I	3
PH 10002	Introduction to Global Health	3
PH 20004	Public Health Research	3
PH 20005	Social and Behavioral Science Theories	3
		16

Environmental Technology Concentration

ENVT 20001	Environmental Law	3
ENVT 20008	Environmental Safety Administration	3
ENVT 20092	Environmental Technology Internship I	3
ENVT 21092	Environmental Technology Internship II	3
Choose from the following		3
ENVT 20006	Fire Prevention and Control (3)	
ENVT 20020	Hazard Waste Operations (3)	
ENVT 21010	Industrial Hygiene II (4)	
ENVT 22095	Special Topics in Environmental Tech (3)	
		15/16

Environmental Safety & Security Concentration

Choose from the following **18**

ENVT 20004 Environmental Health and Safety I (3)
ENVT 20006 Fire Prevention & Control (3)
ENVT 20008 Environmental Safety Administration (3)
ENVT 20020 Hazard Waste Operations (3)
ENVT 20001 Environmental Law (3)
ENVT 20092 Environmental Technology Internship I (3)
ENVT 22095 Special Topics in Environmental Technology (3)
Block Credit 120 Fire Fighter State Certificate (4)
Block Credit 240 Fire fighter State Certificate (8)
Block Credit Ohio Peace Officer Training Academy (OPATA) Certification (18)

KENT STATE UNIVERSITY

Roadmap: Environmental Technology - Associate of Applied Science

[RE-AAS-ENVT]
Regional College
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [14 Credit Hours]			
CONT 11000 Introduction to Computer Systems	**3**		
ENVT 10001 Introduction to Environmental Technology	**3**		
BSCI 10110 Biological Diversity	4		
ENG 11011 College Writing I	3		
US 10097 Destination Kent State: FYE	1		Not required of transfer students with 25 credits
Semester Two: [16 Credit Hours]			
ENVT 10004 Toxicology	**3**		
BSCI 10120 Biological Foundations	4		
CHEM 10053 Inorganic and Organic Laboratory	1		
CHEM 10054 General and Elementary Organic Chemistry	5		
ENG 21011 College Writing II	3		
Semester Three: [16 Credit Hours]			
ENVT 10010 Environmental Hazard Identification and Control	**4**		
ENVT 20004 Safety and Injury Control	**3**		
ENVT 20092 Environmental Technology Internship	**6**		
GEOG 21062 Physical Geography	3		
GEOL 21062 Environmental Geology	3		
Semester Four: [18 Credit Hours]			
ENVT 20001 Environmental Law	**3**		
ENVT 20008 Environmental Safety Administration	**3**		
ENVT 21092 Environmental Ecotoxicology Internship I	**3**		
ENVT 20006 Fire Prevention and Control *or* ENVT 20020 Hazardous Waste Operations and Emergency Response *or* ENVT 22095 Special Topics in Environmental Technology *or* JUS 22301 The Investigation Process	6		Select courses consultation with advisor
Kent Core Elective	3		Choose from Kent Core Humanities or Social Sciences categories; visit www.kent.edu/catalog and search "Kent Core" for course lists

Graduation Requirements Summary

Total Hours	Minimum	
	Major GPA	Overall GPA
64	2.0	2.0

KENT STATE UNIVERSITY

Roadmap: Safety and Security Concentration
Environmental Health & Safety
~~[AAS-ENVT]~~
Regional Campuses
Catalog Year: ~~2010-2011~~

Proposed

AAS-EVHS-ESS

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [17 Credit Hours]			
COMT 11000 Intro to Computers	3		
~~ENG~~ 11011 College Writing I	3		
~~ENVT~~ 10001 Environmental Technology I	3		
~~ENVT~~ 10004 Toxicology	3		
~~ENVT~~ 10010 Industrial Hygiene I	4		
US 10097 Destination Kent State FYE	1		
Semester Two: [17 Credit Hours]			
~~ENG 21011 College Writing II~~ Kent Core HU/FA	3		
MATH 11009 Modeling Algebra	4		
BSCI 10110 Biological Diversity	4		
PH 10001 Introduction to Public Health	3		
PH 20007 ~~Environmental Health, Safety & Disease~~ Prevention and Control of Diseases	3		
Semester Three: [16 Credit Hours]			
GEOL 21062 Environmental Geology	3		
BSCI 10120 Biological Foundations	4		
CHEM 10050 Fundamentals of Chemistry	3		
ENVT 20006 Fire Prevention & Control Or ENVT 20008 Environmental Safety Admin Or ENVT 20020 Hazard Waste Operations Or ENVT 20001 Environmental Law Or ENVT 20092 Environmental Tech Internship I Or ENVT 22095 ST in Environmental Tech	6		Select courses in consultation with advisor
Semester Four: [17 Credit Hours]			
~~GEOG 21002 Physical Geography~~ ~~Or~~ GEOG 17603 World Geography	3		
CHEM 10052 Intro to Organic Chemistry	2		
~~ENVT~~ 20006 Fire Prevention & Control Or ~~ENVT~~ 20008 Environmental Safety Admin Or ~~ENVT~~ 20020 Hazard Waste Operations Or ~~ENVT~~ 20001 Environmental Law Or ~~ENVT~~ 20092 Environmental Tech Internship I Or ~~ENVT~~ 22095 ST in Environmental Tech Or Block Credit 120 hr Fire Fighter State Cert (4) Or Block Credit 240 hr Fire Fighter State Cert (8) Or Block Credit OPATA Certification (18)	12		Select courses in consultation with advisor
ENVT 20004			

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
67	2.0	2.0

KENT STATE UNIVERSITY

Roadmap: Environmental Technology Concentration
Environmental Health & Safety
~~[AAS-ENVT]~~
Regional Campuses
Catalog Year: ~~2010-2011~~

Proposed

AAS - EVHS-ENVT

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [17 Credit Hours]			
COMT 11000 Intro to Computers	3		
ENG 11011 College Writing I	3		
~~ENVT~~ 10001 Environmental Technology I	3		
~~ENVT~~ 10004 Toxicology	3		
~~ENVT~~ 10010 Industrial Hygiene I	4		
US 10097 Destination Kent State FYE	1		Not required of transfer students with 25 credits
Semester Two: [17 Credit Hours]			
~~ENG 21011 College Writing II~~ KentCore HU/FA	3		
MATH 11009 Modeling Algebra	4		
BSCI 10110 Biological Diversity	4		
PH 10001 Intro to Public Health	3		
PH 20007 ~~Environmental Health, Safety & Disease~~ Prevention and Control of Disease	3		
Semester Three: [16 Credit Hours]			
GEOL 21062 Environmental Geology	3		
BSCI 10120 Biological Foundations	4		
CHEM 10052 Fundamentals of Chemistry	3		
~~ENVT~~ 20001 Environmental Law	3		
~~ENVT~~ 20092 Environmental Tech Internship I	3		
[illegible]			
GEOG 21062 Physical Geography *Or* GEOG 17603 World Geography	3		
CHEM 10052 Intro to Organic Chemistry	2		
~~ENVT~~ 21092 Environmental Tech Internship II	3		
~~ENVT~~ 20008 Environmental Safety Administration	3		
~~ENVT~~ 20006 Fire Prevention and Control Or ~~ENVT~~ 20020 Hazard Waste Operations Or ~~ENVT~~ 21010 Industrial Hygiene II Or ~~ENVT~~ 22095 Special Topics in ENVT	3-4		Select course in consultation with advisor

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
64-65	2.0	2.0

KENT STATE UNIVERSITY

Roadmap: Occupational Health & Industrial Hygiene Concentration
Environmental Health & Safety
~~[AAS-ENVT]~~
Regional Campuses
Catalog Year: ~~2010-2011~~

Proposed

AAS-EVHS-OHIH

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [17 Credit Hours]			
COMT 11000 Intro to Computers	3		
ENG 11011 College Writing I	3		
~~ENVT~~ 10001 Environmental Technology I	3		
~~ENVT~~ 10004 Toxicology	3		
~~ENVT~~ 10010 Industrial Hygiene I	4		
US 10097 Destination Kent State FYE	1		Not required of transfer students with 25 credits
Semester Two: [17 Credit Hours]			
~~ENG 21011 College Writing II~~ Kent Core HUM/FA	3		
MATH 11009 Modeling Algebra	4		
~~PH 10001 Intro to Public Health~~	3		
~~PH 10007 Environmental Health, Safety & Disease~~	3		
BSCI 10110 Biological Diversity	4		
Prevention and Control of Diseases			
Semester Three: [17 Credit Hours]			
GEOL 21062 Environmental Geology	3		
BSCI 10120 Biological Foundations	4		
CHEM 10050 Fundamentals of Chemistry	3		
PH 10002 Intro to Global Health	3		
~~ENVT~~ 21010 Industrial Hygiene II	4		
Semester Four: [14 Credit Hours]			
~~GEOG 21062 Physical Geography~~ ~~Or~~ GEOG 17603 World Geography	3		
CHEM 10052 Intro to Organic Chemistry	2		
PH 20005 Social & Behavioral Science Theories	3		
~~ENVT~~ 20092 Environmental Tech Internship I	3		
PH 20004 Public Health Research	3		

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
65	2.0	2.0

Kent State University Catalog 2010 - 2011

Environmental ~~Technology (ENVT)~~ Health and Safety (EVHS)

Courses offered at Regional Campuses only.

10001 ~~Introduction to~~ Environmental Technology I (3)
Survey course in environmental technology, including health and safety, history, environmental compliance and related issues. Prerequisite: none.

10004 Toxicology (3)
Examination of the terminology and classification of poisons that affect humans. Includes poison sources, modes of exposure, health effects and control measures. Prerequisite: none.

10010 ~~Environmental Hazards Identification and Control~~ Industrial Hygiene I (4)
In-depth study of safety methods and procedures with lab for identifying, monitoring, handling, containing and disposing of hazardous substances and hazardous conditions in the workplace. Prerequisite: ENVT 10004.

20001 Environmental Law (3)
Emphasize civil, criminal and tort liability issues; procedural and constitutional requirements; and administrative codes, rules and regulations for fire, health, safety and environmental hazards. Prerequisite: none.

20004 ~~Safety and Injury Control~~ Environmental Health and Safety I (3)
Examination of hazards assessment including organizational, environmental and disaster planning; health and safety inspection and reporting criteria; and first aid procedures. Prerequisite: ENVT 10001.

20006 Fire Prevention and Control (3)
Conditions and properties conductive for combustible states and hazards; techniques and procedures for fire extinguishing and control; preventative strategies; fire codes and alarm systems. Prerequisite: ENVT 10001.

20008 Environmental Safety Administration (3)
Organization and operation of environmental safety unit; relationships with business, governmental and community entities involved in environmental safety and hazards control. Prerequisite: ENVT 10010.

20020 Hazardous Waste Operations and Emergency Response (3)
Study of hazardous waste operations and emergency response to release of hazardous materials in compliance with EPA and OSHA regulations (29CRF 1910.120). Prerequisite: none.

20092 Environmental Technology Internship I (3)*
This on- or off-campus experience gives students an opportunity to apply learned concepts in the classroom to practical environmental technology situations. Prerequisite: ENVT 20008.

21092 Environmental Technology Internship II (3)*
This on- or off-campus experience gives students an opportunity to apply learned concepts in the classroom to practical environmental technology situations. Pre/corequisite: ENVT 20092 and special approval.

22095 Special Topics in Environmental Technology (3)*
(Repeatable for a total of 6 credit hours) Specialized instruction oriented primarily to application of current technology developed for the field of environmental technology. Course is repeatable as the specific topics will vary. Prerequisite: special approval.

22096 Individual Investigation in Environmental Technology (1-3)*
Independent research of environmental technology topic supervised by an environmental technology faculty member. Prerequisite: special approval.

* Course ineligible to be repeated for GPA recalculation.

NEW
20002 Environmental Technology II (3)
21010 Industrial Hygiene II (4)

Policy on minors, see below, since 1988

III. ACADEMIC PROGRAMS AND POLICIES

CURRICULUM DEFINITIONS

ACADEMIC MAJOR

An academic major is a curriculum component that enables students to make an in-depth inquiry into a discipline or a professional field of study. It is organized around a specific set of goals and objectives that are accomplished through an ordered series of courses whose connections define an internal structure. A major that focuses on a discipline typically draws its courses predominantly from one department. One that encompasses a professional field of study or is interdisciplinary usually obtains its courses from more than one department/school.

Due to the demands of accrediting agencies, certification requirements and professional competencies, professional majors normally comprise a larger percentage of the credit hours. All majors include a core of required courses, general education courses (LER) and a series of electives, which give a degree of flexibility to the program. A minimum of 39 credit hours are to be taken at the upper-division level (30000- and 40000- level coursework). The College of Arts and Sciences requires 42 upper-division hours for degree completion.

Departments or dependent schools have the responsibility for administering majors within their unit and for approving particular programs of study and appropriate course substitutions for students. Those departments involved with interdisciplinary majors perform the same functions as individual departments. Courses taken to fulfill other academic requirements, e.g., minors and areas of specialization, are sometimes specified within the requirements for a degree; however, students may not declare a major and a minor in the same discipline.

One important aspect of a major is the opportunity it affords students to study a field in depth. A major introduces students to a discipline or field of study through a foundation of theory and method, which serves as a basis for further study. It exposes them to the gamut of topics examined and the analytical devices used in the study of the subject. It contains a core series of courses of advancing levels of knowledge and understanding. Study in depth provides students with an understanding of the fundamental problems and arguments of a discipline or field of study, as well as its limits. It affords students practice with the tools of the subject, introduces them to its historical and philosophical foundations and gives them a clear sense of its boundaries and its effectiveness as a means for understanding or serving human society.

ACADEMIC MINOR

An academic minor is a curriculum component, smaller than the major, that enables a student to make an inquiry into a discipline or field of study or to investigate a particular theme. The purpose of a minor is to provide formalized guidance to students in selecting courses in a field or content area that is outside the major and to provide formal recognition of that work on the transcript. Minors may be centered in a specific department or be drawn from several departments, as in the case of an interdisciplinary topical or thematic focus.

Minors normally contain between 18 and 25 credit hours, with at least 9 of those hours being upper-division credit. Minors are sponsored by the unit that offers the courses in that discipline.

Students may not pursue a minor and a major in the same discipline. Students must formally declare a minor, similar to the process by which they declare the major.

CERTIFICATE PROGRAM

Certificate programs exist at Kent State University to make available a flexible curricular structure to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's academic transcript.

Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificate programs that exceed 21 credit hours must be approved by the Ohio Board of Regents.

Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions standards.

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

A. **Action Items:** voted upon by EPC members

1. Establishment, revision or inactivation of a degree designation
2. Establishment or inactivation of a major
3. Substantial revision of a major (i.e., alters faculty, space and/or resource requirements)
4. Revision of a major name
5. Extension of a major to an additional campus
6. Establishment of a minor or concentration
7. Establishment or inactivation of an academic unit
8. Establishment, revision or inactivation of a unique program (e.g., Washington Program in National Issues)
9. Status revision of an academic unit (e.g., school to college; units moved from one college to another)
10. Establishment, revision or inactivation of a center or institute
11. Establishment, revision or inactivation of a university policy (i.e., affects students and their matriculation)
12. Establishment, revision or inactivation of an administrative policy
13. Establishment, revision or inactivation of an operational procedure or regulation

B. **Information Items:** not discussed or voted upon unless a motion is made by EPC member; considered approved once meeting is adjourned

1. Establishment of an articulation or consortial agreement with curricular implications
2. Establishment, revision or inactivation of a certificate program
3. Preliminary Prospectus (undergraduate) or Program Development Plan (graduate) to propose new degree or new degree program for review by Ohio Board of Regents
4. Establishment of an agreement to offer off site more than 50 percent of a degree program
5. Revision of an academic unit name
6. Suspension of admissions into a graduate program

C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by EPC member; considered approved once meeting is adjourned

1. Regular revision of major (perfunctory in nature and represents natural consequences of other changes in course, program or policy)
2. Revision of a policy or requirement within a program
3. Revision or inactivation of a minor or concentration
4. Establishment of a course subject
5. Establishment, revision or inactivation of a course

EPC MEETING DATES FOR 2009-2010

- **24 August 2009** (deadline for materials: 3 August)
  Final meeting to approve spring 2010 undergraduate course proposals
- **21 September 2009** (deadline for materials: 31 August)
- **19 October 2009** (deadline for materials: 28 September)
- **16 November 2009** (deadline for materials: 26 October)
  The EPC meets as a whole body
- **25 January 2010** (deadline for materials: 4 January)
  Final meeting to approve fall 2010 course and program proposals

- **22 February 2010** (deadline for materials: 1 February)
  1 February is also deadline for fall 2010 special course fee submissions
- **22 March 2010** (deadline for materials: 1 March)
- **19 April 2010** (deadline for materials: 29 March)
- **17 May 2010** (deadline for materials: 26 April)
  The EPC meets as a whole body
  Final meeting to approval fall 2010 policy proposals and other catalog changes

More information about EPC meetings, agendas, minutes and members can be found at the following website: www.kent.edu/Administration/provost/curriculum_svcs/epc

EPC SUBCOMMITTEES

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The University Requirements Curriculum Committee (URCC) oversees Liberal Educational Requirements (LER), diversity, writing-intensive and Transfer Module requirements. These university-wide curricular requirements apply to every undergraduate student. The URCC is responsible for periodic review and recommendation of changes in these requirements as well as review and recommendation of action on new course and program proposals. LER, diversity or writing-intensive course proposals are first approved by department and college curriculum committees then forwarded to the URCC. Following review and approval by the URCC, proposals are forwarded to the EPC. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of the URCC.

THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE.

CURRICULUM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	URCC	REGIONAL CAMPUSES	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
• Regular revision of major • Revision or inactivation of minor or concentration • Establishment, revision, inactivation of course • Establishment, revision, inactivation of certificate • Establishment of new course subject • Establishment of articulation or consortial agreements with curricular implications • Establishment of an agreement to offer off site more than 50 percent of a degree program • Revision of departmental name • Suspension of admissions into a graduate program	◆	◆		◆	◆	◆					
• Substantial revision of major (i.e., alters faculty, space and/or resource requirements) • Establishment of minor or concentration within major	◆	◆		◆	◆	◆	◆				
• Establishment, revision, inactivation of university-wide course requirement (e.g., first-year orientation, LER, diversity, writing-intensive)	◆	◆	◆	◆		◆	◆	◆			
• Establishment, revision, inactivation of unique program (e.g., Washington program) • Establishment, revision, inactivation of administrative policy, operational procedure or regulation. • Substantial revision of major (i.e., alters faculty, space and/or resource requirements) • Establishment of new academic administrative unit • Establishment, revision, inactivation of centers and institutes	◆	◆		◆	◆	◆	◆	◆	◆		
• Establishment, revision, inactivation of university policy • Inactivation of existing major • Revision of major name • Status change of academic unit (e.g., school to college; administrative housing transferred from one unit to another) • Establishment, revision, inactivation of centers and institutes (information item)	◆	◆		◆	◆	◆	◆	◆	◆	◆	
• Establishment, revision of degree designation • Establishment of new major • Extension of major to additional campus • Revision of major name (information item) • Inactivation of major (information item)	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆

APPROVAL PROCESS

CERTIFICATE PROGRAMS
Kent State University

Certificate programs exist at Kent State University to make available a flexible curricular structure to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical, and/or workplace needs. Formal recognition of certificate completion is given on the student's academic transcript.

Certificate programs normally contain between 15 and 25 hours of course work from the existing inventory. A maximum of 9 hours of variable topic (special topics, seminar, etc.) courses can be included in a certificate program.

Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admission standards. Students must declare their intent to earn the certificate; this declaration can be made at the time of admission or before they have completed half of the required hours in a specific certificate program. Students must satisfy the University minimum grade point requirement; however, specific certificate programs may establish a higher required grade point average.

A proposal for a certificate program should include the purpose and goals of the program, the need for the program, admission criteria, and requirements for successful completion of the program.

Certificate programs are approved as an administrative action by the Provost's office on behalf of the Educational Policies Council upon the recommendation of the faculty of the sponsoring unit(s), the appropriate chair(s)/director(s) and dean(s) and, where appropriate, the Vice Provost and Dean for Research and Graduate Studies. Consultation with academic units (departments, schoolsl, colleges) whose courses are included in the program shall occur prior to Provost approval.

Every approved certificate program must be reviewed by the Educational Policies Council every five years and a recommendation made on the continued status of the program. This review would assess achievements relative to the stated goals of the program.

Approved by the Educational Policies Council on 26 January 1998,
and the Faculty Senate on 9 February 1998.

January 28, 1998

Kent State University Certificate Programs For Review

Code	Certificate Title	School / Dept	Campus(es) Conferred	Type	Start Term	Last Revised
College of Architecture and Environmental Design						
C602	Urban Design	—	KC	Post Bachelor's	2002	—
C604	Preservation Architecture	—	KC	Post Bachelor's	2003	—
College of the Arts						
C127	Entertainment Arts and Technologies: Stage Lighting	THDN	KC	Post Secondary	2004	—
C129	Entertainment Arts and Technologies: Automated	THDN	KC	Post Secondary	2004	—
C130	Entertainment Arts and Technologies: Sound	THDN	KC	Post Secondary	2004	—
C132	Entertainment Arts and Technologies: Stage Scenery	THDN	KC	Post Secondary	2004	—
College of Arts and Sciences						
C203	Pan-African Community Theatre	PAS	KC	Post Secondary	2007	—
College of Business Administration						
C109	Leadership	—	AC	Post Secondary	1998	—
College of Communication and Information						
C611	Advanced Study in K-12 School Library Media	LIS	KC	Post Bachelor's	2006	—
C808	Advanced Study in Library Science	LIS	KC	Post Master's	1988	—
C810	Advanced Study in K-12 School Library Media	LIS	KC	Post Master's	2004	—
C815	Advanced Study in Library Management	LIS	KC	Post Master's	2006	—
College of Education, Health and Human Services						
C126	Nonprofit/Human Service Management	LDES	KC	Post Secondary	2002	2007
C133	Alcohol, Tobacco, and Other Drug Prevention	HS	KC	Post Secondary	2004	—
C136	Athletic Coaching	TLC	KC	Post Secondary	2005	—
C603	Gerontology	LDES	KC	Post Bachelor's	2002	—
C606	Athletic Coaching	TLC	KC	Post Bachelor's	2005	—
C607	International Higher Education	FLA	KC	Post Bachelor's	2006	—
C608	College Teaching	FLA	KC	Post Bachelor's	2006	—
C812	International Higher Education	FLA	KC	Post Master's	2006	—
C813	College Teaching	FLA	KC	Post Master's	2006	—
C817	Gerontology	LDES	KC	Post Master's	2006	—
C819	Athletic Coaching	TLC	KC	Post Master's	2005	—
College of Nursing						
C802	Family Nurse Practitioner	—	KC	Post Master's	1996	2007
C804	Primary Adult Nurse Practitioner	—	KC	Post Master's	1996	1998
C806	Pediatric Nurse Practitioner	—	KC	Post Master's	1999	2007
C807	Women's Health Nurse Practitioner	—	KC	Post Master's	1999	2007
C805	Psychiatric Mental Health Nurse Practitioner	—	KC	Post Master's	1996	1998
C811	Nursing Education	—	KC	Post Master's	2003	—
C816	Geriatric Nurse Practitioner	—	KC	Post Master's	2006	2007
C820	Pediatric Clinical Nurse Specialist	—	KC	Post Master's	2007	—
Regional College						
C101	Advanced Internet	APBU	AC EC TR TU	Post Secondary	1997	2001
C102	Business Management Technology	APBU	AC EC TR TU	Post Secondary	1995	2003
C104	Desktop Publishing	APBU	AC EC TR TU	Post Secondary	1997	—
C105	Entrepreneurship	APBU	AC EC TR TU	Post Secondary	1995	2004
C108	Internet	APBU	AC EC TR TU	Post Secondary	1997	2001
C110	Microcomputer Applications	APBU	AC EC TR TU	Post Secondary	1995	2001
C111	Manufacturing Management Technology	PRST	AC TR TU	Post Secondary	1997	2003
C116	Solutions Developer	APBU	EC TR	Post Secondary	2000	—
C120	College Prep/Bridge	PRST	AC EC TR TU	Post Secondary	2000	2006
C122	Child and Family Advacacy	HLOC	AC EC SA TR TU	Post Secondary	2001	2007
C125	Systems Engineer	APBU	EC TR	Post Secondary	2001	2006
C137	Computer Forensics and Information Security	APBU	AC EC TR TU	Post Secondary	2005	—
C201	Accounting Technology	APBU	AC EC TR TU	Post Secondary	1996	2007
C403	Legal Nurse Consulting/Nurse Paralegal	—	AC EC TU	Post Secondary	1999	2005
College of Technology						
C103	Computer-Aided Drafting/Design Technician	—	AC EC TR TU	Post Secondary	1997	2003
C106	Professional Flight Crew Development and Air	—	KC	Post Secondary	1999	2004
C113	Plastics Manufacturing Engineering	—	AC TR TU	Post Secondary	1999	—
C121	Radiation Polymer Engineering Technology	—	AC	Post Secondary	2001	—

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Jul-10 Curriculum Bulletin _____

Effective Date Fall 2010 Approved by EPC _____

Department	Health Sciences		
College	EH - Education, Health and Human Services		
Degree	BS - Bachelor of Science		
Program Name	**Nutrition and Food**	Program Code	**NF**
Concentration(s)	Hospitality Management	Concentration(s) Code(s)	HSPM
Proposal	Articulation Agreement		

Description of proposal:

Articulation agreement with Cuyahoga Community College (Tri-C). Students with the AAB in Hospitality Management (Restaurant/Food Service Management concentration) at Tri-C will be able to earm the BS degree program at Kent State in two years.

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

Current total credit hours: 121* Proposed total credit hours

*Students who will be articulating from Tri-C in this 2+2 agreement will be earning approximately 129 credit hours toward their BS degree due mainly to the credit differences between equivalent courses.

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

None

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

Provost's Office, Transfer Center, University Counsel

[signature] 9/14/10

REQUIRED ENDORSEMENTS

[signature] 9/14/10

Department Chair / School Director / Campus Dean

S. Mitchell 9/27/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

TO: EPC
FROM: Steve Mitchell, Dean's Designee for Undergraduate Curriculum, EHHS
RE: Curriculum Proposals for EHHS
DATE: Sept. 27, 2010

The following program proposals were approved at the departmental/school curriculum committees and by the EHHS Curriculum Committee on Sept. 17, 2010.

FLA/HS
Hospitality management Articulation Agreement with Tri-C

FLA
Letter of Intent to Establish BS in Hospitality Management

College and Graduate School of Education, Health, and Human Services
Vacca Office of Student Services
304 White Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2862 • Fax: 330-672-3549 • http://www.ehhs.kent.edu/oss • E-mail: oss@kent.edu

ARTICULATION AGREEMENT
By and Between
Cuyahoga Community College
and
Kent State University

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this twenty-second day of September, 2010 (the "Effective Date") by and between Cuyahoga Community College District (the "College"), with an address at 700 Carnegie Avenue, Cleveland, Ohio 44115-2878; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The College is an institution of higher education established pursuant to Section 3354 of the Ohio Revised Code, and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The College and Kent State desire to enter into a contract pursuant to which students of the College would be eligible for articulated course credits at Kent State, 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 in Attachment A.

b. Articulation Benefits to Students. Kent State will provide the Articulation Benefits at no charge to past and present students of the College who meet the Articulation Criteria.

c. Accreditation of the College. The College warrants that it is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The College will notify Kent State if such accreditation ceases to exist.

d. Accreditation of Kent State. Kent State warrants that it is accredited by the North Central Association of Colleges and Schools. Kent State will notify the College if such accreditation ceases to exist.

e. Admissions Processing. For those past or present students who meet Articulation Criteria 1(a-e), Kent State will consider their applications for admission in accordance with standard Kent State admission application evaluation criteria, while favorably recognizing students' accomplishments at the College.

f. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the College, at which time this Agreement will automatically expire.

b. Termination. 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 Kent State, 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. Post-Termination. Upon expiration or termination of this Agreement for any reason, College students previously accepted by or admitted to Kent State shall continue to receive the benefits contemplated by this Agreement.

3. *Miscellaneous.*

a. Severability. 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. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio applicable to contracts made and to be enforced wholly within Ohio.

c. Jurisdiction; Venue. 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 an Ohio court.

d. Survival. Sections 2(c) and this Section 3 will survive termination or expiration of this Agreement.

e. Notices. 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 the College, an additional copy addressed to "General Counsel":

For Cuyahoga Community College:
Mr. Peter Ross
Vice President, Enrollment Management
700 Carnegie Avenue
Cleveland, OH 44115

For Kent State University:
Dr. Robert G. Frank
Provost and Senior Vice President
Library, Executive Suite
Kent, OH 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. Assignment. 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. Complete Agreement; Integration. 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. Counterparts; Facsimile Signatures. This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.

j. Independent Contractors. The parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this Agreement. Neither party shall make any commitment, or give the impression that it has authority to make any commitment, on behalf of the other party.

k. Compliance with Laws. The parties will comply with all applicable laws and regulations in performing their obligations hereunder. When taking actions (or failing to act) in any way relating to this Agreement, each party agrees that it will not unlawfully discriminate against any person on the basis of race, sex, religion, disability, age, national origin, or color.

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

CUYAHOGA COMMUNITY COLLEGE DISTRICT:

By:_____
Mr. Peter Ross
Vice President for Enrollment Management

KENT STATE UNIVERSITY:

By:_____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Dated 22 September 2010
By and Between
Cuyahoga Community College District and Kent State University

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of an Associate Degree or Credit Hour Equivalent (i.e., 60 semester hours)*

   b. Achieving a minimum overall cumulative grade point average of 2.0.

   c Submission of an official College transcript.

   d. Completion of Bridge Courses (Tri-C courses taken beyond AAB). Refer to transfer courses on next pages; those designated with @, may be taken at the College (Appendix 2).

   e. Fulfillment of residence requirements for the Bachelor of Science in Nutrition and Food: Hospitality Management. The requirement for the degree is completion of a minimum thirty (30) credit hours of coursework at Kent State University. Credit earned by means of transfer courses does not count toward residence.

2. ***The articulation benefits ("Articulation Benefits") are:***

   a. Facilitate transfer of courses between the College, AAB in Hospitality Management: Restaurant/Food Service Management, and Kent State, BS in Nutrition and Food: Hospitality Management, see Appendices 1, 2, 3 and 4.

   b. Benefitting Northeast Ohio by infusing the job market with qualified graduates.

   c. Students with 3.0 GPA will be eligible to apply for Kent State scholarships.

   d. A student who completes all of the associate degree requirements in Hospitality Management: Restaurant/Food Service Management at Tri C (see Appendix 2) will be admitted into Kent State's Nutrition and Food: Hospitality Management program with junior status.

APPENDIX 1
ARTICULATION AND TRANSFER TABLE

Cuyahoga Community College: AAB in Hospitality Management (Restaurant/Food Service Management)
Kent State University: BS in Nutrition and Food (Hospitality Management)

EQUIVALENCIES CURRENTLY ON THE TRANFER TABLES (AND U.SELECT)			
CUYAHOGA COMMUNITY COLLEGE	**Credits**	**KENT STATE UNIVERSITY**	**Credits**
OTM English Composition		**Kent Core Composition (6 credits)**	
ENG 1010 College Composition I	3	ENG 11011 College Writing I	3
ENG 1020 College Composition II	3	ENG 21011 College Writing II	3
OTM Mathematics, Statics and Logic		**Kent Core Math/Critical Reasoning (3 credits)**	
MATH 1060 Survey of Mathematics (*or* MATH 1200 Intermediate Algebra) ***or*** MATH 1250 Contemporary Mathematics	3 (or 4) ***or*** 4	MATH 11008 Explorations in Modern Math ***or*** MATH 11009 Modeling Algebra	3 ***or*** 4
OTHM Arts and Humanities		**Kent Core Humanities or Fine Arts (9 credits)**	
Numerous course options available*	9	Minimum one course each from fine arts & humanities	9
OTM Social and Behavioral Sciences		**Kent Core Social Sciences (6 credits)**	
ECON 2610 Principles of Macroeconomics	4	ECON 22061 Principles of Macroeconomics	3
Numerous course options available*		One course in another area of study	3
OTM Natural Sciences		**Kent Core Basic Sciences (6-7 credits)**	
DIET 1200 Basic Nutrition	3	NUTR 23511 Science of Human Nutrition	3
Numerous course options available	3+1	One course with accompanying lab	2+1
OTM (additional)		**Kent Core Additional (6 credits)**	
ECON 2620 Principles of Microeconomics	4	ECON 22060 Principles of Microeconomics	3
SPCH 1010 Fundamentals of Speech Communication	3	COMM 15000 Intro to Human Communications	3
Program Requirements		**Program Requirements**	
ACCT 1310 Financial Accounting	4	ACCT 23020 Introduction to Financial Accounting	3
BADM 1120 Principles of Management	4	MIS 24163 Principles of Management	3
HOSP 1010 Introduction to the Hospitality Industry	2	HM 13024 Introduction to Hospitality Management	2
HOSP 1020 Sanitation and Safety	2	HM 13022 Sanitation and Safety	3
IT 1010 Intro to Microcomputer Applications (3)	3	MIS 24053 Introduction to Computer Applications	3
MARK 2010 Principles of Marketing	3	MKTG 25010 Marketing	3

** Students should select one course that is designated global diversity and one that is designated domestic diversity*

APPROVED NEW / REVISED EQUIVALENCIES TO BE PUT ON THE TRANFER TABLES (AND U.SELECT)			
CUYAHOGA COMMUNITY COLLEGE	**Credits**	**KENT STATE UNIVERSITY**	**Credits**
HOSP 1030 Basic Food Preparation (3) ***and*** HOSP 1450 Advanced Food Preparation (3)	6	HM 13023 Techniques of Food Production	5
HOSP 1450 Advanced Food Preparation		HM 23023	
equivalency entry needs to be removed from transfer tables; Kent State course inactivated in fall 2008			
HOSP 1580 Front Office Operations	3	HM 23030 Lodging Operations	3
HOSP 1860 Hospitality Practicum and Seminar	3	HM 41095 Special Topics in Hospitality Management	3
HOSP 186C Hospitality Practicum: Restaurant/Food Service Management (2) ***and*** HOSP 186E Hospitality Practicum Seminar (1)	3	HM 41095 Special Topics in Hospitality Management	3
HOSP 2480 Hospitality Law	3	HM 33020 Legal Issues in the Hospitality Industry	3
HOSP 2580 Convention Management Meeting and Planning	2	HM 33040 Hotel Convention Group Sales and Services	3
HOSP 2700 Hospitality Purchasing	2	HM 33028 Hospitality Purchasing	3
HOSP 2870 Food and Beverage Management Experience (capstone course)	4	HM 41095 Special Topics in Hospitality Management	4

APPENDIX 2
SUGGESTED SEMESTER SEQUENCE

Cuyahoga Community College: AAB in Hospitality Management (Restaurant/Food Service Management)
Kent State University: BS in Nutrition and Food (Hospitality Management)

Course Subject and Title	Credit Hours	Upper Division	Notes on Transfer Coursework to Kent State
Semester One: [18 Credit Hours] Cuyahoga Community College			
ENG 1010 College Composition I	3		# fulfills ENG 11011 College Writing I
HOSP 1010 Introduction to Hospitality Industry	2		fulfills HM 13024 Introduction to Hospitality Mgmt
HOSP 1020 Sanitation and Safety	2		fulfills HM 13022 Sanitation and Safety
HOSP 1030 Basic Food Preparation	3		fulfills (with HOSP 1450 in semester 2) HM 13023 Techniques of Food Production
HOSP 1040 Customer Service	2		fulfills professional/elective elective credit
HOSP 1370 Food and Beverage Operations I	3		fulfills professional/elective elective credit
MATH 1060 Survey of Mathematics (recommended: MATH 1200 or 1250)	3		# fulfills MATH 11008 Explorations in Modern Math
Semester Two: [16-17 Credit Hours] Cuyahoga Community College			
ACCT 1020 Applied Accounting (recommended: take instead ACCT 1320 Financial Accounting for transferring to Kent State)	3 (or 4)		ACCT 1020 fulfills ACCT 2**** area credit ACCT 13020 fulfills ACCT 23020 Financial Accounting
ENG 1020 College Composition II	3		# fulfills ENG 21011 College Writing II
HOSP 1450 Advanced Food Preparation	4		fulfills (with HOSP 1030 in semester 1) HM 13023 Techniques of Food Production
HOSP 1670 Food and Beverage Operations II	3		fulfills professional/elective elective credit
IT 1010 Introduction to Microcomputer Applications	3		IT 1010 fulfills MIS 24053 Introduction to Computer Applications
Summer One [3 Credit Hours] Cuyahoga Community College			
HOSP 1860 Hospitality Practicum and Seminar ***or*** HOSP 186C Hospitality Practicum: Restaurant/Food Service ***and*** HOSP 186E Hospitality Pract Seminar	3	■	fulfills HM 41095 Special Topics in Hospitality Management
Semester Three: [17 Credit Hours] Cuyahoga Community College			
HOSP 2300 Facilities Design and Maintenance	2		fulfills professional/elective elective credit
HOSP 2350 Restaurant Operations	3		fulfills professional/elective elective credit
HOSP 2400 Hospitality Management and Supervision	3		fulfills professional/elective elective credit
HOSP 2480 Hospitality Law	3	■	fulfills HM 33020 Legal Issues in the Hospitality Industry
HOSP 2700 Hospitality Purchasing	2	■	fulfills HM 33028 Hospitality Purchasing
Arts and Humanities/Social and Behavior Science (Recommended: ECON 2610 Principles of Macroeconomics for transferring to Kent State)	4		#fulfills ECON 22061 Principles of Macroeconomics (Tri-C students must have minimum 8 credits in the Arts and Humanities/Social and Behavior Sciences)
Semester Four: [11 Credit Hours] Cuyahoga Community College			
HOSP 2500 Hospitality Cost Control	3		fulfills professional/elective elective credit
HOSP 2870 Food and Beverage Management Experience (capstone course)	4	■	fulfills HM 41095 Special Topics in Hospitality Management
Arts and Humanities/Social and Behavioral Sciences (Recommended: ECON 2620 Principles of Microeconomics for transferring to Kent State)	4		#fulfills ECON 22060 Principles of Microeconomics (Tri-C students must have minimum 8 credits in the Arts and Humanities/Social and Behavior Sciences)
65-66 Total Credit Hours to Graduate with the AAB Degree from Cuyahoga Community College			

Course will fulfill Kent State University's Kent Core (general education) requirement.

Course Subject and Title	Credit Hours	Upper Division	Notes on Transfer Coursework to Kent State
Semester Five: [17 Credit Hours] Kent State University			
COMM 15000 Introduction to Human Communication	3		@# may transfer SPCH 1010 Fundamentals of Speech Communication
HM 23020 Lodging Operations	3		@may transfer HOSP 1580 Front Office Operations
HM 33026 Hospitality Cost Control and Analysis	5	■	
MIS 24163 Principles of Management	3		@may transfer BADM 1120 Principles of Management
Kent Core Fine Arts	3		@# may transfer, visit www.transfer.org to find courses (should be a diversity course, for course list, visit www.kent.edu/catalog/diversity)
Semester Six: [14-15 Credit Hours] Kent State University			
ENG 30063 Business and Professional Writing	3	■	
HM 33029 Catering and Banquet Preparation and Service	5	■	
MIS 34180 Human Resource Management	3	■	
Kent Core Basic Sciences	2-3		@# may transfer, visit www.transfer.org to find courses (visit www.kent.edu/catalog/kent-core for list of Kent Core courses)
Kent Core Basic Sciences Laboratory	1		
Summer III [3-6 Credit Hours] Kent State University			
HM 43092 Practicum in Hospitality Management	3-6	■	May be also completed in a fall or spring semester
Semester Seven: [16 Credit Hours] Kent State University			
HM 33050 Professional Practices in Hospitality Management	1	■	
HM 43027 Hospitality Human Resource Management	3	■	Fulfills KSU writing-intensive requirement (minimum C grade required)
HM 43031 Layout and Design of Food Service Operations	3	■	
MKTG 25010 Marketing	3		@may transfer MARK 2010 Principles of Marketing
NUTR 23511 Science of Human Nutrition	3		@#may transfer DIET 1200 Basic Nutrition
Kent Core Humanities	3		@# may transfer, visit www.transfer.org to find courses (should be a diversity course, for course list, visit www.kent.edu/catalog/diversity)
Semester Eight: [9 Credit Hours] Kent State University			
HM 43025 Hospitality Marketing	3	■	
Kent Core Fine Arts or Humanities	3		@# may transfer, visit www.transfer.org to find courses (may be a diversity course, for course list, visit www.kent.edu/catalog/diversity)
Kent Core Social Sciences	3		
124-128 Total Credit Hours to Graduate with the BS, including transfer coursework, from Kent State University			

Course will fulfill Kent State University's Kent Core (general education) requirement.
@ Course may be taken at Cuyahoga Community College and transferred to Kent State. However, please be aware of Kent State's residence policy (www.kent.edu/catalog/2010/policies/requirements-undergraduate.cfm).

Admission to the professional BS degree program: Admission to all upper-division hospitality management (HM) courses is controlled. To be admitted, students must show evidence of having met the following requirements:

- Minimum 2.00 GPA overall
- Valid standard first aid certificate
- 400 approved work hours within the hospitality industry
- Ohio Certified Manager status. Certificate may be obtained prior to transfer while attending Tri-C.
- Completion of the following courses: HM 13022, 13023 and 13024

Requirements to graduate with the BS degree program: To graduate, students must have minimum 121 credits hours, a minimum 2.25 major GPA and minimum 2.0 cumulative GPA. More requirements to graduate can be found in the Kent State University Catalog (www.kent.edu/catalog/2010/policies/requirements-undergraduate.cfm).

Pettit, Hilda

From: CAINE, NATALIE
Sent: Thursday, September 02, 2010 3:10 PM
To: AUGUSTINE, SUSAN
Cc: Pettit, Hilda
Subject: FW: Electronic voting for proposals
Attachments: Letter_of_intent_HospMnmgt[1].doc; HospMngmt_KSU-TriC_articulation[1].pdf; SKMBT_60010081820250[1].pdf

The School of Health Sciences voted electronically on the HM and PEP proposals attached. The vote was unanimous to approve all three proposals. We had a period of a week of open discussion electronically and there were no amendments to the proposals proposed. Let me know if you need anything else. Below is the original email sent to the HS curriculum representatives to begin the discussion and voting on these proposals.

Have a great day!

Natalie Caine-Bish PhD, RD, LD
Associate Professor
Nutrition and Dietetics
School of Health Sciences
Phone: 330-672-2148
Fax: 330-672-2194
email: ncaine@kent.edu

From: CAINE, NATALIE
Sent: Wednesday, August 25, 2010 9:48 PM
To: PEER, KIMBERLY; KRIVAL, CATHERINE; BARKLEY, JACOB; BERNERT, DONNA J.
Cc: ROWAN, LYNNE
Subject: Electronic voting for proposals

Hello all,

As I promised, we have a few proposals that we need to have to the college by next Fri (Sept 3) to make the Sept College meeting. I just received the last proposal tonight. Instead of meeting sometime next week, in addition to our meeting on Sept. 13, I would like to do these proposals electronically because they are clean-up items from the college reorganization. I don't want to make a habit of electronic meetings, but the college deadline of Sept 3 would require us to have two meetings very close together to get proposals to both Sept and Oct College meetings.

The two of the attached Hospitality Management proposals are because of: 1. the removal of Hospitality Management as a concentration in Nutrition and Food. Terese Tillet s taking care of most of this proposal process, but we need to vote if we are ok with the separation. Because Hospitality is the program area that is the program affected, they had to initiate the process. The nutrition program area agrees with these changes. 2. Hospitality Management is a concentration in Nutrition and Food and the articulation with TRi-C has to be approved by our school because Hospitality is still a concentration within Nutrition and Food. It has been approved by FLA. Again, Barb Schuele has been working with Terese to get the paperwork together for this proposal.

Finally, the Course Catalog Update form for PEP (EXSC) 25068 Measurement and Evaluation in Fitness and Sport has been included. Since it is currently a TLC course, it will have to be approved also by their school. This is only a formality, since we are not changing content and already have TLC's approval.

If you have questions, comments, and/or suggestions, please reply all so that everyone is aware of the discussion. If the proposals seem too cumbersome to vote electronically, please let me know. If you don't have any questions and approve the proposals, please send me an email that you vote yes to each proposal: 1) Removal of Hospitality as a Nutrition and Food Concentration, 2) Tri-C articulation, 3) PEP (EXSC) 25068.

Pettit, Hilda

From: FITZGERALD, SHAWN
Sent: Thursday, September 02, 2010 11:25 AM
To: Pettit, Hilda; AUGUSTINE, SUSAN
Cc: MULROONEY, AARON
Attachments: HMTriC[1].pdf; triCnotes.doc

Hilda,

The attached documentation includes the Tri-C agreement and notes that support the timeline of conversations among HM faculty regarding this proposal. Based on review of the additional supporting documentation the FLA curriculum committee voted 6-0 in support of the proposal (one faculty member was not in attendance). I ask that we make every effort to get this on the college agenda as it has important implications for the relationship being established with Tri-C---beyond just this program. If there is any additional information you believe is necessary please let me know. Thanks you.

Dr. Shawn M Fitzgerald
Director, Foundations, Leadership and Administration
Associate Professor, Evaluation and Measurement
330-672-1345
smfitzge@kent.edu

From: SCHEULE, BARBARA
Sent: Wednesday, September 01, 2010 6:32 PM
To: AUGUSTINE, SUSAN; FITZGERALD, SHAWN
Cc: MULROONEY, AARON; HEIMAN, ROBIN
Subject: RE: Hospitality Management - articulation w/Tri-C

ALL --
In response to the concern expressed regarding the HM faculty meeting minutes by Susan Augustine:
The notes from the HM faculty meetings on Wednesday, August 25, 2010 and Thursday, August 26, 2010 have not yet been typed. I am the one who took notes from both of these meetings. The issue regarding the upper/lower division policy change and the implications of this change for both the articulation agreement and advising in general was discussed at our Thursday meeting with the explanation that it was a university-wide policy change. In addition, the HM faculty were alerted to this change with the implications for the articulation in an e-mail message on August 6, 2010. Regarding minutes from the HM Faculty discussion of the specific courses for the Articulation agreement, that discussion occurred around 2 years ago and I do not know where I might locate those minutes. However, I have periodically updated the faculty on the status of the agreement.

With regard to the HM major change, our faculty discussed that issue during the preparation of our articulation self study last winter. The visiting accreditation team strongly stated that we needed to take care of the curriculum with regard to the creation of the major during their exit report in spring 2010. As a follow-up to that issue, our faculty discussed the timeline for getting the process started on the creation of the major last spring, and I sent the actual letter of intent to the faculty on August 24th. Ironically, getting this issue addressed through the entire curricular process was identified by our faculty as one of our program goals for the year at the August 26, 2010 meeting.

Please advise what you would like to see us do to move both of these proposals forward.
Thanks,
Barb

Barbara Scheule, PhD, RD
Associate Professor
Hospitality Management
316F White Hall
Kent State University
PO Box 5190
Kent, OH 44242-0001
http://www.ehhs.kent.edu/hm/
bscheule@kent.edu
Office: 330-672-3796

From: RAVICHANDRAN, SWATHI
Sent: Wednesday, September 01, 2010 5:19 PM
To: MULROONEY, AARON; AUGUSTINE, SUSAN; SCHEULE, BARBARA; FITZGERALD, SHAWN
Subject: clarification on articulation/upper division

The Hospitality Management faculty had a discussion about articulation nearly two years ago. All faculty members were asked to compare syllabi of courses they taught with hospitality-related courses in the Tri-C catalog. For instance, I compared my syllabi for Hospitality Marketing, Hospitality Human Resources Mgmt., and Hospitality Legal Issues and agreed that only Hospitality Legal Issues should be part of the articulation document.

RE: discussion about upper-division.
Barb Scheule forwarded an email from There Tillett regarding counting lower-division courses as upper-division, if the faculty decided to transfer a lower-division course to substitute for an HM course, from a different institution. In addition, there was a LENGHTY discussion related to this during our meeting last Thursday, 8/26/10.

Barb Scheule also asked HM faculty to get back to her if there were any questions/concerns related to the above issue.

If you need any further clarification regarding this, please let me know.

Swathi

Swathi Ravichandran, MBA, PhD
Assistant Professor
Hospitality Management
300A White Hall
Kent State University
PO Box 5190
Kent, OH 44242-0001
http://www.ehhs.kent.edu/hm/
sravicha@kent.edu
Office: 330-672-7314

From: FITZGERALD, SHAWN
Sent: Tuesday, August 31, 2010 1:01 PM
To: Hackney, Catherine; HEIMAN, ROBIN; WANG, PHILIP; MULROONEY, AARON; Lara, Tracy; SEEBERG, VILMA; KARPINSKI, ARYN C; AUGUSTINE, SUSAN
Subject: FW: Hospitality Management - articulation w/Tri-C

CC committee members.

I have included several emails regarding the questions we had yesterday at our meeting regarding the HM articulation agreement with Tri-C. If you read below you will see that the agreement is consistent with university policy and Ohio Transfer Policy as it is written. It is also worth noting Barb's communication to her program faculty about this proposal---it is clear that faculty provided input and there were numerous opportunities to discuss. Given these two details I am hoping we could have an email vote on this proposal given that it does address points of concern. You can let either Aaron or I know and if this is agreeable we need to have the vote by Thursday so it can be on the college agenda.

P.S. "articulating" is the word they use in the document rather than matriculating (from Therese)

From: TILLETT, THERESE
Sent: Tuesday, August 31, 2010 9:46 AM
To: FITZGERALD, SHAWN
Cc: MITCHELL, STEPHEN; Pettit, Hilda; AUGUSTINE, SUSAN
Subject: hospitality management articulation agreement

Hello, Shawn,

Barb told me that the Hospitality Management articulation agreement with Tri-C was voted down at your school's curriculum meeting because of the lower-/upper-division articulation of some HM courses.

I want to clarify the state-mandated policy. It is new so it is understandable that some may not be aware of it yet.

Last month, the chancellor signed a directive to ensure the Ohio Transfer Policy is consistent with section 3333.16 of the Ohio Revised Code. The revised policy requires the awarding of level based upon the level of course to which they are equated at the receiving institution. The directive can be viewed here: www.kent.edu/provost/curriculum/epc/upload/10aug_attach8.pdf.

I am a member of the Ohio Articulation and Transfer Advisory Committee so I was aware of this forthcoming policy and was advising Barb Scheule accordingly as she developed the Tri-C agreement. I know that she notified her faculty because she and I discussed their questions and concerns about the policy.

The policy was announced at the A&A Deans Committee meeting earlier this month with instructions to the A&A deans to inform their chairs and directors. The policy was also on yesterday's EPC agenda. It is in the 2010 University Catalog.

I hope this information helps. Please do not hesitate to contact me if you have any questions or need more information.

Best, Therese

From: SCHEULE, BARBARA
Sent: Tuesday, August 31, 2010 11:20 AM
To: FITZGERALD, SHAWN
Subject: FW: Hospitality Management - articulation w/Tri-C

See the date of the e-mail – and the section I marked in red.

In addition, we discussed this very issue in detail at our meeting last Thursday. Rob just approached me for clarification and said he did not know about this – I reminded him of the conversation on Thursday about this very issue. We went back through the policy and the courses that would transfer today.

Barb

Barbara Scheule, PhD, RD
Associate Professor
Hospitality Management
316F White Hall
Kent State University
PO Box 5190
Kent, OH 44242-0001
http://www.ehhs.kent.edu/hm/
bscheule@kent.edu
Office: 330-672-3796

From: SCHEULE, BARBARA
Sent: Friday, August 06, 2010 4:08 PM
To: CHUANG, NING; HEIMAN, ROBIN; Hoegler, Edward; RAVICHANDRAN, SWATHI; 'Nicholas Bellino'; 'rhammon9@kent.edu'; 'Hammond, R'
Cc: FITZGERALD, SHAWN
Subject: FW: Hospitality Management - articulation w/Tri-C

HM Faculty:

Please see attached. As you will hopefully recall, we reviewed syllabi and agreed how we would transfer courses from Tri-C for the articulation agreement around 2 or so years ago. The transfers identified in this document reflect the HM course transfers that we originally agreed on as a faculty. The transfers for business, Kent Core, and so forth reflect those courses with existing transfers from Tri-C.

Since this process started, there was turnover in the program director and the representative at Tri-C who handle these agreements which has slowed the process – and then at times it sat on my desk during the MS proposal and the ACPHA self study. The draft agreement has bounced back and forth between Tri-C and my e-mail several times over the last few years. Finally – we have the final copy ready for curriculum process.

Therese Tillet helped to update language as related to the revised Kent Core and worked through the document to fine tune other aspects.

Also all of you need to know that from a University Perspective (starting in the fall) courses that are considered equivalent to Kent upper division courses will come in as an upper division from other institution. For example – Purchasing (JR level at Kent) will transfer as upper division from two year programs that may offer the course at the sophomore level. This change in university policy impacts not only this articulation agreement but other transfers you may be do when working with students from other 2 year programs.

Note that this agreement is scheduled for the School of FLA curriculum committee in August and because of our degree designation (Nutrition and Food) it will also go to the School of Health curriculum committee on the way to the College Curriculum committee and beyond.

Let me know if you have any questions. However, as noted above, there have been no changes in what courses are being transferred from Tri-C for the hospitality courses since we collectively agreed on what was equivalent a few years ago when this process started.

Thanks,
Barb

Barbara Scheule, PhD, RD
Associate Professor
Hospitality Management
316F White Hall
Kent State University
PO Box 5190
Kent, OH 44242-0001
http://www.ehhs.kent.edu/hm/
bscheule@kent.edu
Office: 330-672-3796

RE: Hospitality Letter of Intent for new major

FITZGERALD, SHAWN

Sent: Friday, August 27, 2010 9:07 AM

To: SCHEULE, BARBARA

Cc: FITZGERALD, SHAWN

Barb,

I do not see any issues here and support the proposal. I will forward to our curriculum committee for their meeting on 8/30/2010.

Dr. Shawn M Fitzgerald
Director, Foundations, Leadership and Administration
Associate Professor, Evaluation and Measurement
330-672-1345
smfitzge@kent.edu

From: SCHEULE, BARBARA
Sent: Wednesday, August 25, 2010 3:50 PM
To: FITZGERALD, SHAWN; ROWAN, LYNNE
Cc: HEIMAN, ROBIN; CAINE, NATALIE; TILLETT, THERESE
Subject: FW: Hospitality Letter of Intent for new major

School Directors and Curriculum Committee Reps:

Please see the attached "letter of intent" for Hospitality Management to become a major instead of a concentration for review by your respective School Curriculum Committees. Review of this letter of intent at your first meeting of the fall will be appreciated so that it may potentially move forward for the September EHHS Curriculum committee.

The Hospitality Management faculty have reviewed and approved this document. Therese Tillet has also provided guidance in the preparation of this document.

Note that this is the first step in the process to create this major. A more detailed proposal is being worked on and will be submitted through the curricular process once this initial letter of intent has been reviewed by all the needed committees.

The Tri-C Articulation Agreement with the Kent State NF: Hospitality Management program was submitted to each of you earlier this summer. Please also review the Articulation agreement at your meetings.

Thanks,
Barb

CC – Representatives on Curriculum Committees (Rob Heiman & Natalie Caine-Bish)
Therese Tillett

Barbara Scheule, PhD, RD
Associate Professor

Hospitality Management
316F White Hall
Kent State University
PO Box 5190
Kent, OH 44242-0001
http://www.ehhs.kent.edu/hm/
bscheule@kent.edu
Office: 330-672-3796

From: TILLETT, THERESE
Sent: Tuesday, August 24, 2010 10:47 AM
To: SCHEULE, BARBARA
Cc: RAVICHANDRAN, SWATHI; CHUANG, NING; FITZGERALD, SHAWN
Subject: RE: Hospitality Letter of Intent for new major

RE: Hospitality Letter of Intent for new major

ROWAN, LYNNE

Sent: Wednesday, August 25, 2010 9:15 PM

To: SCHEULE, BARBARA; FITZGERALD, SHAWN

Cc: HEIMAN, ROBIN; CAINE, NATALIE; TILLETT, THERESE

I have no concerns/questions about the establishment of the independent degree in Hospitality Management. I will wait for my Curriculum Committee to review the requisite paperwork and forward their recommendations and comments to me.
Lynne

Lynne E. Rowan, Ph.D., CCC-SLP
Interim Director
School of Health Sciences

From: SCHEULE, BARBARA
Sent: Wednesday, August 25, 2010 3:50 PM
To: FITZGERALD, SHAWN; ROWAN, LYNNE
Cc: HEIMAN, ROBIN; CAINE, NATALIE; TILLETT, THERESE
Subject: FW: Hospitality Letter of Intent for new major

School Directors and Curriculum Committee Reps:

Please see the attached "letter of intent" for Hospitality Management to become a major instead of a concentration for review by your respective School Curriculum Committees. Review of this letter of intent at your first meeting of the fall will be appreciated so that it may potentially move forward for the September EHHS Curriculum committee.

The Hospitality Management faculty have reviewed and approved this document. Therese Tillet has also provided guidance in the preparation of this document.

Note that this is the first step in the process to create this major. A more detailed proposal is being worked on and will be submitted through the curricular process once this initial letter of intent has been reviewed by all the needed committees.

The Tri-C Articulation Agreement with the Kent State NF: Hospitality Management program was submitted to each of you earlier this summer. Please also review the Articulation agreement at your meetings.

Thanks,
Barb

CC – Representatives on Curriculum Committees (Rob Heiman & Natalie Caine-Bish)
Therese Tillett

Barbara Scheule, PhD, RD
Associate Professor
Hospitality Management
316F White Hall
Kent State University
PO Box 5190
Kent, OH 44242-0001

http://www.ehhs.kent.edu/hm/
bscheule@kent.edu
Office: 330-672-3796

From: TILLETT, THERESE
Sent: Tuesday, August 24, 2010 10:47 AM
To: SCHEULE, BARBARA
Cc: RAVICHANDRAN, SWATHI; CHUANG, NING; FITZGERALD, SHAWN
Subject: RE: Hospitality Letter of Intent for new major

FW: Hospitality Management - articulation w/Tri-C

SCHEULE, BARBARA

Sent: Friday, August 06, 2010 3:42 PM
To: TILLETT, THERESE
Cc: Pettit, Hilda; AUGUSTINE, SUSAN; ROWAN, LYNNE; ARHAR, JOANNE; FITZGERALD, SHAWN
Attachments: HospMngmt_KSU-TriC_articul~1.pdf (441 KB)

Therese:

Thanks for taking care of the final revisions and improving the "cosmetics" of the document. I read through it today and I do not see any further corrections – thus this is the final document ready for the curriculum process.

Because Nutrition and Food is in the School of Health, but the Nutrition and Food: Hospitality Management program is actually in the School of Foundations, Leadership and Administration, it is my understanding that the curriculum committees in BOTH school will be reviewing this document to then send it forward to the College Curriculum committee. Action on this document at the first school curriculum meeting of the year is desired.

Thanks again for helping us to tie down the final changes on this agreement.
Barbara

Barbara Scheule, PhD, RD
Associate Professor
Hospitality Management
316F White Hall
Kent State University
PO Box 5190
Kent, OH 44242-0001
http://www.ehhs.kent.edu/hm/
bscheule@kent.edu
Office: 330-672-3796

From: TILLETT, THERESE
Sent: Wednesday, July 28, 2010 11:31 AM
To: ROWAN, LYNNE; ARHAR, JOANNE
Cc: Pettit, Hilda; AUGUSTINE, SUSAN; SCHEULE, BARBARA
Subject: Hospitality Management - articulation w/Tri-C

Hello, Lynne, Joanne,

Attached is a draft of an articulation agreement with Tri-C for a 2+2 program, moving students from Tri-C's AAB in Hospitality Management (Restaurant/Food Service Management) to our BS in Nutrition and Food (Hospitality Management).

Barb Scheule worked with Tri-C on the transfer coursework, and we're now at the point to move this through our approval

RE: Hospitality Management - articulation w/Tri-C

ARHAR, JOANNE

Sent: Thursday, July 29, 2010 11:48 AM
To: FITZGERALD, SHAWN
Cc: Pettit, Hilda; AUGUSTINE, SUSAN

For curriculum mtg.

Thanks, Shawn.

From: FITZGERALD, SHAWN
Sent: Thursday, July 29, 2010 11:33 AM
To: ARHAR, JOANNE; TILLETT, THERESE
Cc: Pettit, Hilda; AUGUSTINE, SUSAN; SCHEULE, BARBARA; ROWAN, LYNNE; MITCHELL, STEPHEN
Subject: RE: Hospitality Management - articulation w/Tri-C

This will be one of the agenda items for our 8/30 FLA curriculum committee meeting.

Dr. Shawn M Fitzgerald
Director, Foundations, Leadership and Administration
Associate Professor, Evaluation and Measurement
330-672-1345
smfitzge@kent.edu

From: ARHAR, JOANNE
Sent: Thursday, July 29, 2010 11:12 AM
To: TILLETT, THERESE
Cc: Pettit, Hilda; AUGUSTINE, SUSAN; SCHEULE, BARBARA; ROWAN, LYNNE; MITCHELL, STEPHEN; FITZGERALD, SHAWN
Subject: RE: Hospitality Management - articulation w/Tri-C

Therese,

Looks good, particularly given all of the press that Tri C's program is getting recently. It will be on both the FLA and HS curriculum committee agendas and if approved, on the EHHS Curriculum Committee meeting. Dates for the college meetings are listed at http://www.kent.edu/ehhs/councils/curriculum/meetings.cfm

Therese and Barb-- thanks for all of your work on this agreement.

Joanne

From: TILLETT, THERESE
Sent: Wednesday, July 28, 2010 11:31 AM
To: ROWAN, LYNNE; ARHAR, JOANNE
Cc: Pettit, Hilda; AUGUSTINE, SUSAN; SCHEULE, BARBARA
Subject: Hospitality Management - articulation w/Tri-C

Hello, Lynne, Joanne,

Attached is a draft of an articulation agreement with Tri-C for a 2+2 program, moving students from Tri-C's AAB in Hospitality Management (Restaurant/Food Service Management) to our BS in Nutrition and Food (Hospitality Management).

Barb Scheule worked with Tri-C on the transfer coursework, and we're now at the point to move this through our approval

From: TILLETT, THERESE
Sent: Wednesday, July 28, 2010 11:31 AM
To: ROWAN, LYNNE; ARHAR, JOANNE
Cc: Pettit, Hilda; AUGUSTINE, SUSAN; SCHEULE, BARBARA
Subject: Hospitality Management - articulation w/Tri-C

Hello, Lynne, Joanne,

Attached is a draft of an articulation agreement with Tri-C for a 2+2 program, moving students from Tri-C's AAB in Hospitality Management (Restaurant/Food Service Management) to our BS in Nutrition and Food (Hospitality Management).

Barb Scheule worked with Tri-C on the transfer coursework, and we're now at the point to move this through our approval chain to become effective fall 2010. I assume it will have to go to your respective curriculum committees. When you have approved it, I'll put on the EPC agenda as an information item, have legal vet it and, then, the provost signs.

Let me know if you have any questions. Best, Therese

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

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

LETTER OF INTENT

Date of submission: 19 October 2010

Name of institution: Kent State University

Intent: To establish a Hospitality Management major within the Bachelor of Science degree.

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Institution type (please check all that apply):

☒ Public
☐ Private, non-profit
☐ Out-of-state
☐ For-profit

Type of request (please check all that apply):

☐ First request to the Chancellor (i.e., request for initial authorization)
☐ New degree in an approved institution
☒ New program within an existing degree (e.g., major, minor, concentration, etc.)
☐ Certificate program
☐ New licensure/endorsement area (educator preparation)
☐ Other (please describe):

Alternative Delivery Options (please check all that apply):

☐ More than 50% of the program will be offered online
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model
☐ More than 50% of program will be offered at a site different from the institution's central/main campus location
☒ The program will be offered at multiple campus locations

Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors):

Approved by the Educational Policies Council on 18 October 2010; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: March 2011 (approximate)

Projected start date: Fall 2011

1. **Provide a brief description of the request.**

   This proposal is to establish Hospitality Management as an independent major within the Bachelor of Science degree at Kent State University. Hospitality Management is currently a concentration within the BS degree in Nutrition and Food

   The Kent State University Hospitality Management program was initially created as a foodservice option in the Nutrition and Food major in the early 1980s. In 2001, a Nutrition and Food concentration named Hospitality Foodservice Management was renamed Hospitality Management.

   Kent State's baccalaureate Hospitality Management program is the only one being offered at a public university in Ohio that is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). The program was initially accredited by ACPHA in 2002, and reaccredited in 2010.

2. **Explain the institution's rationale for making the request.**

   The establishment of this ACPHA-accredited program as an independent major is considered necessary by Kent State University. Students seeking a career in the hospitality management industry are confused by the name of the major (Nutrition and Food), which does not fully reflect the focus of the program. Additionally, potential employers may be confused about the emphasis of the program because of the major's name. Over the years, the concentration's connection to its major diminished. Today, students in the Hospitality Management concentration take only 3 credit hours within the nutrition area. In reality, the concentration and the major operate as separate degree programs. Now it needs to be formalized.

   In its reaccreditation summary, the ACPHA strongly recommended to Kent State that Hospitality Management be established as an independent degree program.

3. **For institutions that already have the Chancellor's approval to operate in Ohio:**

   a. **Indicate whether additional faculty and staff will be needed to support the proposed request.**

      No additional faculty or staff members will be necessary. Six full-time faculty members with the required expertise are associated with the current program. The Hospitality Management concentration is fully accredited, and there will be no need for curricular revisions or any other substantive changes that would call for the need for additional positions.

b. Indicate whether additional administrative (e.g., admissions, financial aid, registrar, etc.) and student support services (e.g., advising, tutoring, counseling, etc.) will be needed to support the proposed request.

The need for administrative support services for this program will remain the same whether the program continues as a concentration or as an independent major. The current Nutrition and Food major, with its concentrations, is housed in the School of Health Sciences within the College of Education, Health and Human Services. Once Hospitality Management becomes its own degree program, it will move under the administration of the School of Foundations, Leadership and Administration within the same college, where its faculty members are located.

As a result of Hospitality Management becoming a degree program, admissions and advising support may be reduced. Currently, additional advising is needed to assist students who have difficulty finding the Hospitality Management concentration. (Concentrations do not immediately display on the Kent State online application.) Some students have initially declared another major because they were unable to find the Hospitality Management program. More extensive advising if often needed to get these students back on track toward graduation.

c. Indicate whether additional library services and resources will be needed to support the proposed request.

The program is sufficient with its current library services and resources, which will not change when it becomes an independent major. The recent ACPHA reaccreditation visit confirmed that Kent State library services and resources meet ACPHA standards.

d. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.

No additional resources will be needed for the Hospitality Management concentration to become a major. As with many programs, the enhancement of facilities and technology is desirable to augment and strengthen the Hospitality Management program. However, there are no immediate needs for additional resources for the program to continue. The recent ACPHA reaccreditation visit confirmed that Kent State facilities and technology resources meet ACPHA standards.

By submission of this request, the institution acknowledges and agrees to the following:

- The submission of the letter of intent and applicable fees initiates the review process. If a complete proposal for this request is not submitted within one year from the date of this letter, the institution must submit another letter of intent and related fees to the Chancellor of the Ohio Board of Regents.
- The institution may withdraw its request it any time. However, fees will not be returned to the institution once a full proposal has been submitted for review.
- Full proposals will not be reviewed until the institution has submitted all applicable fees to the Ohio Board of Regents.
- The Chancellor or his staff may, in their judgment, request additional information and/or modify the type of review performed as outlined in the guidelines if the following occurs during the course of the review process:
    - Previously approved institutions fail to continue to meet the Chancellor's standards;
    - The institution is sanctioned by its regional, national or specialized accreditor, or is sanctioned by another state approval/licensing agency;
    - For-profit institutions registered with the State Board of Career Colleges and Schools are sanctioned by that board; or
    - Institutions undergo a change in ownership or profit status.
- The Chancellor or his staff, in their judgment, may modify the forms used to submit requests for approval if it is determined that such changes will improve the process. If such change occurs after the institution has submitted a request, the institution may choose to either complete the process using the previous forms or resubmit its request using the new forms.
- The Chancellor, at his discretion, reserves the right to modify the review guidelines and processes in accordance with the laws and rules of the Ohio Revised Code and Ohio Administrative Code.

Respectfully,

[signed after item approved by EPC]

Robert G. Frank
Provost and Senior Vice President for Academic Affairs
Kent State University

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

TO: EPC
FROM: Steve Mitchell, Dean's Designee for Undergraduate Curriculum, EHHS
RE: Curriculum Proposals for EHHS
DATE: Sept. 27, 2010

The following program proposals were approved at the departmental/school curriculum committees and by the EHHS Curriculum Committee on Sept. 17, 2010.

FLA/HS
Hospitality management Articulation Agreement with Tri-C

FLA
Letter of Intent to Establish BS in Hospitality Management

College and Graduate School of Education, Health, and Human Services
Vacca Office of Student Services
304 White Hall • P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2862 • Fax: 330-672-3549 • http://www.ehhs.kent.edu/oss • E-mail: oss@kent.edu

Pettit, Hilda

From: CAINE, NATALIE
Sent: Thursday, September 02, 2010 3:10 PM
To: AUGUSTINE, SUSAN
Cc: Pettit, Hilda
Subject: FW: Electronic voting for proposals
Attachments: Letter_of_intent_HospMnmgt[1].doc; HospMngmt_KSU-TriC_articulation[1].pdf; SKMBT_60010081820250[1].pdf

The School of Health Sciences voted electronically on the HM and PEP proposals attached. The vote was unanimous to approve all three proposals. We had a period of a week of open discussion electronically and there were no amendments to the proposals proposed. Let me know if you need anything else. Below is the original email sent to the HS curriculum representatives to begin the discussion and voting on these proposals.

Have a great day!

Natalie Caine-Bish PhD, RD, LD
Associate Professor
Nutrition and Dietetics
School of Health Sciences
Phone: 330-672-2148
Fax: 330-672-2194
email: ncaine@kent.edu

From: CAINE, NATALIE
Sent: Wednesday, August 25, 2010 9:48 PM
To: PEER, KIMBERLY; KRIVAL, CATHERINE; BARKLEY, JACOB; BERNERT, DONNA J.
Cc: ROWAN, LYNNE
Subject: Electronic voting for proposals

Hello all,

As I promised, we have a few proposals that we need to have to the college by next Fri (Sept 3) to make the Sept College meeting. I just received the last proposal tonight. Instead of meeting sometime next week, in addition to our meeting on Sept. 13, I would like to do these proposals electronically because they are clean-up items from the college reorganization. I don't want to make a habit of electronic meetings, but the college deadline of Sept 3 would require us to have two meetings very close together to get proposals to both Sept and Oct College meetings.

The two of the attached Hospitality Management proposals are because of: 1. the removal of Hospitality Management as a concentration in Nutrition and Food. Terese Tillet s taking care of most of this proposal process, but we need to vote if we are ok with the separation. Because Hospitality is the program area that is the program affected, they had to initiate the process. The nutrition program area agrees with these changes. 2. Hospitality Management is a concentration in Nutrition and Food and the articulation with TRi-C has to be approved by our school because Hospitality is still a concentration within Nutrition and Food. It has been approved by FLA. Again, Barb Schuele has been working with Terese to get the paperwork together for this proposal.

Finally, the Course Catalog Update form for PEP (EXSC) 25068 Measurement and Evaluation in Fitness and Sport has been included. Since it is currently a TLC course, it will have to be approved also by their school. This is only a formality, since we are not changing content and already have TLC's approval.

If you have questions, comments, and/or suggestions, please reply all so that everyone is aware of the discussion. If the proposals seem too cumbersome to vote electronically, please let me know. If you don't have any questions and approve the proposals, please send me an email that you vote yes to each proposal: 1) Removal of Hospitality as a Nutrition and Food Concentration, 2) Tri-C articulation, 3) PEP (EXSC) 25068.

Pettit, Hilda

From: FITZGERALD, SHAWN
Sent: Monday, August 30, 2010 2:52 PM
To: Pettit, Hilda
Cc: MULROONEY, AARON
Subject: letter of Intent Approved by FLA CC
Attachments: HMLOI[1].pdf; CC Meeting8-30-2010.doc

Hilda,

FLA supported the Letter of Intent presented on behalf of the Hospitality Program (6 Yes/ 0 No). Letter is attached.

Dr. Shawn M Fitzgerald
Director, Foundations, Leadership and Administration
Associate Professor, Evaluation and Measurement
330-672-1345
smfitzge@kent.edu

CC Meeting
Foundations, Leadership, and Administration
August 30, 2010
100pm-230pm, WH 507

CC
Wang, Mulrooney, Heiman, Karpinski, Seeberg, Hackney, Lara
chackne1@kent.edu; rheiman@kent.edu; pwang@kent.edu; amulroon@kent.edu; tlara2@kent.edu; vseeberg@kent.edu; akarpins@kent.edu; saugusti@kent.edu

- Recreation, Park & Tourism: Wang
- Sport Administration: Mulrooney
- Hospitality Management: Heiman
- Evaluation & Measurement: Aryn Karpinski
- Cultural Foundations: Seeberg
- Higher Education Administration: Lara
- K-12 Educational Administration: Hackney

Agenda Items:

1) Prefix change education studies internship course
   Committee asked for originator to address specific details that would clarify requirements related to internship hours and grading (referred to Susan's notes)
2) Prefix change education studies seminar course
   Committee asked for originator to address specific details that would clarify requirements (referred to Susan's notes)
3) Letter of Intent for degree program (HM)
   Approved by committee (6-0)
   all in favor: Wang, Mulrooney, Heiman, Seeberg, Hackney, Karpinski
4) Articulation agreement with Tri-C (HM)
   Committed asked for originator to address questions related to lower-division/upper-division equivalences and upper division requirements. Asked to consider language (articulating vs matriculating)

KENT STATE
UNIVERSITY

COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH, AND HUMAN SERVICES
EHHS CURRICULUM COMMITTEE
Sept. 17, 2010

MEMBERS ATTENDING: Averil McClelland, FLA; Tracy Lara, FLA; Natalie Caine-Bish, HS; Sloane Burgess, HS; Courtney Viestra, LDES; Lynne Guillot-Miller, LDES; Belinda Zimmerman, TLC, Lori Wilfong, RC; Steve Mitchell, Undergraduate Designee; Nancy Barbour, Assoc. Dean, Graduate Studies; Charity Snyder, VOSS; Nancy Miller, Graduate Studies.

MEMBERS ABSENT: Angela Ridgel, HS; Frank Sansosti, LDES; Todd Hawley, TLC; Davison Mupinga, TLC; unassigned FLA member.

GUESTS: Barbara Scheule, FLA; Kathy Zarges, VOSS.

AGENDA ITEM	DISCUSSION/INFORMATION	ACTION TAKEN
INFORMATION/DISCUSSION ITEMS		
Nancy Barbour and Steve Mitchell	Welcome and introductions	
Nancy and Steve	Review and approval of Minutes from May 2010	Motion to approve by Averil McClelland; seconded by Natalie Caine-Bish; approved by unanimous vote.
Discussion/Informational Items		
Nancy and Steve	Introduction of curriculum consultant. Susan Augustine was introduced as holding a new position of curriculum consultant for EHHS. She will provide support to faculty in development and review of curriculum proposals before they are moved forward for voting by school and college curriculum committees. Susan shared a handout summarizing the roles and responsibilities of faculty/curriculum committees at each level. EHHS curriculum committee members were asked to share this information with their respective areas.	No action necessary.
	Other discussion items: EHHS needs curriculum committee representatives to EPC. Nancy asked for volunteers to serve for a year. After discussion, Sloane Burgess agreed to act as graduate representative for another year. An undergraduate representative will be appointed by Nancy and Steve.	
Undergraduate Proposals		
FLA-HM; Barb Scheule	FLA-Hospitality Management major. A final draft letter of intent to the Ohio Board of Regents proposing the establishment of a new hospitality management major in FLA was presented by Barb Scheule. Currently the hospitality management program is a concentration of the Nutrition and Food major which is located in HS. Prior to putting forth a formal proposal for the establishment of a new major, a letter of intent is required by the OBR. The letter presented will be finalized and submitted by Therese Tillett in Curriculum Services. EHHS curriculum committee members offered formal support for the change by a formal vote.	Motion to support the proposal by Tracy Lara; seconded by Natalie Caine-Bish; approved by unanimous vote.
FLA/HS – HM Articulation Agreement with Tri-C; Barb Scheule	FLA/HS-HM Articulation Agreement with Tri-C. Barb Scheule presented a proposal for an articulation agreement between KSU and Tri-C that would enable Tri-C students to complete two years of undergraduate work in hospitality management there and then transfer to KSU for completion of a Bachelor's degree in hospitality management. She noted that this project has been in the planning process for three years and that all of the courses have been reviewed and approved by HM faculty. With assistance from	Motion to support the proposal byLynn Guillot-Miller; seconded by Lori Wilfong; approved by unanimous vote.

	Curriculum Services, the articulation agreement is now close to being finalized. The agreement is needed to ensure a seamless transfer of students from Tri-C's two-year program to KSU's Bachelor's degree program. Greater consistency is needed in evaluating transfer students. Barb noted that they expect to have an increase in students and noted that there is the possibility that KSU could also lose some students to Tri-C for their first two years. EHHS curriculum committee members supported the articulation agreement by a formal vote.	
Graduate Proposals		
	Meeting adjourned.	Motion to adjourn by Tracy Lara; seconded by Sloane Burgess; approved by unanimous vote.

The meeting was adjourned at 2:35 PM.
Next meeting: Friday, Oct. 22, 2010; 200 WH

Luci Wymer, Graduate Recorder
Hilda Pettit, Undergraduate Recorder

TO:	Educational Policies Council
FROM:	Provost and Senior Vice President Robert G. Frank
SUBJECT:	Agenda for Monday, 15 November 2010 3:20 p.m., Kent Student Center, Room 306A
DATE:	8 November 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, 12 November, to ensure that the materials are available at the meeting for review.

The two councils—EPC Undergraduate and EPC Graduate—are meeting together with one agenda.

ACTION ITEMS

1. Approval of minutes of 30 August 2010.
   Attachment 1

College of Arts and Sciences *(represented by Dean Timothy S. Moerland)*

Department of Biological Sciences

2. Establishment of a Center for Ecology and Natural Resource Sustainability.
   Effective Fall 2011
   Attachment 2

College of Business Administration *(represented by Associate Dean Richard H. Kolbe)*

Department of Management and Information Systems

3. Establishment of two minors—Management for Business Majors [MGMB] and Management for Non-Business Majors [MBMN]—to replace the Management [MGMT] minor (now inactivated). Minimum total credit hours for program completion for both are 18.
   Effective Fall 2011
   Attachment 3

Department of Marketing

4. Establishment of two minors—Entrepreneurship for Business Majors [ENTB] and Entrepreneurship for Non-Business Majors [ENTN]—to replace the Entrepreneurship [ENTR] minor (now inactivated). Minimum total credit hours for program completion for both are 18.
   Effective Fall 2011
   Attachment 4

ACTION ITEMS *continued*

College of Education, Health and Human Services *(represented by Professor Stephen A. Mitchell)*

School of Lifespan Development and Education Sciences

5. Establishment of an English as a Second Language [ESL] concentration within the Secondary Education [SEED] major in the Master of Arts in Teaching [MAT] degree. Minimum total credit hours to program completion are 44.
Effective Fall 2011
Attachment 5

6. Revision of the name of the Family Studies [FS] major—to Human Development and Family Studies [HDFS]—within the Master of Arts [MA] degree. Included in the proposal (and considered lesser action items) are the inactivation of the two concentrations, Gerontology [GERO] and Human Development and Family Studies [HDFS]; and revision of the major program requirements to emulate the now eliminated HDFS concentration. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2011
Attachment 6

School of Teaching, Learning and Curriculum Studies

7. Inactivation of all the degree programs under the umbrella name of Career Technical Teacher Education, with the exception of two that will remain active: Career-Technical Teacher Education [CTTE] major within the Master of Education [MED] and Trade and Industrial Education [TIED] major within the Bachelor of Science in Education [BSE]. The inactivated programs are the following:
   - Career-Technical Teacher Education [CTTE] major within the Bachelor of Science in Education [BSE] and Educational Specialist [EDS] degrees.
   - Family and Consumer Sciences Education [FCSE] major within the Bachelor of Science in Education [BSE] degree
   - Integrated Business Education [IBED] major within the Bachelor of Science in Education [BSE] degree
   - Marketing Education [MKT] major within the Bachelor of Science in Education [BSE] degree
   - Trade and Industrial Education [TIED] major within the Master of Arts [MA] and Master of Education [MED] degrees
   - Vocational Marketing Education [VMKT] major within the Master of Arts [MA] and Master of Education [MED] degrees

   Effective Fall 2011
   Attachment 7: Proposal | Additional Materials

College of Public Health *(represented by Dean Mark James)*

8. Establishment of a Pre-Medicine, Dentistry, Osteopathy [PMD] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Minimum total credit hours to program completion are 121.
Effective Fall 2011
Attachment 8

DISCUSSION ITEM

1. Review of the organizational structure, policies and procedures of the Educational Policies Council.
Attachment 9: Policy 3342-2-07 | EPC Guidelines, Subcommittees, Approval Chart

INFORMATION ITEMS

Office of the Provost

1. Letter of intent to establish a Digital Sciences major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degrees. These programs will be multi-disciplinary and administered by an independent school (proposal to establish school to come).
   Attachment 10

Division of Graduate Studies

2. Revision of graduate policy to require the submission of thesis by electronic means only.
   Effective Fall 2011
   Attachment 11

3. Establishment of a policy for short-term absences and leaves of absence of funded graduate students.
   Effective Spring 2011
   Attachment 12

College of Business Administration

Department of Marketing

4. Revision of the name of the Department of Marketing [MKTG] to the Department of Marketing and Entrepreneurship [MKEN].
   Effective Fall 2011
   Attachment 13

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

5. Revision of instruction delivery to offer fully online the following programs
   - Computer/Technology [CMTC] and ITEC General [ITCG] concentrations in the Instructional Technology [ITEC] major within the Master of Education [MED] degree
   - Instructional Technology [ITEC] concentration in the Educational Psychology [EPSY] major within the Doctor of Philosophy [PHD] degree.

   Effective Fall 2011
   Attachment 14

College of Technology

6. Letter of intent to establish a Construction Management major within the Bachelor of Science [BS] degree. The program is currently a concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree.
   Attachment 15

LESSER ACTION ITEMS

College of the Arts

School of Music

1. Revision of the admission requirement for the Music Theory–Composition [MTCP] major within the Doctor of Philosophy [PHD] degree. The following is added: “at least three scores of original compositions demonstrating a variety of genres (chamber, orchestral, piano, choral, etc.).”
   Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Arts and Sciences

Department of Mathematical Sciences

2. Revision of the program requirements for the Applied Mathematics [AMTH] minor. Requirements MATH 21001, 22005 and 32044 become options to MATH 32051 and 32052. Minimum total credit hours to program completion decrease, from 25 to 24-25.
Effective Fall 2011

Department of Physics

3. Revision of the name of two concentrations and program requirements for the Physics [PHY] major within the Bachelor of Science [BS] degree. Name of the Applied Mathematics and Computer Science [AMCS] concentration changes to Computer Science [CS]. Name of the Mathematics [MATH] concentration changes to Applied Mathematics [AMTH]. In the Applied Mathematics concentration, CS 10051 is replaced with CS 10061 and Kent Core Additional course; MATH 41001 or 42001 is replaced with PHY 45401 and 45403; physics and general electives are both reduced by 1 credit; and 9 credits from 40000-level mathematics courses are reduced to 6 credits and now must come from the elective list in the Applied Mathematics minor. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

Department of Political Science

4. Revision of the program requirements for the Political Science [POL] major within the Bachelor of Arts [BA] degree. Included in the changes, major core decreases from 21 to 12 hours with the following requirements becoming either/or options: POL 10004/10500, POL 10100/ 10300 and POL 30002/30003; and concentration requirements increase from 15 to 18. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

5. Revision of the program requirements for the Columbus Program in Intergovernmental Issues. Required POL 30430 is replaced with POL 40995. Minimum total credit hours to program completion are unchanged at 15.
Effective Fall 2011

College of Business Administration

6. Revision of the admission requirement and inactivation of all non-degree pre-majors in the college, and revision of the general elective policy. Freshmen and transfer students (who have a minimum 2.50 transfer GPA) will be admitted directly to a major instead of, per current policy, a pre-major and waiting until earning 46 credit hours (for freshmen) or 12 credit hours with minimum 2.50 KSU GPA (for transfers) before declaring a major. Inactivated are the following non-degree programs: Pre-Accounting [PACT], Pre-Business [PBUS], Pre-Business Management [PBMT], Pre-Computer Information Systems [PCIS], Pre-Economics [PECN], Pre-Entrepreneurship [PENT], Pre-Finance [PFIN], Pre-Managerial Marketing [PMMT], Pre-Marketing [PMKT] and Pre-Operations Management [POMT]. Regarding general education coursework, the 3-credit limit of physical education basic (PEB) and applied and ensemble music (MUS) courses is increased to 4; and the minimum 6 credit hours in each of two different non-business disciplines/departments is eliminated.
Effective Fall 2011

7. Establishment of a non-degree Business Undeclared [BUSU] major for students who are undecided about the major they want to declare.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Business Administration *continued*

8. Revision of admission and GPA calculation policies for the International Business [IBUS] minor. Requirement of declared major and 60 credit hours for admittance is eliminated (and no GPA required for new freshmen). GPA calculation policy of counting all attempts is replaced with counting only the highest grade for all attempts of lower-division courses and counting all attempts of upper-division courses. Minimum total credit hours for program completion are unchanged at 21.
Effective Fall 2011

9. Revision of the name and program requirements of the Military Studies [MILS] minor. Name changes to Joint Military Studies [JMS]. Program revisions include minimum requiring 3 credit hour of HIST courses; minimum 6 credit hours of upper-division courses; minimum 4 credit hours of coursework in military branch different than one student is pursuing (ASTU or MSCI courses); and minimum C grade required in all coursework. Minimum total credit hours to program completion decrease, from 24 to 18.
Effective Fall 2011

Department of Accounting

10. Revision of progression requirements for the Accounting [ACCT] major within the Bachelor of Business Administration [BBA] degree. Required minimum C grade and 2.7 GPA average for all attempts of ACCT 23020 and 23021 is replaced with minimum B- grade for both (students with minimum 2.7 GPA average for both may appeal to the department). Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

11. Revision of admission and GPA calculation policies for the Accounting [ACCT] minor. Requirement of declared major and 60 credit hours for admittance is eliminated (and no GPA required of new freshmen). GPA calculation policy of counting all attempts is replaced with counting only the highest grade for all attempts of lower-division courses and counting all attempts of upper-division courses. Minimum total credit hours for program completion are unchanged at 21.
Effective Fall 2011

Department of Economics

12. Revision of admission and GPA calculation policies for the Economics [ECON] minor. Requirement of declared major and 30 credit hours for admittance is eliminated (and no GPA required of new freshmen). GPA calculation policy of counting all course attempts is replaced with counting only the highest grade for all attempts. Minimum total credit hours for program completion are unchanged at 18.
Effective Fall 2011

Department of Finance

13. Revision of admission and GPA calculation policies for the Finance [FIN] minor. Requirement of declared major and 60 credit hours for admittance is eliminated (and no GPA required for new freshmen). GPA calculation policy of counting all attempts is replaced with counting only the highest grade for all attempts of lower-division courses and counting all attempts of upper-division courses. Minimum total hours for program completion are unchanged at 24.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Business Administration *continued*

Department of Management and Information Systems

14. Revision of admission and GPA calculation policies and program requirements for the Business [BUS] minor. Requirement of declared major and 60 credit hours for admittance is eliminated (and no GPA required for new freshmen). GPA calculation policy of counting all attempts is replaced with counting only the highest grade for all attempts of lower-division courses and counting all attempts of upper-division courses. Required ACCT 23021 and option CS 10061 are removed. Minimum total credit hours for program completion decrease, from 24 to 21.
Effective Fall 2011

15. Revision of program requirements for the Computer Information Systems [CIS] major within the Bachelor of Business Administration [BBA] degree. MIS 24065 is added as required (minimum 2.5 GPA average with MIS 24053 and 24060). Required MIS 34070 becomes an elective. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

16. Revision of admission and GPA calculation policies and program requirements for the Computer Information Systems [CIS] minor. Requirement of declared major and 60 credit hours for admittance is eliminated (and no GPA required of new freshmen). GPA calculation policy of counting all attempts is replaced with counting only the highest grade for all attempts of lower-division courses and counting all attempts of upper-division courses. Required MIS 34053 is replaced with MIS 24065; required MIS 34070 becomes an elective; MIS 44048 is added as an elective; and electives increase by 3 credit hours. Minimum total credit hours for program completion are unchanged at 18.
Effective Fall 2011

17. Revision of admission, graduation and GPA calculation policies and program requirements for the Human Resource Management [HRM] minor. Requirement of declared major and 60 credit hours for admittance is eliminated. Minimum 2.75 GPA for admissions and graduation is reduced to 2.50 (no GPA required for new freshmen). GPA calculation policy of counting all attempts is replaced with counting only the highest grade for all attempts of lower-division courses and counting all attempts of upper-division courses. Required ACCT 23020 and COMM 25863 are removed. Minimum total credit hours for program completion decrease, from 24 to 18.
Effective Fall 2011

Department of Marketing

18. Revision of admission, progression, graduation and program requirements for the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree. Minimum GPA for admission, progression and graduation (in major and overall) decreases, from 2.50 to 2.25. Admission requirements of personal essay and interview are removed. New courses ENTR 47093 and ENTR 47045 are added as major electives; course credits for ENTR 27075 and ENTR 37192 increase; and a note added that allows Entrepreneurship majors who have taken ENTR 37045 and are also Marketing or Managerial Marketing majors to waive MKTG 45046 or MMTG 45050 (however, Marketing and Managerial Marketing students cannot waive ENTR 37045 by taking MKTG 45046 or MMTG 45050). Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Business Administration *continued*

Department of Marketing continued

19. Revision of program requirements for the Managerial Marketing [MMTG] major within the Bachelor of Business Administration [BBA] degree. Managerial Marketing majors who are also Entrepreneurship majors and have taken ENTR 37045 are not required to take MMTG 45050 (however, Managerial Marketing students cannot waive ENTR 37045 by taking MMTG 45050). Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

20. Revision of program requirements for the Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree. Major coursework changes from 24 credit hours of required courses to 15 hours of required coursework and nine hours of select electives. Requirements MKTG 45045, 45060 and 45082 become electives along with ENTR 27056, MKTG 45047, 45091, 45093, 45096 and 45292. Marketing majors who are also Entrepreneurship majors and have taken ENTR 37045 are not required to take MKTG 45046 (however, Marketing students cannot waive ENTR 37045 by taking MKTG 45046). Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

21. Revision of admission and GPA calculation policies and program requirements for the Marketing [MKTG] minor. Requirement of declared major and 60 credit hours for admittance is eliminated (and no GPA required for new freshmen). GPA calculation policy of counting all attempts is replaced with counting only the highest grade for all attempts of lower-division courses and counting all attempts of upper-division courses. Required ECON 22061 is removed; required MKTG 45045, 45046 and 45060 become electives; and ENTR 27056, MKTG 35050, 45047, 45082 and 45091 are added as electives. Minimum total credit hours for program completion decrease, from 21 to 18.
Effective Fall 2011

College of Education, Health and Human Services

School of Health Sciences

22. Revision of the program and graduation requirements for the Athletic Training [ATTR] major within the Bachelor of Science [BS] degree. The minimum GPA to graduate increases, from a 2.25 in the major and a 2.0 overall to 2.5 for both. ATTR 45392 is added as a requirement; ATTR 45292 decreases by 1 credit; and SOC 32220 and 32221 are added as options to HIS 44010. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

23. Revision of the name for one concentration and program requirements for the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree. Name of the Gerontology and Nursing Home Administration [GNHA] concentration changes to Nursing Home Administration [NHA]. Among the changes, BSCI 10001, NUTR 23511 and PSYC 21211 are removed as major requirements (four of the six concentrations undergo numerous revisions). Minimum total hours to program completion are unchanged at 121.
Effective Fall 2011

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

COURSE CHANGES

Key for course changes:

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

Course Changes Effective Spring 2011

NURS 50093 Variable Title Workshop in Nursing (1-5) ..... New

Course Changes Effective Fall 2011

AERN 45135 Aviation Safety Theory (3) ..... New

ATTR 45292 Internship in Athletic Training (4) to:
Internship in Athletic Training I (3) ..... TaHD

ATTR 45392 Internship in Athletic Training II (3) ..... New

BAD 84023 Linear Statistical Models (3) ..... New

CACM 35050 Environmental Conflict Resolution (3) C

COMM 20000 Foundations of Communication (3) ..... D

COMT 21092 Computer Practicum (2) to: (3) ..... HPDGc

ENTR 27065 Entrepreneurial Experience I (3) ..... P

ENTR 27075 Entrepreneurship Experience II (2) to: (3) ..... HPc

ENTR 27466 Speaker Series in Entrepreneurship (1) ..... PD

ENTR 37045 Sales in the Entrepreneurial Venture (3) ..... P

ENTR 37065 Entrepreneurial Finance (3) ..... Pc

ENTR 37075 Entrepreneurial Marketing (3) ..... P

ENTR 37192 Practicum in Entrepreneurship (1-3) ..... P

ENTR 37195 Special Topics in Entrepreneurship I (3) ..... P

ENTR 47045 Entrepreneurial Leadership (3) ..... New

ENTR 47093 Variable Title Workshop in Entrepreneurship (1-3) ..... New

ENTR 47195 Special Topics in Entrepreneurship II (3) ..... P

ENTR 47292 Entrepreneurial Internship (1-3) ..... P

GERO 41093 Variable Topic Workshop in Gerontology (1-3) ..... Inact

GERO 43092 Practicum in Nursing Home Administration I (5) to: (6) ..... HPDc

GERO 43192 Practicum in Nursing Home Administration II (5) to: (6) ..... HPDc

GERO 44092 Practicum in Gerontology (3-10) to: (3-6) ..... HPDc

GERO 54092 Practicum in Gerontology (3-10) to: (3-6) ..... HDc

HDFS 41093 Variable Topic Workshop: Human Development and Family Studies (1-3) ..... Inact

HDFS 44039 Bereavement, Trauma and Other Losses (3) ..... New

HDFS 44092 Practicum in Human Development and Family Studies (3-10) to: (3-6) ..... HPDc

HDFS 54039 Bereavement, Trauma and Other Losses (3) ..... New

Course Changes Effective Fall 2011 *continued*

HDFS	54092	Practicum in Human Development and Family Studies (3-10) to: (3-6)	Hc
ITEC	37100	Introduction to Educational Media (2)	Inact
ITEC	47402	Organization and Administration of Educational Media Programs and Centers (3)	Inact
JMC	21005	Advertising Messaging (3)	New
JMC	26001	Newswriting (3)	P
JMC	40005 46018	Feature Writing (3) to:	NC
JMC	50005 56018	Feature Writing (3) to:	NC
MATH	42201	Introduction to Numerical Computing I (3)	P
MATH	42202	Introduction to Numerical Computing II (3)	P
MATH	42031	Mathematical Models and Dynamical Systems (3)	P
MIS	24163	Principles of Management (3)	D
MIS	44285	Integrated Business Policy and Strategy (3)	P
MKTG	25010	Marketing (3) to: Principles of Marketing	TaD
MKTG	35015	Service Marketing (3)	Inact
MKTG	35030	Marketing Applications (3)	PD
MKTG	35035	Consumer Behavior (3)	D
MKTG	35050	Marketing Research (3)	PD
MKTG	40093	Variable Title Workshop in Marketing (1-6)	P
MKTG	45040	Integrated Marketing Strategy (3)	P
MKTG	45045	Advertising and Promotion Management (3)	D
MKTG	45046	Personal Selling and Sales Management (3) to: Personal Selling	TaD
MKTG	45047	Advanced Professional Selling (3)	New
MKTG	45071	Business Marketing and E-Commerce (3)	Inact
MKTG	45082	Service, Retail and Web-Based Marketing (3)	P
MKTG	45091	Marketing Seminar (3)	P
MMTG	35021	Research for Marketing Decisions (3)	PD
MMTG	35023	Customer Analysis (3)	P
MMTG	35024	Hands-On Technology Enhancement Laboratory (1)	P
MMTG	35026	Decision-Making Skill Enhancement Laboratory (1)	P
MMTG	45020	Competitive Market Analysis (3)	P
MMTG	45026	Personal Selling Methods and Practices Laboratory (1)	P
MMTG	45030	Channel Management (3)	PDc
MMTG	45039	Promotion Management (3)	PDc
MMTG	45060	International Marketing (3)	D

Course Changes Effective Fall 2011 *continued*

MUS	43211	Secondary Instrumental Methods (3)	P
NURS	25030	LPN 20020 Preparation Course-Foundations of Nursing Practice and Communication	New
NURS	25040	LPN 20030 Preparation Course-Foundations of Nursing Interventions (2)	New
NURS	35020	Transcultural Nursing and Health Care (3)	New
NURS	35040	Complementary and Alternative Medicine (3)	New
NURS	45020	Critical Application of Nursing in Pharmacology (3)	New
NURS	45030	Professional Literacy: Skills to Career Advancement (3)	New
PEP EXSC	25068	Measurement and Evaluation in Fitness and Sport (3) to:	S
PHY	12000	Introductory Physics Seminar (1)	G
PHY	66303	Advanced Nuclear Physics (3)	New
PHY	66403	Advanced Condensed Matter Physics (3)	New
PHY	76303	Advanced Nuclear Physics (3)	C
PHY	76403	Advanced Condensed Matter Physics (3)	C
POL	30310	Qualitative Policy Analysis (3) to: Public Policy Analysis	TaDc
POL	30350	Public Sector Dispute Resolution (3) to: Environmental Conflict Resolution	TaC
POL	30430	State Government (3) to: Ohio Politics	TaDc
POL	30450	Metropolitan Governance (3) to: Urban Politics and Policy	Tac
POL	30460	Federalism and Intergovernmental Relations (3) to: State Politics and Policy	TaDc
POL	30501	Comparative Theory and Concepts (3)	Inact
POL	30560	Middle East Politics (3)	New
POL	30991	Seminar: Columbus Program in Intergovernmental Issues (6-12)	D
POL	40450	Social Welfare Policy and the Politics of Poverty (3) to: Health Care and Social Policy	TaDc
POL	40810 40410	Government-Business Relations (3) to: Regulatory Policy	NTaDc
POL	40830 40930	U. S. Foreign Policy (3) to:	NPc
POL	40920 40620	Politics of Social Movements (3) to:	NPDc
RIS	44005	Nuclear Medicine Clinical Education I (3) to: (2)	Hc
RIS	44006	Nuclear Medicine Physics and Instrumentation (4) to: (3)	Hc
RIS	44014	Nuclear Medicine Physics and Instrumentation II (3)	Dc
RIS	44015	Nuclear Medicine Clinical Education III (2)	c

Course Changes Effective Fall 2011 *continued*

RIS 44016 Nuclear Medicine Procedures III (3) to: (2) ..... HDc

RIS 44020 Nuclear Medicine Clinical Education IV (2) to: (3) ..... HDc

RIS 44021 Patient Management in Computed Tomography (3) to: (2) ..... Hc

RIS 44023 Nuclear Medicine Physics and Instrumentation III (3) ..... New

RIS 44033 Computed Tomography Techniques (1) ..... New

RIS 44046 Magnetic Resonance Imaging Techniques (1) ..... New

TECH 60003 Six-Sigma: Tools and Applications for Technology Management (3) ..... New

UD 60704 Urban Design Studio IV (6-9) ..... G
WMST 30001 Feminist Theory (3) ..... Pc

Large-scale changes to change credit hours for all Dissertation II courses (1 or 15) to (15): ..... H

MUS 88299	BSCI 80299	BMS 80299	CPHY 80299	CHEM 80299	CS 89299
ENG 89299	GEOG 80299	GEOL 80299	HIST 89299	MATH 87299	TRST 80299
PHY 80299	POL 81299	PSYC 81299	SOC 82299	BAD 80299	CCI 80299
COMM 80299	CHDS 80299	CI 80299	CULT80299	EDAD 80299	EPSY 80299
EVAL 80299	EXPH 83299	HED 80299	HIED 80299	SPA 84299	SPED 80299
SPSY 80299	NURS 80299	PH 80299			

Corrections to 18 October 2010 EPC agenda

TECH 15250 FAA Orientation (3) to:
AERN ..... S
omitted by department from large-scale change

TECH 35342 Air Traffic Control (3) to:
AERN ..... S
omitted by department from large-scale change

TECH 35645 Instrument Pilot Flight (2) to:
AERN ..... S
omitted by department from large-scale change

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

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 18, October 2010

Undergraduate and Graduate Councils

Ex-officio Members present: Vice President of Academic Affairs and Provost Robert G. Frank; Faculty Senate Chair Donald M. Hassler; Interim Vice President for Research Sonia J. Alemagno; Deans James K. Bracken, Donald L. Bubenzer, John R. Crawford, Laura Cox Dzurec, Mark A. James, Douglas L. Steidl, Wanda E. Thomas, Stanley T. Wearden, Donald R. Williams; Dean representatives Interim Associate Dean Ellen L. Glickman for Mary Ann Stephens, Assistant Dean Mary Ann Haley for Timothy S. Moerland; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Richard H. Kolbe, Ralph Lorenz, I. Richmond Nettey, Barbara F. Schloman, Frederick W. Schroath, John R. Stalvey; Director Karen W. Budd.

Ex-officio Members not present: Gary M. Padak

Faculty Senate-Appointed Representatives present: Jessie Carduner, Bruce J. Gunning, Tom Janson, Tracy A. Laux, Robin L. Selinger, Fred T. Smith, James A. Tyner, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Min He, Erica B. Lilly, Paul O'Keeffe, Jonathan V. Selinger

Council Representatives present: Paul J. Albanese, Gregory M. Blase, Thomas W. Brewer, Sloane R. Burgess, Phillip D. Buntin, Donald A. Coates, Pamela K. Evans, Diana L. Fleming, Todd S. Hawley, Ann F. Jacobson, Yuko Kurahashi, Eric M. Mintz, Lynette Phillips, Kristen A. Riegelmayer, Sarah E. Rilling, Yin Zhang

Council Representatives not present: Richard L. Mangrum, Gregory S. Stroh, John H. Thornton

Observers Present: Lindsey Ayers, Chad P. Budy for Brett Fodor

Consultants and Guests present: Stephane E. Booth, Michael Bice, Chad P. Budy for Brett Fodor, Linnea Carlson Stafford, Timothy J. Chandler, Glenn Davis, Lisa N.H. Delaney, John C. Duncan, Barbara A. Miller, Swathi Ravichandran, Denise M. Seachrist

---

Vice President of Academic Affairs and Provost Robert G. Frank called the meeting to order at 3:20 p.m., Monday, 18 October 2010, in room 310AB of the Kent Student Center.

Action Item I: Approval of the minutes of 30 August 2010.

Assistant Professor Bruce J. Gunning moved for the approval of the minutes, which was seconded by Associate Dean Isaac Richmond Nettey. With no questions or corrections the motion passed unanimously.

Action Item II: Revision of the Transfer Credit Evaluation policy to accept minimum D grade (currently C grade) for out-of-state transfer coursework earned fall 2010 and later from regionally accredited institutions.

Provost Frank defers to Therese E. Tillett, Director of Curriculum Services, to explain the item. Mrs. Tillett introduces Barbara A. Miller, Academic Advisor Coordinator of the Transfer Center. Mrs. Tillett goes on to explain that currently students from Ohio are permitted to transfer coursework with a grade of "D", while students outside of the state must have a "C" in order for transfer work to be accepted. She added that the purpose of this revision is to make students nationwide equal. She stated that the proposed revision was presented to the A&A (Associate and Assistant) Deans Committee and was endorsed by that body. Mrs. Tillett went on to clarify that degree programs that require a minimum grade for specific courses will not be affected by this policy change.

Professor Tom Janson asked for clarification that any "D" grade within TAG (Transfer Assurance Guidelines) is an exception; if courses come in as a group they can contain a "D". Ms. Miller replied that TAG does not apply in this case because this policy change is in reference to out-of-state students and TAG governs in-state students.

Dean Stanley T. Wearden moved for approval of the item, which was seconded by Lecturer Diana L. Fleming. The motion passed unanimously.

Action Item III: Establishment of concentrations and revision of the name and course subject for the Environmental Technology [ENVT] major within the Associate of Applied Science [AAS] degree. The major's name changes to Environmental Health and Safety [EVHS]. The three new concentrations are Environmental Technology [ENVT]; Environmental Safety and Security [ESS]; and Occupational Health and Industrial Hygiene [OHIH]. The course subject changes from Environmental Technology [ENVT] to Environmental Health and Safety [EVHS]. Minimum total credit hours to program completion change, from 64 to 64-67, depending on concentration.

Dean Wanda E. Thomas explained that this is a proposal to change the title of the program and add concentrations. She said that the total credit hours for program completion may increase based on the concentration the student chooses. She added that the reason for the program update is because it is based on a program review recommendation from 2009. Dean Thomas said that these changes would allow for articulation to the Bachelor of Science in Public Health. She added that she just found out that two of the courses titles (Environmental Technology I and Environmental Technology II) were considered encroachment by the College of Architecture and Environmental Design and they would be renamed.

Associate Dean Mary Ann Haley asked how many students were currently in the program. Dean Thomas replied that there were not very many, but those that are could elect to complete the degree under the current or proposed curricula.

Dean Thomas moved for approval of the item, which was seconded by Assistant Professor Gunning. The item passed unanimously.

Discussion Item I: Review of the longtime policy that "students may not pursue a minor and a major in the same discipline."

Mrs. Tillett stated that this policy has been in the curricular guidelines for over 20 years. She said that policies should be reviewed periodically. She added that there had been proposals by academic units recently and she wanted to ascertain the feelings of the council about the policy.

Associate Professor Linda L. Williams asked for an example because the current policy made sense to her. Mrs. Tillett said the for the Bachelor of Science in Education in Integrated Mathematics degree program, the department is looking to revise it to include a mathematics minor; and the School of Music wants to establish a jazz minor that music majors may declare. Associate Professor Williams recalled that there was a previous conversation about these types of programs which are built out of the minor. She said that for Integrated Social Studies it was decided to all the declaration of a History minor.

Dean John R. Crawford said that there are several examples in the School of Art in which this is permitted. He cited that a student can be an Art History major and declare a minor in Crafts. He added that the catalog states that students in the College of the Arts may not declare a minor unless approved by the school director. Associate Professor Williams asked why this policy couldn't be handled the same way.

Assistant Dean Haley said that if every course in the minor is already in the major, then allowing the declaration of minor does not make sense. She added that if there is some element of different coursework then there is value in declaring it; it is the double-dipping rule. Associate Professor Williams said that student believe that by declaring the minor their transcript appears enhanced. Associate Dean Nancy E. Barbour stated that she supports the "no double-dipping" rule. Lecturer Tracy A. Laux explained that even though the word math is included in the major title of Integrated Mathematics, Integrated Mathematics and pure mathematics are entirely different. Associate Professor Sarah E. Rilling added that Integrated Language Arts is not strictly English, the selection of English courses within the major is designed for the Praxis not to allow for double-dipping. Dean Donald R. Williams stated that what he hears members saying is that they are against full double-dipping not the overlap of one or two course. Professor Stephen A. Mitchell asked what percentage of courses could overlap between the major and minor, to which a member replied one-third could overlap.

Associate Dean Nettey asked if it would help to create a concentration under the given major instead of a minor. Provost Frank replied that it would be difficult to implement that across the university. He said that it appears that the council is recommending that each college have their dean approve it. Associate Professor Williams moved approval to add "as approved by the dean" to the policy language. The motion was seconded by Professor Fred T. Smith. Assistant Dean Haley asked if the student was crossing colleges which dean would approve it. Associate Dean LuEtt J. Hanson said that it would be better if the college that houses the major approves it because that is where the student is cleared for graduation. University Registrar Glenn Davis pointed out that dean approval is not currently part of the program change workflow and would therefore need to happen before the dean's level. Associate Professor Williams said that she believed the word "college" would be better than "dean" in the language to be added to the policy.

With no further discussion Dean Stanley T Wearden moved for approval of the motion on the floor, which was seconded by Dean Williams. The motion was approved unanimously.

Provost Frank mentioned that he and Senior Associate Provost Timothy J. Chandler have been discussing the possibility of 3 minors and no major. Assistant Dean Haley said that this is the Bachelor of Multidisciplinary Study and several institutions offer them, including the University of West Virginia.

Discussion Item II: Review of the organizational structure, policies and procedures of the Educational Policies Council (EPC).

Provost Frank stated that he believes that EPC is too big and the membership should decrease, the deans should not have a vote on EPC, the division between undergraduate and graduate membership should be maintained, and the bodies main focus should be to review policy more than programs and courses.

Associate Dean Barbara F. Schloman said that if the dean of University Libraries is unable to vote then there is no vote representing the libraries. Faculty Senate Chair Donald M. Hassler stated that he is interested not so much in the size, but the ability to have greater general discussion of policy and see agendas that are more vague and less technical; EPC should be beyond technical discussion. Provost Frank agreed and said that a lot of the things that time is spent on discussing Curriculum Services has already reviewed yet the council goes round and round and still approves it.
Provost Frank excused himself stating that he was double booked, but to please continue the thoughtful discussion and handed the meeting over to Senior Associate Provost Chandler.

Dean Williams said that when he was a member of faculty he view EPC more as an arm of the administration since the deans voted. He said that he felt that the deans were just going along with "the party line" and people were not free to speak out. He added that since becoming or filling in for deans he has come to see that view as incorrect and that the deans were not as controlled as he thought. He said

that he shares the University Libraries concern that if deans' right to vote were removed the Honors College would lose representation as well.

Senior Associate Provost Chandler explained that the Provost believed that some of the conversation could take place before the meetings with a smaller group which would allow for more meaningful discussion when the council comes together as a whole.

Associate Professor Paul J. Albanese said that the way that he understood EPC's charge was that the body is supposed to handle technical issues before it gets to Faculty Senate. Assistant Dean Haley recalled that the topic of removing the deans' voting privileges was discussed and at the time the deans felt that some of the items could have budgetary implications and if the deans are unable to vote they then have no voice in the budgetary decisions.

Associate Professor Williams said that she likes having one large council because there is an interrelation between undergraduate and graduate issues. She added that it would worry her if there were someone out there taking care of the technical stuff they might miss something that affects a discipline. She suggested email votes for technical issues citing that the actual time in the meetings could then be spent on substantive issues.

Professor Tom Janson said that he believes the Provost's intent is not to disenfranchise the deans by removing their vote entirely but that they would have a representative; and that the number of Faculty Senate representatives could be reduced as well. Associate Professor Williams rebutted that there must be equal representatives to administrators. Professor Janson said that there have been proposals turned down at Faculty Senate due to the lack of representation of the deans. Dean Wearden said that the deans should have a voice somewhere in the process, but that technical stuff could be handled in-house. Currently, he does not believe that due diligence is being done because the deans are aware that the issue will be presented to EPC. Chair Hassler said that the deans do not have a vote at Faculty Senate and are perhaps even reluctant to speak. He said that he believes that the best product will be achieve with a lot of input from both the deans and the faculty. He added that the deans should have a voice that is balanced with appointed representatives. He pointed out that if there were a smaller group handling technical attention with a dean vote, he suspects that a better product would be presented to Faculty Senate. Senior Associate Provost Chandler pointed out that having a voice and a vote are perhaps two different things. Associate Dean Nettey stated that if some of the work was "farmed out" to the Chairs and Directors Committee and the Associate and Assistant Deans Committee before it is presented to EPC would be helpful as well.

Director Karen W. Budd said that she believes the split of undergraduate and graduate councils has been working and that the times that the group comes together as a whole should be used for the more philosophical discussions. Professor Janson was reminded that over the past couple years, the Provost has become frustrated that the same discussions were occurring at both EPC and Faculty Senate. He said that he believes that situation will become more exasperated because fewer senators will know about issues previously presented to EPC; business will be different if we reduce the size. He added that he agreed with Director Budd, but there has been a case in which there was an issue that affected both the undergraduate and graduate councils and the topic was not discussed the graduate council. Assistant Dean Haley pointed out that the calendar is driving when the group meets as a whole rather than by the topics. Associate Dean Barbour said that what Assistant Dean Haley said backs up Professor Janson's point. She added that the graduate council did review the item to which Professor Janson was referring but the graduate council voted it down, while the undergraduate council passed it. She said that there cannot be two bodies voting on the same issue and have different outcomes.

Senior Associate Provost Chandler hearing no further discussion encouraged the council to continue to think about the matter and that it would be brought forth as an action item for the next meeting.

Information Item I: Request for review of and recommendation for the continued viability of the following certificates by their sponsoring units. Reviews/recommendations must be submitted to the Office of the Provost (Curriculum Services) by January 2012 for the certificates to continue as active for fall 2012.

Mrs. Tillett explained that this policy is not enforced by the colleges; however, beginning in 2012 it will be enforced by the Office of the Provost.

Assistant Professor Gunning asked what was expected from the enforcement of the policy. Mrs. Tillett stated that it was discovered that certificate requirements were not correct with what was being put into the catalog. She said that departments or colleges need to consider if the certificates need to be updated or inactivated. She added that the Regional Campuses have created a number of certificates in response to an immediate need that may no longer be relevant. Associate Professor Williams asked if there was a policy that after 5 years the certificates would be inactivated. Senior Associate Provost Chandler stated that there was no sunset clause.

Dean Laura Cox Dzurec questioned who owns certificate 403. Mrs. Tillett stated that she would research it and update Dean Dzurec. Associate Professor Yuko Kurahashi asked if there was a template by which to review the certificates. Mrs. Tillett replied in the negative but stated that one would be created and made available for the review. Chair Hassler asked if each catalog has the authority to set requirements and how that is established. Senior Associate Provost Chandler stated that the colleges each review their sections and Curriculum Services then publishes the catalog yearly.

Information Item II: Moratorium on submission of new courses to the Kent Core. This moratorium does not include new laboratory courses or interdisciplinary courses as defined by the Ohio Board of Regents in the Transfer Module.

Senior Associate Provost Chandler highlighted that the moratorium does not include laboratory and interdisciplinary courses. Assistant Dean Haley said that she understood the laboratory piece, but if anyone proposes interdisciplinary courses there is no place for them in the Kent Core. Senior Associate Provost Chandler stated that the interdisciplinary courses would qualify for the Additional category. Dean Williams explained that it probably would not make sense to propose any new courses at this time due to the President's mandate to reduce the total number of Kent Core courses.

Information Item III: Establishment of an articulation agreement with Cuyahoga Community College (Tri-C) for graduates of Tri-C's AAB degree in Hospitality Management (Restaurant/Food Service Management concentration) to articulate into the last two years of Kent State's Hospitality Management [HSPM] concentration in the Nutrition and Food [NF] major within the Bachelor of Science [BS] degree.

Senior Associate Provost Chandler introduced Assistant Professor Swathi Ravichandran from the School of Foundations, Leadership and Administration, Department of Hospitality Management, to explain the proposal. She said that she would entertain any questions. There was no discussion about this item.

Information Item IV: Letter of intent to establish a Hospitality Management major within the Bachelor of Science [BS] degree. This proposed program will replace the current Hospitality Management [HSPM] concentration in the Nutrition and Food [NF] major within the Bachelor of Science [BS] degree.

Assistant Professor Ravichandran explained that this proposal is due to the reaccreditation process in the spring, in which the department was told to create a major.

Hearing no further discussion, Senior Associate Provost Chandler asked if any member would like to raise any of the lesser action items. Professor Janson requested that the whole group meet again before the end of the year. The meeting adjourned at 4:20.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Mar-10 Curriculum Bulletin _____

Effective Date ~~Spring 2010~~ Fall 2011 Approved by EPC _____

Department	BSCI
College	AS - Arts and Sciences
Proposal	Establish Center
Proposal Name	**CENTER FOR ECOLOGY AND NATURAL RESOURCE SUSTAINABILITY**

Description of proposal:

This proposal would establish the Center for Ecology and Natural Resource Sustainability, to be supported administratively through the Department of Biological Sciences. The purpose of this center is to serve as a point of organization for academic activities (education, research, and outreach) related to the study of the environment and its sustainability, thereby advancing this issue by tapping into the resident community at Kent State. This Center will further raise the profile of ecological and environmental sciences at Kent and the visibility of the natural resource areas that Kent State owns by providing a cohesive, focused academic entity.

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

There are no negative impacts on other programs, policies or procedures. The center does provide opportunities for interdisciplinary activities related to ecology and natural resource sustainability.

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

The Department of Geography and Department of Geology were consulted and both have provided letters of support.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	3/15/10
Mary Ann Haley College Dean	10/22/10
Dean of Regional Campuses / Dean of Graduate Studies	/ /
Provost and Senior Vice President for Academic Affairs	/ /

BSCI 2

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

To: Mary Ann Haley, Assistant Dean of Curriculum

From: James L. Blank, Chair, Department of Biological Sciences

Date: March 15, 2010

Subject: Establish Center

Attached is a CCP to establish the Center for Ecology and Natural Resource Sustainability, the Proposal Summary and units consulted memos from Geology and Geography.

BSC1 1

Proposal Summary

Title: CENTER FOR ECOLOGY AND NATURAL RESOURCE SUSTAINABILITY

Subject Specification: This proposal would establish the Center for Ecology and Natural Resource Sustainability, the purpose of which is to raise the profile of ecological and environmental sciences at Kent and the visibility of the natural resource areas that Kent State owns by providing a cohesive, focused academic entity.

Background Information: See Attached

Alternatives and Consequences: There are no current centers of this type present at the university. There are significant research and educational opportunties that have been overlooked at Kent and which this Center is envisioned to help foster.

Specific Recommendation and Justification: See Attached

Timetable and Actions Required: The expertise needed for the center are in place and internal discussions are well underway. Successful acceptance of this proposal by all responsible units should result in an effective date of ~~Spring 2010.~~ FALL 2011.

BSC1 3

A PROPOSAL FOR THE CENTER FOR ECOLOGY AND NATURAL RESOURCE SUSTAINABILITY

Background and Purpose

There is currently a dispersed community of faculty, students, local organizations, and opportunities surrounding Kent State University related to issues in ecology and natural resource sustainability. A recent sustainability initiative at Kent State has also highlighted the need for a greater campus-wide focus on sustainability and integration of efforts. This proposal would establish the Center for Ecology and Natural Resource Sustainability, to be supported administratively through the Department of Biological Sciences. The purpose of this center is to serve as a point of organization for academic activities (education, research, and outreach) related to the study of the environment and its sustainability, thereby advancing this issue by tapping into the resident community at Kent State. This Center will further raise the profile of ecological and environmental sciences at Kent and the visibility of the natural resource areas that Kent State owns by providing a cohesive, focused academic entity.

Ecological and environmental sciences are interdisciplinary by nature, and the Center will be open to participation of interested faculty from all academic units. Natural areas are particularly valuable as the subjects of study for Biological Sciences, Geography, and Geology. These departments have a history of collaboration, such as through a recent Coordinated Hire proposal. The Center will foster further collaboration among these and other departments through organization and exposure of shared, longterm resources available for both research and education.

This Center takes advantage of and coalesces ongoing activities that have recently seen substantial extramural funding (e.g., the NSF IGERT proposal and others funded in 2009). There will be no additional costs to the university, while there are clear benefits. This effort is consistent with the federal focus on environmental issues and workforce development. This Center will enhance our ability to leverage extramural funds, build connections with university sustainability efforts and environmental public health, and provide unique educational opportunities, including service learning, that will increase student success. Specifically, the center will:

i. Pursue opportunities to secure external funds and donations for use and improvement of natural areas, environmental education and research, and related topics. Establishment of the center will demonstrate an existing infrastructure of administrative support for academic research and education in environmental areas, and greatly improve the chances of funding success for related grant proposals. One area of emphasis of aspects of the stimulus package aimed at science is infrastructure and facilities; this center allows us to be poised to take advantage of such opportunities.
ii. Coordinate research and education activities on Kent State property that is in an undeveloped, natural state, or is otherwise designated for ecological research (e.g., Jennings Woods and the various other natural areas owned by Kent State). Coordination of activities that overlap in natural areas is critical to ensure that Kent State resources are used the most efficiently and do not conflict.
iii. Provide service-learning opportunities and course credit for students through activities related to ecology and natural resources. Often these activities are currently pursued

through informal efforts of individual faculty and clubs. The center would present an established mechanism for offering students course credit for these activities, as well as a central clearinghouse of opportunities in which they could become involved. The center would serve as a "one stop shop" for students or companies/agencies interested in internships (or interns) in ecological sciences. These activities will be used to demonstrate potential broader impacts of our research in NSF proposals; broader impacts are a critical component of NSF proposals. These activities will also increase student success and workforce development.

iv. Communicate with other administrative units within Kent State (e.g., Office of the University Architect, Campus Environment and Operations) regarding property where academic activity related to ecology and natural resources takes place. Faculty and students conducting activity within these unique properties have a first-hand perspective on the steps necessary to maintain their natural state and value for research and education. These administrative units will also be included on the advisory board of the center (see below).

v. Coordinate education and outreach activities with organizations outside the university related to ecology and natural resources. Government agencies, non-profit organizations, and local individuals often have goals that overlap with sustainability issues of interest to Kent State. These groups are likely to provide service-learning opportunities mentioned above, some of which may lead to contracts with the university to provide expertise and labor. The center will provide administrative support for these activities, as well as other potential areas of collaboration to lead local efforts in sustainability.

vi. Administer internal student awards and grants related to ecology and natural resources, supported by donations to the university and currently handled by the Department of Biological Sciences.

Institutional, Research and Professional Service Activities

The Director will oversee the day to day operations of the center and will work with faculty members (who are also part of the advisory board) who are designated to assume responsibility with research, education (including internships and service learning), and outreach.

Administrative and Reporting Structure

The Center will be lead by a director, whose 4-year renewable, appointment will be made by the Chair of Biological Sciences in consultation with the Dean of the College of Arts and Sciences and Chairs of Geography and Geology. (The Director must be well versed in ecology and natural resources.) The director will report to the Chair of the Department of Biological Sciences. The Director will provide annual reports covering the financial aspects of the center, instructional and outreach accomplishments, and any other matter related to center operation to the Chairs of Biological Sciences, Geography, and Geology, and the Dean of the College. The Director will establish and maintain relationships with internal and external partners, chair an advisory committee, and report to the BSCI Chair. The Director will be advised by an Advisory Board (defined below), making recommendations related to all aspects of center function.

Operating Policies and Procedures

An advisory board of seven members will be organized and chaired by the Director. The board will consist of four KSU faculty members, including one each from Geography and Geology and

two from Biological Sciences, and three members of the community from the private or public sector (e.g., Ohio EPA, Portage Parks Dept.). Representatives from the Office of the University Architect and the College of Arts and Sciences will be ex officio members. The board will meet quarterly to advise the Director on issues related to local and regional needs, recommendations for partnerships and collaborations, extra-mural funding opportunities, etc. Advisory board member terms of appointment will be three years with rotating starting/ending years to insure that the entire board is not replaced in a given year.

Current and Future Space Needs
The Center builds upon ongoing initiatives and incorporates current KSU natural land holdings; no new space is required for this Center.

Proposed Budget
No internal funds are requested for the normal operation of the Center. The Center director may engage in fundraising within and outside the university to support Center activities and natural resource infrastructure. The goal of the Center is to be self-funded and require no additional financial resources from the University. The Department of Biological Sciences will house and maintain the Center web page.

Evaluation Procedures
Annual reports provided by the Director of the Center will be evaluated by the Chair of Biological Sciences, in consultation with the department Faculty Advisory Committee, and the Dean of the College of Arts and Sciences. The center will be evaluated every three years for continuation of its operation.

Timetable
The expertise needed for the center are in place and internal discussions are well underway. Successful acceptance of this proposal by all responsible units should result in an effective date of ~~Spring 2010~~: FALL 2011.

February 18, 2010

To: James Blank, Department of Biological Sciences
From: Tom Schmidlin, Department of Geography

The Department of Geography offers this letter of support for the proposed Center for Ecology and Natural Resource Sustainability. We look forward to working with the Center and our colleagues among the related departments.

DEPARTMENT OF GEOLOGY
Interdepartmental Correspondence

To: Dr. Jim Blank, Biological Sciences Chair Date: Feb. 8, 2010

From: Daniel Holm, Chairperson

Re: Center for Ecology Proposal

The FAC members of the Dept. of Geology considered your proposal for a Center for Ecology and Natural Resource Sustainability. We have no issues or concerns with your proposal and are glad to have a Geology faculty representative on the governing board.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department Management Information Systems

College BU - Business Administration

Degree ~~BBA - Bachelor of Business Administration~~ Minor

Program Name **Management ~~Minor~~** Program Code **MGMT**

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

Proposal Revise Program Inactivate Management minor and replace with two new minors: Management for Business Majors [MGMB] and Management for Non-Business Majors [MGMN]

Description of proposal:

Revise Management minor course requirements, revise to allow declaration at 0 hours and revise minor GPA calculation

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

Current total credit hours: 24 Proposed total credit hours 18

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

No impact on other programs

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

College of Business departments

REQUIRED ENDORSEMENTS

_____ 10/25/10

Department Chair / School Director / Campus Dean

_____ 10/25/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

Title: Proposal to declare Management (MGMT) minor at 0 credit hours, revise rule for calculating MGMT minor GPA, establish separate requirements and codes for business (MGMB) and non-business (MGMN) majors, and reduce minor credits hours for both from 24 to 18.

Subject Specification:

The purpose of the proposal is to allow students to declare a minor in Management (MGMB and MGMN) at 0 credit hours. For the purpose of calculating MGMB and MGMN minor GPA, only the highest grade of all attempts in 10000 and 20000 level courses will be used in calculating the minor GPA. All attempts of 30000 and 40000 will be counted in the calculation of the minor GPAs. Change the program requirements in MGMB and MGMN minor from 24 to 18 credit hours.

Background Information:

Consistent with the College wide adoption of a policy that admits students into a major at 0 credit hours, we propose the same policy for our minors - specifically for the MGMB and MGMN minors. Also, we are revising the way we calculate the minor GPA in order to be consistent with University policy.

Most minors in the college require 18-21 credit hours and facilitates enrollment from non-business majors. The reduction brings the minor in line with other minors in the college, focuses the minor to courses that are germane to MGMB and MGMN, and enhances the students's time to graduation.

Alternatives and Consequences: The consequence of not removing this restriction is that students may be discouraged from declaring the minor because they have to wait until completion of 60 semester hours. Not changing the GPA calaculation method will not be consistent with University policy.

Specific Recommendation and Justification:

Consistent with the university and College of Business Admnistration policies the department of M&IS will allow the declaration of MGMB and MGMN minor at 0 credit hours.

Only the highest grade of all attempts in 10000 and 20000 level courses will be used in calculating the minor GPAs and all attempts of 30000 and 40000 courses will be used in calculating the minor GPAs. The number of credit hours required for the MGMB and MGMN minors will be reduced from 24 to 18.

The justification for these actions are to make departmental rules consistent with those of the university and College of Business, remove impediments to student's ability to declare minor in MGMB and MGMN, and enhance the student's time to graduate.

Timetable and Actions Required:

Make these changes effective for Fall 2011.

Current Management Minor

Business Majors

Minor Requirements

M&IS	34165:	Dynamics of leadership	3
	34180:	Human Resource Mgt	3
		TOTAL	**6**

Minor Electives:

Maximum one course from each curricular area.

COMM	20001:	Interpersonal Comm	3
	25863:	Business & Professional Comm	
	35864:	Organizational Comm	
ENG	30064:	Argument Prose Writing	3
	30065:	Expository Prose Writing	
M&IS	34054:	Using Comp for Bus Problems	3
	34185:	Individual & Group Behavior	
PSYC	31778:	Industrial Psychology	3
	41282:	Personality	
	41532:	Social Psychology	
		TOTAL	**12**

Non-Business Majors

Minor Requirements

ACCT	23020:	Intro to Financial Acctg	3
M&IS	24163:	Principles of Mgt	3
	34165:	Dynamics of Leadership	3
	34180:	Human Resource Mgt	3
		TOTAL	**12**

Minor Electives

Maximum one course from each curricular area.

ACCT	23021:	Intro to Mgrl Acct	
COMM	20001:	Interpersonal Comm	
	25863:	Business & Professional Comm	
	25864:	Organizational Comm	
ECON	22060:	Principles of Microeconomics	
	22061:	Principles of Macroeconomics	
FIN	36053:	Business Finance	
M&IS	24053:	Intro to Computer Apps	
	34185:	Individual & Grp Behavior	
MKTG	25010:	Marketing	
		TOTAL	**6**

Proposed Management Minor

Business Majors

Minor Requirements

M&IS	34165:	Dynamics of leadership	3
	34180:	Human Resource Mgt	3
		TOTAL	**6**

Minor Electives:

Choose 4 courses: One from each curricular area.

COMM	20001:	Interpersonal Comm	3
	25863:	Business & Professional Comm	
	~~35864:~~	~~Organizational Comm~~	
ENG	30064:	Argument Prose Writing	3
	30065:	Expository Prose Writing	
M&IS	34054:	Using Comp for Bus Problems	3
	34185:	Individual & Group Behavior	
PSYC	31778:	Industrial Psychology	3
	41282:	Personality	
	~~41532:~~	~~Social Psychology~~	
		TOTAL	**12**

Non-Business Majors

Minor Requirements

ACCT	23020:	Intro to Financial Acctg	3
M&IS	24163:	Principles of Mgt	3
	34165:	Dynamics of Leadership	3
	34180:	Human Resource Mgt	3
		TOTAL	**12**

Minor Electives

Choose 2 courses: No more than one from each curricular area.

ACCT	23021:	Intro to Mgrl Acct	
COMM	20001:	Interpersonal Comm	
	25863:	Business & Professional Comm	
	25864:	Organizational Comm	
ECON	22060:	Principles of Microeconomics	
	22061:	Principles of Macroeconomics	
FIN	36053:	Business Finance	
M&IS	24053:	Intro to Computer Apps	
	34185:	Individual & Grp Behavior	
MKTG	25010:	Marketing	
		TOTAL	**6**

Revised Management Minor

for Business Majors

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of Business Administration > Minors > Management

College of Business Administration
Academic Advising Office
Room 107, Business Administration Building
Tel: 330-672-2872
Web: http://business.kent.edu

The minor in management is intended to provide a basic core of management courses, with emphasis on strategic management, leadership and the management of employees. These courses allow students to gain an overview of managerial functions and expertise that will add value to the career preparations provided by their major programs. The minor is valuable to students outside, as well as inside, the College of Business Administration. Students are expected to satisfy all prerequisite requirements.

MANAGEMENT MINOR REQUIREMENTS (credits)			
~~ACCT~~	~~23020~~	~~Introduction to Financial Accounting~~	~~3~~
~~MIS~~	~~24163~~	~~Principles of Management~~	~~3~~
	34165	Dynamics of Leadership	3
	34180	Human Resources Management	3
~~Total Required~~			~~6~~
Electives: choose ~~4 courses~~: One from each curricular area~~from the following~~			**12**
~~***Business Majors:*** *Maximum one course from each curricular area*~~			
COMM	20001	Interpersonal Communication (3)	
	25863	Business and Professional Communication (3)	
	~~35864~~	~~Organizational Communication (3)~~	
ENG	30064	Argumentative Prose Writing (3)	
	30065	Expository Prose Writing (3)	
MIS	34054	Using IS for Business Problems (3)	
	34185	Individual and Group Behavior in Organizations (3)	
PSYC	31773	Industrial Psychology (3)	
	41282	Personality (3)	
	~~41532~~	~~Social Psychology (3)~~	
~~Total Hours for Minor~~			~~18~~
~~***Non-Business Majors:****Maximum one course from each curricular area.*~~			-
~~ACCT~~	~~23021~~	~~Introduction to Managerial Accounting (3)~~	-
~~COMM~~	~~20001~~	~~Interpersonal Communication (3)~~	-

-	25863	Business and Professional Communication (3)	-
-	35864	Organizational Communication (3)	-
ECON	22060	Principles of Microeconomics (3)	-
-	22061	Principles of Macroeconomics (3)	-
FIN	36053	Business Finance (3)	-
MIS	24053	Introduction to Computer Applications (3)	-
-	34185	Individual and Group Behavior (3)	-
MKTG	25010	Marketing (3)	-
		TOTAL	24 — 18

Management Minor

Management for Non-Business Majors

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of Business Administration > Minors > Management

College of Business Administration
Academic Advising Office
Room 107, Business Administration Building
Tel: 330-672-2872
Web: http://business.kent.edu

Keep

The minor in management is intended to provide a basic core of management courses, with emphasis on strategic management, leadership and the management of employees. These courses allow students to gain an overview of managerial functions and expertise that will add value to the career preparations provided by their major programs. The minor is valuable to students outside, as well as inside, the College of Business Administration. Students are expected to satisfy all prerequisite requirements.

-

MANAGEMENT MINOR REQUIREMENTS			(credits)
ACCT	23020	Introduction to Financial Accounting	3
MIS	24163	Principles of Management	3
	34165	Dynamics of Leadership	3
	34180	Human Resources Management	3
Total Required			12
Electives: choose from the following			126
Business Majors: *Maximum one course from each curricular area*			
COMM	20001	Interpersonal Communication (3)	
-	25863	Business and Professional Communication (3)	
-	35864	Organizational Communication (3)	
ENG	30064	Argumentative Prose Writing (3)	
-	30065	Expository Prose Writing (3)	
MIS	34054	Using IS for Business Problems (3)	
-	34185	Individual and Group Behavior in Organizations (3)	
PSYC	31773	Industrial Psychology (3)	

-	~~41282~~	~~Personality (3)~~	
-	~~41532~~	~~Social Psychology (3)~~	
~~***Non-Business Majors:***~~***Choose ~~2 courses;~~ No more than one from a curricular area~~~~Maximum one course from each curricular area.~~***			6
ACCT	23021	Introduction to Managerial Accounting (3)	
COMM	20001	Interpersonal Communication (3)	
	25863	Business and Professional Communication (3)	
	235864	Organizational Communication (3)	
ECON	22060	Principles of Microeconomics (3)	
	22061	Principles of Macroeconomics (3)	
FIN	36053	Business Finance (3)	
MIS	24053	Introduction to Computer Applications (3)	
	34185	Individual and Group Behavior (3)	
MKTG	25010	Marketing (3)	
		TOTAL for Minor	~~24~~18

Formatted: Centered

Requirements to declare the management minor:

- ~~Officially declared major (not pre-major, general, undeclared or exploratory); however, advising is available and recommended anytime prior to declaration~~
- ~~Minimum 60 semester hours completed~~
- Minimum 2.50 cumulative GPA ~~among the top students who apply~~, or if new freshman, no established GPA is required.

Requirement to graduate with the management minor:

- Minimum 2.50 GPA (including all attempts for 30-40000 level coursewirj) is required in the minor courses.

Note: To earn a College of Business Administration minor, students must complete at least two courses in the minor at Kent State University on a graded basis. At least one of these courses must be at the upper-division (30000 or 40000) level.

~~**Requirements to declare the management minor:**~~

- ~~Officially declared major (not pre-major, general, undeclared or exploratory); however, advising is available and recommended anytime prior to declaration~~
- ~~Minimum 60 semester hours completed~~
- ~~Minimum 2.50 cumulative GPA among the top students who apply~~

~~**Requirement to graduate with the management minor:**~~

- ~~Minimum 2.50 GPA (including all attempts) is required in the minor courses.~~

~~**Note:** To earn a College of Business Administration minor, students must complete at least two courses in the minor at Kent State University on a graded basis. At least one of these courses must be at the upper-division (30000 or 40000) level.~~

Current

Management Minor

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of Business Administration > Minors > Management

College of Business Administration
Academic Advising Office
Room 107, Business Administration Building
Tel: 330-672-2872
Web: http://business.kent.edu

The minor in management is intended to provide a basic core of management courses, with emphasis on strategic management, leadership and the management of employees. These courses allow students to gain an overview of managerial functions and expertise that will add value to the career preparations provided by their major programs. The minor is valuable to students outside, as well as inside, the College of Business Administration. Students are expected to satisfy all prerequisite requirements.

MANAGEMENT MINOR REQUIREMENTS (24 credits)			
Course		**Title**	**Credits**
ACCT	23020	Introduction to Financial Accounting	3
MIS	24163	Principles of Management	3
	34165	Dynamics of Leadership	3
	34180	Human Resources Management	3
Electives: choose from the following			**12**
Business Majors: *Maximum one course from each curricular area*			
COMM	20001	Interpersonal Communication (3)	
	25863	Business and Professional Communication (3)	
	35864	Organizational Communication (3)	
ENG	30064	Argumentative Prose Writing (3)	
	30065	Expository Prose Writing (3)	
MIS	34054	Using IS for Business Problems (3)	
	34185	Individual and Group Behavior in Organizations (3)	
PSYC	31773	Industrial Psychology (3)	
	41282	Personality (3)	
	41532	Social Psychology (3)	
Non-Business Majors: *Maximum one course from each curricular area.*			
ACCT	23021	Introduction to Managerial Accounting (3)	
COMM	20001	Interpersonal Communication (3)	
	25863	Business and Professional Communication (3)	
	35864	Organizational Communication (3)	
ECON	22060	Principles of Microeconomics (3)	
	22061	Principles of Macroeconomics (3)	
FIN	36053	Business Finance (3)	
MIS	24053	Introduction to Computer Applications (3)	
	34185	Individual and Group Behavior (3)	
MKTG	25010	Marketing (3)	
		TOTAL	**24**

Requirements to declare the management minor:

- Officially declared major (not pre-major, general, undeclared or exploratory); however, advising is available and recommended anytime prior to declaration
- Minimum 60 semester hours completed
- Minimum 2.50 cumulative GPA among the top students who apply

Requirement to graduate with the management minor:

- Minimum 2.50 GPA (including all attempts) is required in the minor courses.

Note: To earn a College of Business Administration minor, students must complete at least two courses in the minor at Kent State University on a graded basis. At least one of these courses must be at the upper-division (30000 or 40000) level.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Oct-10 Curriculum Bulletin _____

Effective Date ~~Spring~~ Fall 2011 Approved by EPC _____

Department	MARKETING
College	BU - Business Administration
Degree	~~BBA - Bachelor of Business Administration~~ Minor
Program Name	**Entrepreneurship** Program Code **ENTR**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program

(1) Inactivate Entrepreneurship Minor (ENTR)
(2) Establish Entrepreneurship for Business Majors (ENTB)
(3) Establish Entrepreneurship for Non-Business Majors (ENTN)

Description of proposal:
The proposed revisions to the Entrepreneurship (ENTR) minor reduce the required GPA to 2.25; reduce the number of credit hours to18; establish separate requirements and codes for business (ENTB) and non-business (ENTN) majors; eliminate the interview and essay for admission; allow students to declare the minor at zero credit hours; and the minor GPA calculation is revised to include only the highest grade for all attempts a 20000 level courses and all attempts at 30000 and 40000 courses.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: 25 Proposed total credit hours 18

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
The proposed changes will benefit other programs from across the university by making the Entrepreneurship minor more accessible.

Units consulted (other departments, programs or campuses affected by this proposal):
The following programs were consulted about the proposed changes to the Entrepreneuirship minor: Public Relations, Advertising, Interior Design, Photography, Fashion, Technology, Visual Communication Design, and Communication Studies.

REQUIRED ENDORSEMENTS

Pamela S. Summ — 10/20/2010
Department Chair / School Director / Campus Dean

Elizabeth A. Sinclair — 10/22/10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

DATE: October 25, 2010

TO: Office of the Provost

FROM: Paul J. Albanese, Chair, Undergraduate Curriculum Committee, Department of Marketing

RE: Revision of Entrepreneurship Minor

The proposed revisions to the Entrepreneurship (ENTR) minor reduce the required GPA to 2.25; reduce the number of credit hours to18; establish separate requirements and codes for business (**ENTB**) and non-business (**ENTN**) majors; eliminate the interview and essay for admission; allow students to declare the minor at zero credit hours; and the minor GPA calculation is revised to include only the highest grade for all attempts a 20000 level courses and all attempts at 30000 and 40000 courses.

These changes have been approved unanimously by the FAC in the Department of Marketing and the Undergraduate College Curriculum Committee of the College of business Administration (October 8, 2010).

Department of Marketing
College of Business Administration
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2170 • Fax: 330-672-5006 • http://business.kent.edu

Proposal Summary

Title: Revision of Entrepreneurship Minor

Subject Specification:

The proposed revisions to the Entrepreneurship (ENTR) minor reduce the required GPA to 2.25; reduce the number of credit hours to18; establish separate requirements and codes for business (**ENTB**) and non-business (**ENTN**) majors; eliminate the interview and essay for admission; allow students to declare the minor at zero credit hours; and the minor GPA calculation is revised to include only the highest grade for all attempts a 20000 level courses and all attempts at 30000 and 40000 courses.

Background Information:

The minor in entrepreneurship (ENTR) was designed as an interdisciplinary program that brings together students with an interest in entrepreneurship from across the university regardless of their academic major. The Entrepreneurship minor was first developed in 2006 with a large number of required credit hours (23-25) and a GPA of 2.50. The large number of credit hours and a GPA that is higher than some of the programs this minor was intended to draw from have presented barriers to students. The reduction in the required number of hours to 18 and the GPA to 2.25 will eliminate these barriers. With these proposed changes, it becomes more feasible for a non-business student to pick up this minor. With these barriers removed we hope to fulfill the original goal of the Entrepreneurship minor to reach across the university.

Three classes (9 credit hours) are available in an online format, reducing the need for additional staffing to accommodate this minor, and providing further reach to students at regional campuses.

Alternatives and Consequences:

The alternative is to leave the Entrepreneurship minor as is. This would present barriers to students from across the university and that defeats the purpose of this minor.

Specific Recommendation and Justification:

For all entrepreneurship minors eliminate the following requirements:

Principles of Macroeconomics (ECON 22061)
Seminar in Entrepreneurship (ENTR 47091)

For all entrepreneurship minors add the following requirement:

Practicum in Entrepreneurship (ENTR 37192)

For all entrepreneurship minors keep the following requirements:

Introduction to Financial Accounting (ACCT 23020)
Principles of Microeconomics (ECON 22060)
Introduction to Entrepreneurship (ENTR 27056)
Speaker Series in Entrepreneurship (ENTR 27466)

For non-business majors only replace:

Principles of Marketing (MKTG 25010) with Entrepreneurial Marketing (ENTR 37075)
Business Finance (FIN 36053) with Entrepreneurial Finance (ENTR 37065)

For business majors choose only two courses from the following list:

Entrepreneurial Marketing (ENTR 37075)
Entrepreneurial Finance (ENTR 37065)
Fashion Entrepreneurship (FD&M 35280)
Management of Technology Innovation (TECH 43060)
Seminar in Entrepreneurship (ENTR 47091)
Special Topics in Entrepreneurship (ENTR 37195 & ENTR 47195)
Variable Title Workshop in Entrepreneurship (ENTR 40093) (NEW COURSE)

Timetable and Actions Required:

Proposed changes for the fall of 2011.

These changes have been approved unanimously by the FAC in the Department of Marketing and the Undergraduate College Curriculum Committee of the College of business Administration (October 8, 2010).

Revised

Entrepreneurship Minor

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of Business Administration > Minors > Entrepreneurship

Department of Marketing
College of Business Administration
Room 534, Business Administration Building
E-mail: marketing@bsa3.kent.edu
Tel: 330-672-2170
Fax: 330-672-5006
Web: http://www.kent.edu/business/marketing/index.cfm

The entrepreneurship minor is available to all majors of the university. Entrepreneurship is more than a set of tools and techniques for starting and growing a business. It's a mindset, a creative way of looking at opportunities. It's passion, doing what one loves. Entrepreneurship is about challenge, persistence and creating wealth. It is about operating a business, whether one owns it or not. The entrepreneurship minor offers students the opportunity to explore entrepreneurship regardless of their academic major. This minor is designed to bring an entrepreneurial perspective to their major field of study. Students are immersed in the entrepreneurial process through coursework, entrepreneurial projects and exposure to many entrepreneurs in the community. Students are prepared for the various aspects of starting a business, acquiring a business, corporate entrepreneurship or working for a small business.

The minor is open to 100 students at any given time, with maximum 30 of the top applicants being accepted into the program each year. Students apply for the minor and complete a personal interview for consideration. The core competencies of an entrepreneur generally vary among high-GPA students. Administrators target emerging entrepreneurs who have the drive, ambition and passion to succeed. This does not necessarily correlate with GPA, but recognizes that education is critical to future success.

ENTREPRENEURSHIP MINOR REQUIREMENTS
(credits)

Course		Title	Credits
ACCT	23020	Introduction to Financial Accounting	3
ECON	22060	Principles of Microeconomics	3
	~~22061~~	~~Principles of Macroeconomics~~	~~3~~
ENTR	27456	Introduction to Entrepreneurship	3
	27466	Speaker Series in Entrepreneurship	1
	~~47091~~	~~Seminar in Entrepreneurship~~	~~3~~
~~FIN~~	~~36053~~	~~Business Finance~~	~~3~~
~~MKTG~~	~~25010~~	~~Marketing~~	~~3~~
	37192	Practicum in Entrepreneurship	2
Choose ~~only~~ two from the following: ~~General Elective~~			~~3~~6
ENTR	**37065**	**Entrepreneurial Finance**	**3**
	37075	Entrepreneurial Marketing	3
	37045	Sales in the Entrepreneurial Venture	3
	37195	Special Topics in Entrepreneurship	3
~~ENTR~~	~~37195~~	~~Special Topics in Entrepreneurship (3)~~	-
-	~~47195~~	~~Special Topics in Entrepreneurship (3)~~	-
-	~~47292~~	~~Entrepreneurship Internship (1-3)~~	-
~~FDM~~	~~35280~~	~~Fashion Entrepreneurship (3)~~	-
~~FIN~~	~~46295~~	~~Special Topics: Entrepreneurial Finance (3)~~	-
~~TECH~~	~~43060~~	~~Management of Technology Innovation (3)~~	-
		TOTAL	~~25~~18

ENTREPRENEURSHIP MINOR REQUIREMENTS
(credits)

Course		Title	Credits
ACCT	23020	Introduction to Financial Accounting	3
ECON	22060	Principles of Microeconomics	3
	~~22061~~	~~Principles of Macroeconomics~~	~~3~~
ENTR	27456	Introduction to Entrepreneurship	3
	27466	Speaker Series in Entrepreneurship	1
	37192	Practicum in Entrepeneurship	2
	~~47091~~	~~Seminar in Entrepreneurship~~	~~3~~
	37065	Entrepreneurial Finance	3
	37075	Entrepreneurial Marketing	3
FIN	~~36053~~	~~Business Finance~~	~~3~~
MKTG	~~25010~~	~~Marketing~~	~~3~~
Total			18
~~**Choose from the following: General Elective**~~			~~**3**~~
~~ENTR~~	~~37195~~	~~Special Topics in Entrepreneurship (3)~~	
-	~~47195~~	~~Special Topics in Entrepreneurship (3)~~	-
-	~~47292~~	~~Entrepreneurship Internship (1-3)~~	-
~~FDM~~	~~35280~~	~~Fashion Entrepreneurship (3)~~	-
~~FIN~~	~~46295~~	~~Special Topics: Entrepreneurial Finance (3)~~	-
~~TECH~~	~~43060~~	~~Management of Technology Innovation (3)~~	-
		~~TOTAL~~	~~25~~

Requirements to declare the entrepreneurship minor:

- ~~Officially declared major (not pre-major, general, undeclared/exploratory)~~
- ~~Minimum 60 semester hours completed~~
- ~~Completion of a 300-350 word paper on "How I will benefit from a minor in entrepreneurship." The top candidates then complete a personal interview for final selection into the minor.~~
- Minimum 2.25 GPA, or if new freshman, no established GPA is required.

Requirement to graduate with the entrepreneurship minor:

- Minimum 2.250 GPA (including all attempts in 30-40000 level courses) is required in the minor courses.

Current

Kent State University Catalog 2010 - 2011

Entrepreneurship Minor

Department of Marketing
College of Business Administration
Room 534, Business Administration Building
E-mail: marketing@bsa3.kent.edu
Tel: 330-672-2170
Fax: 330-672-5006
Web: http://www.kent.edu/business/marketing/index.cfm

The entrepreneurship minor is available to all majors of the university. Entrepreneurship is more than a set of tools and techniques for starting and growing a business. It's a mindset, a creative way of looking at opportunities. It's passion, doing what one loves. Entrepreneurship is about challenge, persistence and creating wealth. It is about operating a business, whether one owns it or not. The entrepreneurship minor offers students the opportunity to explore entrepreneurship regardless of their academic major. This minor is designed to bring an entrepreneurial perspective to their major field of study. Students are immersed in the entrepreneurial process through coursework, entrepreneurial projects and exposure to many entrepreneurs in the community. Students are prepared for the various aspects of starting a business, acquiring a business, corporate entrepreneurship or working for a small business.

The minor is open to 100 students at any given time, with maximum 30 of the top applicants being accepted into the program each year. Students apply for the minor and complete a personal interview for consideration. The core competencies of an entrepreneur generally vary among high-GPA students. Administrators target emerging entrepreneurs who have the drive, ambition and passion to succeed. This does not necessarily correlate with GPA, but recognizes that education is critical to future success.

ENTREPRENEURSHIP MINOR REQUIREMENTS (25 credits)			
Course		**Title**	**Credits**
ACCT	23020	Introduction to Financial Accounting	3
ECON	22060	Principles of Microeconomics	3
	22061	Principles of Macroeconomics	3
ENTR	27456	Introduction to Entrepreneurship	3
	27466	Speaker Series in Entrepreneurship	1
	47091	Seminar in Entrepreneurship	3
FIN	36053	Business Finance	3
MKTG	25010	Marketing	3
Choose from the following: General Elective			**3**
ENTR	37195	Special Topics in Entrepreneurship (3)	
	47195	Special Topics in Entrepreneurship (3)	
	47292	Entrepreneurship Internship (1-3)	
FDM	35280	Fashion Entrepreneurship (3)	
FIN	46295	Special Topics: Entrepreneurial Finance (3)	
TECH	43060	Management of Technology Innovation (3)	
		TOTAL	**25**

Requirements to declare the entrepreneurship minor:

- Officially declared major (not pre-major, general, undeclared/exploratory)
- Minimum 60 semester hours completed
- Completion of a 300-350-word paper on "How I will benefit from a minor in entrepreneurship." The top candidates then complete a personal interview for final selection into the minor.

Requirement to graduate with the entrepreneurship minor:

- Minimum 2.50 GPA (including all attempts) is required in the minor courses.

ALBANESE, PAUL

From: Campbell, J. R.
Sent: Tuesday, October 19, 2010 10:24 AM
To: ALBANESE, PAUL
Subject: Re: Revisions of Marketing and Entrepreneurship Minors

Dear Paul,

These proposed changes look great, and will likely make it easier for our Fashion majors to complete minor degrees in Marketing and/or Entrepreneurship.

We notice that your proposal has suggested taking Macro economics out of the minors, which appears to be the reason for the reduction in credits. That would suggest that we should be looking at dropping Macro from both our Fashion Merchandising and Design degree programs since it is no longer going to be a prereq for Marketing. Both of the minors seems to allow for greater flexibility and should be good for our students. The Marketing minor allows for more choices. The Entrepreneurship minor may require more effort to complete given the number of unique classes required, but the list of options seems great.

Thanks,

J.R.

On 10/18/10 10:19 AM, "ALBANESE, PAUL" <palbanes@kent.edu> wrote:

Dear Dr. Campbell:

The Department of Marketing and Entrepreneurship is in the process of changing the requirements for the Marketing and Entrepreneurship minors for fall 2011in ways that will benefit your students. I wanted to let your know and also solicit your support. If these changes benefit your students, please consider submitting an email or letter in support that I can take to the Educational Policies Council. Materials are due at EPC on Monday, October 25, in advance of the November 15 meeting.

The main changes in the Marketing minor are a reduction in the number of credit hours to 18 from 21 and the addition of more courses for students to choose from. The Entrepreneurship minor will now also be 18 credit hours, the GPA requirement will be 2.25, and there are separate minors for non-business and business majors.

I have attached the revised catalog copy for both minors for your consideration.

Thank you in advance for your consideration and support.

Best wishes, Paul

Dr. Paul J. Albanese
Associate Professor of Marketing
College of Business Administration
Kent State University
Kent, OH 44242-0001
Office: 330-672-1264

ALBANESE, PAUL

From: BUBENZER, DONALD
Sent: Thursday, October 21, 2010 4:46 PM
To: ALBANESE, PAUL
Subject: FW: Revisions of Marketing and Entrepreneurship Minors

Paul-We (CoT) are okay with the changes you desire to make in your Marketing and Entrepreneurship Minor. Thanks
Don

From: BOYD, DARWIN
Sent: Thursday, October 21, 2010 4:29 PM
To: BUBENZER, DONALD
Subject: FW: Revisions of Marketing and Entrepreneurship Minors

Dean Bubenzer,

I believe all is well on this from our point of view.

Darwin

Darwin L. Boyd, Ph.D.
Coordinator, Applied Science and Technology Program Area
College of Technology, Kent State University
PO Box 5190, Kent, OH 44242-0001
Phone: 330-672-3607, FAX: 330-672-2894

From: COATES, DONALD
Sent: Thursday, October 21, 2010 4:23 PM
To: BOYD, DARWIN
Subject: RE: Revisions of Marketing and Entrepreneurship Minors

Darwin:
It is nice to see 43060 is still included. I thought at one time the 43050 was included but it really is more technical than they need, so I am not surprised.
d

Assistant Prof. Donald Coates, Ph.D., P.E.
209A Van Deusen Hall
College of Technology
375 Terrace Drive
Kent State University
PO Box 5190
Kent, OH 44242-0001
330-672-0799 office
330-497-6768 home
330-806-8967 cell
email: dcoates@kent.edu
NOTICE: This e-mail may contain information that is confidential, protected, or privileged. If you are not the intended recipient, please delete the e-mail and any attachments and notify us immediately.

From: BOYD, DARWIN
Sent: Monday, October 18, 2010 12:44 PM
To: COATES, DONALD
Subject: FW: Revisions of Marketing and Entrepreneurship Minors

Don,

Any input you could give me on this would be appreciated. With a quick look I didn't see anything that would really affect us.

Darwin

Darwin L. Boyd, Ph.D.
Coordinator, Applied Science and Technology Program Area
College of Technology, Kent State University
PO Box 5190, Kent, OH 44242-0001
Phone: 330-672-3607, FAX: 330-672-2894

From: BUBENZER, DONALD
Sent: Monday, October 18, 2010 10:57 AM
To: BOYD, DARWIN
Subject: FW: Revisions of Marketing and Entrepreneurship Minors

Darwin-Can you take a look at this and get back to me with a response so that I can respond to Paul. Thanks Don

From: ALBANESE, PAUL
Sent: Monday, October 18, 2010 10:35 AM
To: BUBENZER, DONALD
Subject: Revisions of Marketing and Entrepreneurship Minors

Dear Don:

The Department of Marketing and Entrepreneurship is in the process of changing the requirements for the Marketing and Entrepreneurship minors for fall 2011in ways that will benefit your students. I wanted to let your know and also solicit your support. If these changes benefit your students, please consider submitting an email or letter in support that I can take to the Educational Policies Council. Materials are due at EPC on Monday, October 25, in advance of the November 15 meeting.

The main changes in the Marketing minor are a reduction in the number of credit hours to 18 from 21 and the addition of more courses for students to choose from. The Entrepreneurship minor will now also be 18 credit hours, the GPA requirement will be 2.25, and there are separate minors for non-business and business majors.

I have attached the revised catalog copy for both minors for your consideration.

Thank you in advance for your consideration and support.

Best wishes, Paul

Dr. Paul J. Albanese
Associate Professor of Marketing
College of Business Administration
Kent State University

ALBANESE, PAUL

From: BUBENZER, DONALD
Sent: Monday, October 18, 2010 10:58 AM
To: ALBANESE, PAUL
Subject: RE: Revisions of Marketing and Entrepreneurship Minors

Paul-This sounds good. I will have our undergrad coordinator take a look and get back to you. Thanks Don

From: ALBANESE, PAUL
Sent: Monday, October 18, 2010 10:35 AM
To: BUBENZER, DONALD
Subject: Revisions of Marketing and Entrepreneurship Minors

Dear Don:

The Department of Marketing and Entrepreneurship is in the process of changing the requirements for the Marketing and Entrepreneurship minors for fall 2011in ways that will benefit your students. I wanted to let your know and also solicit your support. If these changes benefit your students, please consider submitting an email or letter in support that I can take to the Educational Policies Council. Materials are due at EPC on Monday, October 25, in advance of the November 15 meeting.

The main changes in the Marketing minor are a reduction in the number of credit hours to 18 from 21 and the addition of more courses for students to choose from. The Entrepreneurship minor will now also be 18 credit hours, the GPA requirement will be 2.25, and there are separate minors for non-business and business majors.

I have attached the revised catalog copy for both minors for your consideration.

Thank you in advance for your consideration and support.

Best wishes, Paul

Dr. Paul J. Albanese
Associate Professor of Marketing
College of Business Administration
Kent State University
Kent, OH 44242-0001
Office: 330-672-1264
FAX: 330-672-5006
WEB: personalitycontinuum.com

ALBANESE, PAUL

From: COLLINS, FRANCES
Sent: Monday, October 18, 2010 4:58 PM
To: ALBANESE, PAUL
Subject: Re: Revisions of Marketing and Entrepreneurship Minors

Paul:

I don't see any problems with these changes for our Advertising majors. Greg Blase also forwarded your e-mail to me and asked for comments, so he could draft a letter to the EPC, representing the relevant JMC majors. I'm not sure what I'd include, other than to say that these requirements look reasonable; the MKTG minor, basically, includes courses our students already take (22060 and 25010), plus 35035, which most (if not all) of our majors take as one of their three, upper-division MKTG courses. As for the entrepreneurship minor, since our students haven't had the opportunity to take those kinds of courses before the program was introduced, I think this opportunity can only be beneficial.

-- Fran

Fran Collins, Associate Professor
Advertising Sequence Coordinator
School of Journalism & Mass Communication
305-B Franklin Hall
Kent State University
PO Box 5190
Kent, OH 44242
330-672-8294
fcollins@kent.edu

On 10/18/10 10:08 AM, "ALBANESE, PAUL" <palbanes@kent.edu> wrote:

Dear Fran,

The Department of Marketing and Entrepreneurship is in the process of changing the requirements for the Marketing and Entrepreneurship minors for fall 2011in ways that will benefit your students. I wanted to let your know and also solicit your support. If these changes benefit your students, please consider submitting an email or letter in support that I can take to the Educational Policies Council. Materials are due at EPC on Monday, October 25, in advance of the November 15 meeting.

The main changes in the Marketing minor are a reduction in the number of credit hours to 18 from 21 and the addition of more courses for students to choose from. The Entrepreneurship minor will now also be 18 credit hours, the GPA requirement will be 2.25, and there are separate minors for non-business and business majors.

I have attached the revised catalog copy for both minors for your consideration.

Thank you in advance for your consideration and support.

Best wishes, Paul

Dr. Paul J. Albanese
Associate Professor of Marketing
College of Business Administration
Kent State University
Kent, OH 44242-0001
Office: 330-672-1264
FAX: 330-672-5006
WEB: personalitycontinuum.com

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Feb-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	School of Teaching, Learning & Curriculum Studies
College	EH - Education, Health and Human Services
Degree	MAT - Master of Arts in Teaching
Program Name	**Secondary Education** Program Code **SEED**
Concentration(s)	English as a Second Language Concentration(s) Code(s) ESL
Proposal	Establish Program

Description of proposal:

The intent of this proposal is to add English as a Second Language as a concentration to the existing Masters of Arts in Teaching degree program.

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

Current total credit hours: 44 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):

No impact on existing programs, policies or procedures

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

English Department

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	6/24/10
College Dean	10/26/10
Dean of Graduate Studies (for graduate proposals)	10/26/10
Provost and Senior Vice President for Academic Affairs	/ /

Documentation to Establish a New Concentration

Transmittal Memo

TO: Nancy Barbour, Associate Dean of Graduate Education

FR: Janice Hutchison, Coordinator, M.A.T. Program

RE: Documentation to Establish New Concentration

I am working with Dr. Sarah Rilling, Associate Professor of English, to establish English as a Second Language as a new concentration in the Masters of Arts in Teaching Program. Enclosed are the required items for the proposed action, including the Proposal Summary; the Certification of Curriculum Proposal; the Assessment Plan; the Internal Memos Concerning Duplication, Encroachment, Impact and Support; the Catalog Copy; and GPS Website Program Description and Keywords.

Approving Bodies:

1. **TLCSCC – March 25, 2010**
2. **M.A.T. Faculty – April 9, 2010**

Documentation to Establish a New Concentration

Adding ESL to Secondary MAT Program

Proposal Summary

a. **Title:** Adding ESL as New Concentration to Secondary MAT Program
b. **Subject Specification:** The intent of this proposal is to add English as a Second Language as a concentration to the existing Masters of Arts in Teaching degree program (M.A.T. SEED).
c. **Background Information:**

correction Originally as a concentration major created in 200x

An MA in Teaching English as a Second Language (TESL) has existed within the Department of English at Kent State University for 15 years. A relatively new BA TESL was approved four years ago in English. While both of these programs offer paths toward state licensure (a Teacher's Concentration for the MA TESL and a Minor in Education for the BA TESL), a fast-track masters program preparing students with the equivalent of the undergraduate major in TESL for ESL licensure does not exist. This proposal seeks to serve these students and provide additional paths toward licensure in ESL.

Through negotiations with the English Department, the faculty in the Masters of Arts in Teaching program see the addition of ESL as a timely way to meet the needs of a growing student population in our public schools. The new concentration will enable undergraduate students with Bachelor of Arts degrees in Teaching English as a Second Language to earn initial licensure and master's degrees. The proposed change will not impact the existing MAT program in terms of faculty addition or course changes. The change will provide additional options for students to pursue master's level work and licensure. The scope of this action will be limited to students who apply with the equivalent of a B.A. in TESL. There will be no impact on fiscal and staffing needs. There is strong evidence of a need for this change and ongoing sustainability of the new concentration. This evidence flows directly from the growing number of students who are English language learners in the public schools.

d. **Alternatives and Consequences:** No alternatives exist.
e. **Specific Recommendation and Justification:** Please enact the program as it is needed.
f. **Timetable and Actions Required:** After approval by the School of Teaching, Learning, and Curriculum Studies, the College Curriculum Committee, and EPC, we anticipate an implementation date of June, 2012.

Kent State University Catalog 2010 - 2011

Secondary Education - M.A.T.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Teaching, Learning and Curriculum Services
404 White Hall
Tel: 330-672-2580
Fax: 330-672-3246
Web: www.kent.edu/ehhs/tlcs/index.cfm

For information, contact:
Dr. Janice Hutchison, Coordinator,
Masters of Arts in Teaching Program
330-672-0629
jhutchi1@kent.edu

DESCRIPTION: The Masters of Arts in Teaching in Secondary Education serves individuals who have never held a teaching certificate or license. It requires full-time study beginning in the summer and continuing through the academic year.

Secondary Education consists of twenty-~~three~~ four concentrations: Art, Business, Chemistry, Chemistry/Physics, Dance, Earth Science, English/Language Arts, Family and Consumer Studies, French, German, Heatlh, Integrated Science, Latin, Life Science, Life Science-Chemistry, Marketing, Mathematics, Music, Physics, Russian, Social Studies, Spanish, ~~and~~ Technology Vocational Education, English as a Second Language.

ADMISSION REQUIREMENTS: Official transcript(s), GRE, two letters of recommendation, résumé, 1000-word essay, supplemental form, content evaluation, good moral character verification and interview.

GRADUATION REQUIREMENTS: 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.

CULMINATING REQUIREMENTS: Internship

PROGRAM FEE: None

Kent State University
College of Education, Health and Human Services
Teaching, Learning and Curriculum Studies

Secondary Master of Arts in Teaching/Student Prospectus Year (_____)

Name: _____ **Date:** _____

Banner ID#: _____ **Licensure Area:** _____

PROFESSIONAL STANDARDS	**TERM COMPLETED**
Math Competency (GRE)	_____
Oral/Written Communication Skills (GRE)	_____
Verification of Moral Character	_____
Computer Competency (Successful completion of Seminar I)	_____

FOUNDATIONS COURSES	**TERM COMPLETED**
EPSY 68901 - Psych. Found. Of Education I (3 - Summer I)	_____
~~EDUC~~ CULT 65530 - Found. Ed. & Human Sv.es (3 - Summer III)	_____

PROFESSIONAL EDUCATION		**TERM COMPLETED**
SEED 62145 - Principles of Secondary Teaching (3 - Summer I)		_____
SEED 62191 - Seminar in Secondary Educ. (1 - Summer I)		_____
SEED 62146 - Instr. Strat. & Clrm. Mgt. (3 - Summer III)		_____
_____ - Methods in Major (3 - Fall)		_____
*_____ - Methods II in Major (3 - Fall)	**OR**	
#C*I 67330 - Reading in the Content Area (3 - Fall)		_____
SEED 67147 - Tchg. Adol. In the Sec. Sch. Culture (3 - Fall)		_____
SEED 62192 - Adv. Practicum & Internship (3 - Fall)		_____
SEED 62191 - Seminar in Secondary Educ. (1 - Fall)		_____
SEED 62192 - Adv. Practicum & Internship (10 - Spring)		_____
SEED 62191 - Seminar in Secondary Educ. (2 - Spring)		_____
SEED 62198 - Research in Secondary Educ. (3 - Spring)		_____

*Mathematics, Integrated Language Arts, and Art Majors only

#For majors other than those listed in * above

CURRICULUM CONTENT/ELECTIVES AS ADVISED (minimum 3-4 semester hours)	**TERM COMPLETED**
1. _____	_____
2. _____	_____

Total Number of Hours (minimum 44-45)

Extra Content Coursework Needed for M.A.T.

_____ _____

Advisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Updated 09/2010

Dear Janice Hutchison,

It was a pleasure working with you on your proposal for the new concentration for the MAT to focus on ESL. This will be a useful program for students who have completed the equivalent of a BA TESL and who wish to work toward state licensure. The TESL Program Committee of the English Department supports the new MAT concentration.

Best wishes having the proposal accepted, and let's be sure to cooperate to ensure a quality program for students pursuing this option.

Sarah Rilling
Associate Professor and UG Studies Coordinator
Department of English
Kent State University

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	MA - Master of Arts
Program Name	**Family Studies** Program Code **FS**
Concentration(s)	Human Development and Family Studies Concentration(s) Code(s) HDFS
Proposal	Revise Program

Description of proposal:

This proposal revises the name of the program to Human Development and Family Studies

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

Current total credit hours: 32 Proposed total credit hours 32

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

The GERO concentration is being eliminated so there is no longer a need for a separate concentration in HDFS. The new program name will be a more accurate reflection of the program content.

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

None.

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins — 9/14/2010

Department Chair / School Director / Campus Dean

Nancy E. Barbour — 10/26/10

College Dean

Mary Brennan — 10/26/10

Dean of Graduate Studies (for graduate proposals)

_____ — ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Lifespan Development and Educational Sciences		
College	EH - Education, Health and Human Services		
Degree	MA - Master of Arts		
Program Name	**Family Studies**	Program Code	**FS**
Concentration(s)	Gerontology	Concentration(s) Code(s)	GERO
Proposal	Inactivate Program		

Description of proposal:

This proposal inactivates the Gerontology concentration and the Human Development and Family Studies concentration within the MA program in Family Studies.

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

Current total credit hours: 32 Proposed total credit hours 0

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

There is currently only one student enrolled in this program, and she is on track to graduate in 2011. No new students will be admitted to the program. There is no effect on staffing.

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

None.

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins 9/14/2010

Department Chair / School Director / Campus Dean

Mary E. Barbour 10/26/10

College Dean

Mary Ann Hooker 10/26/10

Dean of Graduate Studies (for graduate proposals)

___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Aug-10 Curriculum Bulletin _____
Effective Date Fall 2011 Approved by EPC _____

Department Lifespan Development and Educational Sciences
College EH - Education, Health and Human Services
Degree MA - Master of Arts
Program Name **Family Studies** Program Code **FS**
Concentration(s) Human Development and Family Studies Concentration(s) Code(s) HDFS
Proposal Revise Program Requirement

Description of proposal:

This proposal adds seven courses to the list of suggested focus area courses in the program requirements.

Now emulates HDFS concentration (now inactivated)

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 32 Proposed total credit hours 32

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
There is no effect on enrollment or staffing. The addition of these courses will provide more options for students who have a particular interesting in aging and health-related issues.

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

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins 9/14/2010
Department Chair / School Director / Campus Dean

Nancy E. Barbour 10/26/10
College Dean

Mary Ann Stoner 10/26/10
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE
UNIVERSITY

Transmittal Memo

Date: October 8, 2010
To: Nancy Barbour, Ph.D., Associate Dean, Administrative Affairs and Graduate Education
From: Rhonda Richardson, Ph.D., HDFS Program Coordinator Rhonda Richardson
Re: Revisions to MA in FS

This proposal is to make program changes to the curriculum for the M.A. in Family Studies as follows:

1. Remove GERO concentration
2. Rename the major from MA in Family Studies with a concentration in Human Development and Family Studies [MA FS HDFS] to MA in Human Development and Family Studies [MA HDFS]
3. Revise the degree requirements by adding courses to the list of suggested focus area courses.

Curricular/consultative bodies that have approved this action:
HDFS Faculty: August 16, 2010
LDES SCC: September 8, 2010
Presented to EHHS Curriculum Committee: October 22, 2010
Presented to EPC: November 15, 2010

School of Lifespan Development and Educational Sciences
Counseling and Human Development Services • Educational Psychology • Gerontology
Human Development and Family Studies • Instructional Technology
Rehabilitation Counseling • School Psychology • Special Education
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2294 • Fax: 330-672-2512 • www.ehhs.kent.edu/ldes/

Proposal Summary

Title: Revisions to Master of Arts in Family Studies [MA FS]

Subject Specification: This proposal is intended to revise the Master of Arts degree in Family Studies [MA FS] by removing the Gerontology concentration [GERO], changing the name of the major to Human Development and Family Studies [MA HDFS], and revising program requirements.

Background Information:
1. The MA FS major currently offers two concentrations: Gerontology [GERO] and Human Development and Family Studies [HDFS]. Enrollment in the GERO concentration has been consistently low over the past five years; currently there is one student enrolled. As evidenced by the AQIP Assessment Report findings (attached) the program has not been successfully retaining or attaining students and as a result achievement targets have not been met. Current enrollment in the HDFS concentration is 18 students. A graduate interdisciplinary certificate in Gerontology is also available, which reduces demand for the GERO concentration. Students interested in specialized graduate coursework in Gerontology typically choose the certificate instead of the MA FS GERO degree (current enrollment in the graduate certificate program is 18 students). Therefore, there is no longer a need for two concentrations within the major. This proposal will remove the GERO concentration and incorporate all coursework into the HDFS curriculum.

2. With the concentration removed, there is no need to have HDFS as a sole concentration within the degree. Additionally, the current name of the major (Family Studies) does not reflect the fact that some of the coursework addresses human development. Therefore, this proposal will change the name of the MA FS HDFS to MA HDFS to more accurately reflect the curriculum.

3. Coursework from the previous GERO concentration as well as some additional Gerontology related courses will be added to the list of suggested focus area courses for the MA HDFS.

The proposed revisions will have no effect on HDFS and GERO course offerings or staffing.

If any inquiries or applications to the MA FS GERO are received prior to Fall of 2011, those individuals will be contacted by the program coordinator and advised to apply to the MA FS HDFS instead. The one student currently enrolled in the MA FS GERO is on track to graduate in 2011.

Alternatives and Consequences:
If this proposal is not approved, there will continue to be a GERO concentration within the MA FS major with almost no students enrolled.

Specific Recommendations and Justification:

1. **From the former GERO concentration, include these courses as suggested focus area courses:**
   PSYC 60610 *Psychology of Adulthood and Aging*
   SOC 62877 *Social Gerontology*
   Students with a special interest in adulthood and aging may want to select these when developing their focus area.

2. **Add the following courses as suggested focus area courses:**
   ARCH 55640 *Developing Environments for Older Adults*
   50020 BSCI ~~54020~~ *Biology of Aging*
   HDFS 54039 *Bereavement, Trauma and Other Losses* (new course)

PHIL 50005 *Health Care Ethics*
SOC 52010 *Death and Dying*

Students with a special interest in adulthood and aging and/or health related issues may want to select these when developing their focus area.

Note: Curriculum is also being revised to reflect revision to credit hours in courses, GERO 54092 *Practicum in Gerontology* (3-6) and HDFS 54092 *Practicum in HDFS* (3-6)

Timetable and Actions Required:
If approved, these changes would be effective Fall 2011 semester.
Approval by HDFS faculty: August 26, 2010
Approval of LDES Curriculum Committee: September 8, 2010
Presented to EHHS Curriculum Committee: October 22, 2010
Presented to EPC: November 15, 2010

Skip Navigation

Kent State University Catalog 2010 - 2011

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Lifespan Development and Educational Sciences
405 White Hall
Tel: 330-672-2294
Web: www.kent.edu/ehhs/ldes/index.cfm

For more information contact:
Rhonda Richardson
HDFS Program Coordinator
~~140 Nixson Hall~~ 406E White Hall
330-672-2026
rrichard@kent.edu

DESCRIPTION: The **Master of Arts** in Family Studies Human Development and ~~consists of two concentrations: Gerontology and Human Development and Family Studies.~~

~~Gerontology provides students with an interdisciplinary course of study and opportunities to participate in aging-related research and community outreach projects. Students are assisted in developing a specialty area in gerontology to enable them to advance in their professional or academic careers.~~

~~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 enables students to apply to become Certified Family Life Educators. 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.

ADMISSION REQUIREMENTS: Official transcript(s), 3.0 GPA, goal statement and three letters of recommendation.

GRADUATION REQUIREMENTS: Core ~~courses required in both concentrations include~~ requirements are HDFS 64023, HDFS 64024, EVAL 65510 ~~and~~ EVAL 65511, and EPSY 65523. ~~Human Development and Family Studies requires~~ 32 semester hours, ~~and Gerontology requires 33 semester hours.~~ A total of are required. add a program require. ~~sheet~~ page

THESIS/ DISSERTATION: ~~For Human Development and Family Studies~~ Either a Masters Thesis or a Masters Project is required. ~~Gerontology requires a Masters Thesis.~~

The thesis track is intended for research-oriented students and is designed to provide the opportunity to conduct original research. Approval of a thesis proposal by the student's thesis committee is required, as is the successful completion of an oral final examination conducted by the thesis committee.

The master's project track is intended for students who do not plan to continue graduate work beyond the master's degree, and provides the opportunity to approach research and theory in a more applied manner. The presentation and interpretation of original research is not required. However, approval of the intended project by the student's master's project committee is required, as is the successful completion of an oral final examination conducted by the master's project committee.

PROGRAM FEE: None

PLAN OF STUDY
Human Development and Family Studies
proposed

Master of Arts

School of Lifespan Development and Educational Sciences

(32 Semester Hours)

Student Name: _____ **Student Banner ID #** _____

Human Development and Family Studies Core Requirements:

_____EPSY 65523 Lifespan Development (3)
_____ EVAL 65510 Statistics I Education Services (3)
_____ EVAL 65511 Research in Educational Services (3)
_____ HDFS 64023 Family Theories and Processes (3)
_____ HDFS 64024 Family Life Education (3)

Thesis Option*
_____ HDFS 61199 Thesis I (6)
OR
Master's Project Option**
_____ HDFS 61198 Master's Project (6)

Suggested focus area courses: In consultation with advisor, select 11 hours to create a special emphasis.
_____ ARCH 55640 Developing Environments for Older Adults (3)
_____ BSCI ~~54020~~ 50020 Biology of Aging (3)
_____ GERO 54030 Adult Development and Aging (3)
_____ GERO/HDFS 54092 Practicum (3-~~10~~ 6)
_____ GERO 61191 Interdisciplinary Seminar in Gerontology (3)
_____ GERO/HDFS64022 Family Life in the Later Years (3)
_____ HDFS 54020 Adolescent Development (3)
_____ HDFS 54023 Building Family Strengths (3)
_____ HDFS 54028 Parent-Child Relationships (3)
_____ HDFS 54029 Family Policy (3)
_____ HDFS 54037 Positive Youth Development (3)
_____ HDFS 54038 Professional Child and Youth Work Practice (3)
_____ HDFS 54039 Bereavement, Trauma and Other Losses (3)
_____ HDFS 64025 Studies in Child Rearing (3)
_____ HDFS 64027 Early Adolescence (3)
_____ HDFS 65517 Work and Family (3)
_____ PHIL 50005 Health Care Ethics (3)
_____ PSYC 60610 Psychology of Adulthood and Aging (3)
_____ SOC 52010 Death and Dying (3)
_____ SOC 62877 Social Gerontology (3)
_____ Other related courses with approval of advisor.

*The thesis track is intended for research-oriented students and is designed to provide the opportunity to conduct original research. Approval of a thesis proposal by the student's thesis committee is required, as is the successful completion of an oral final examination conducted by the thesis committee.

**The master's project track is intended for students who do not plan to continue graduate work beyond the master's degree, and provides the opportunity to approach research and theory in a more applied manner. The presentation and interpretation of original research is not required. However, approval of the intended project by the student's master's project committee is required, as is the successful completion of an oral final examination conducted by the master's project committee.

_____
Student's Signature date

_____
Advisor's Signature date

Current Concentration

PLAN OF STUDY

Gerontology
Master of Arts
School of Lifespan Development and Educational Sciences
(33 Semester Hours)

Student Name: _____ **Student Banner ID #** _____

This interdisciplinary concentration emphasizes research and theory in the fields of family science and gerontology. The core courses in family provide a strong family theory background on which gerontology courses build. This then allows for the practical application of current developments in family studies and gerontology. Graduates with this M.A. degree are prepared to work with older people and their families in education, community-service, hospital, and long-term care settings.

Interdisciplinary Core Requirements:

_____ GCOL 60120 Interdisciplinary Perspectives on Gerontology (03)
_____ BSCI 50020 Biology of Aging (03) **OR**
_____ ELS 60610 Physiology Aging: Implications for Human Behavior (03)
_____ PSYC 60610 Psychology of Adulthood and Aging (03)
_____ SOC 62877 Social Gerontology (03)

Research Methodology:

_____ HDFS 61018 Techniques in Research in Family & Consumer Studies (03)
_____ EDPF 65510 Statistics I for Educational Services (03)

Departmental Requirements: In addition to the Interdisciplinary Gerontology Core of course work, students will be expected to meet the requirements for the M.A. degree in this department.

_____ GERO 64022 Families Life in the Later Years (03)
_____ HDFS 64023 Family Development (03)
_____ HDFS 64026 Intergenerational Family Caregiving (03)

Thesis (6 credits): A master's thesis encompassing original research will be presented and defended before a committee of graduate faculty members, at least two of whom will be members of the faculty in gerontological studies. There is no master's project option. The thesis and its defense must also meet the requirements of the department.

_____ HDFS 61199 Thesis I (06)

_____
Student's Signature date

_____
Advisor's Signature date

From: Dellman-Jenkins, Mary
Sent: Friday, August 13, 2010 2:38 PM
To: RICHARDSON, RHONDA
Subject: Enviroments for the Elderly
Hi, Rhonda,
Please find below email that provides documentation that we have the okay to add the ARCH course to both the HDFS graduate and undergraduate curriculum.
Thanks, Mary

From: FLEMING, JONATHAN
Sent: Wednesday, August 11, 2010 5:42 PM
To: Dellman-Jenkins, Mary
Cc: Donna Alexander
Subject: RE: Enviroments for the Elderly

Mary and Donna
It was my pleasure to meet with you both yesterday.

The course number and title is ARCH 45640 Developing Environments for Older Adults. Thursday seems a good day for our students schedules. I look forward to getting details to work out.

Enjoy,

Jonathan Paul Fleming, Architect, LEED AP
Interim Associate Dean and Architecture Program Coordinator
College of Architecture and Environmental Design
Kent State University
Architecture offices: 330-672-2789 voice: 330-672-0934

From: Dellman-Jenkins, Mary
Sent: Wednesday, August 11, 2010 5:36 PM
To: FLEMING, JONATHAN
Cc: Donna Alexander
Subject: Enviroments for the Elderly

Hi, Jonathan,
For spring 2011, Thursday night would be the very best time to offer the Environments for the Elderly class. Just for fyi purposes:

- Monday night the Recreation and Aging course is taught
- Tuesday night is Health Care Ethics
- Wed. night the Biology of Aging course is offered.

Thank you again for working with us. The activation of the Environments for the Elderly course will definitely help us with our accreditation and as we discussed this past week, a great way for the College of Architecture to contribute to our university's gerontology curriculum at both the undergraduate and graduate level.

Take care, Mary

FW Proposed Beavement Course for Family Life Educators .txt
From: Dellman-Jenkins, Mary
Sent: Friday, August 13, 2010 1:40 PM
To: RICHARDSON, RHONDA
Subject: FW: Proposed Beavement Course for Family Life Educators

Attachments: Course Outline revised last.docx; Syllabus spring 2010.doc;
Final log - Ashley.docx

Hi, Rhonda,
These are to below 2 emails sent to sociology. Since they did not respond, we can assume that they have no concerns.
Mary

-----Original Message-----
From: Dellman-Jenkins, Mary
Sent: Friday, July 30, 2010 12:47 PM
To: SERPE, RICHARD; 'cstacy@kent.edu'
Subject: Proposed Beavement Course for Family Life Educators

Hi, Clare and Richard,

Just a follow up to the earlier email I sent you regarding the creation of an applied bereavement course for our Human Development and Family Studies majors.

The reworking of the attached Special Topics course will be part of a major proposal that will be presented by our first college curriculum in early September. If you do have any concerns, please email these next week.

Thank you, Mary

-----Original Message-----
From: Dellman-Jenkins, Mary
Sent: Monday, July 19, 2010 3:38 PM
To: SERPE, RICHARD
Cc: STACEY, CLARE
Subject: Proposed Beavement Course for Family Life Educators

Dear Richard and Stacy,

The Human Development and Family Studies program have been offered as a SPECIAL TOPICS course in the area of bereavement, trauma, and other losses for the past two years. This course (PLEASE SEE ATTACHMENTS) is very applied and focuses on practice implications for students hoping to secure family life education positions after graduation.

Please let me know at your earliest convenience whether you have any concerns. Since the SOC Death and Dying course is driven by research and theory, and the HDFS course is focused on practice implications, I'm hoping you will not have any encroachment concerns.

Open Email List

Print this report

Kent State University

Detailed Assessment Report
2008-2009 Gerontology MA

Mission/Purpose

The mission of the M.A. program in Gerontology is to provide students with an interdisciplinary course of study and opportunities to participate in aging-related research and community outreach projects. Emphasis is on providing students with opportunities to develop a speciality area in gerontology that will enable them to advance in their professional or academic careers.

Goals

G 1: Strong multidisciplinary knowledge base in the fields of social, physical, psychological gerontology.
Strong understanding of the psychology, sociology, and biology of aging and related research skills.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Identify dimensions of human life
1. Goal: To instill in students a holistic perspective of human life. Learning Objective: Students will identify physical, intellectual, emotional, and social dimensions of human life within their respective disciplines.

Associations:

Institutional Priorities:

2.1 Helping Students Learn

Strategic Plans:

Office of the President
1.1.1.1 Focus on those we serve, especially our students

Related Measures:

M 1: Course embedded activities
Course-embedded activities including examinations, papers, presentations and projects required in the courses necessary for the Master of Arts Gerontology Professional program.

Achievement Target:
Completion of all graduation course requirements for the degree. Awarding of the Master of Arts degree by KSU. The College of Fine & Professional Arts Office is responsible for verifying the requirements have been met.

Findings (2008-2009) - Achievement Target: Not Met
This objective was not accomplished; none of the students at the thesis stage have completed all the requirements necessary for the MA in Gerontology.

Findings (2007-2008) - Achievement Target: Not Met
This objective was not accomplished; none of the students at the thesis stage have completed all the requirements necessary for the MA in Gerontology.

Findings (2006-2007) - Achievement Target:
There are no student enrolled in this program.

Findings (2005-2006) - Achievement Target: Met
Currently, there are no students enrolled in the Gerontology MA program.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Details* section of this report.

Provide advanced knowledge/theory in gerontology.
Established in Cycle: 2007-2008
Continue to provide students with advanced knowledge/theory/policy/practice in gerontology.

Provide advanced knowledge/theory in gerontology.
Established in Cycle: 2008-2009
Continue to provide students with advanced knowledge/theory/policy/practice in gerontology.

O 2: Identify ways to contribute to the quality of life
2 Goal: To prepare students to contribute to the quality of life, well-being, and wellness of individuals and families. Learning Objective: Students will identify ways to contribute to quality of human life within their respective disciplines.

Associations:

Institutional Priorities:

2.1 Helping Students Learn

Strategic Plans:

Office of the President
1.1.1.1 Focus on those we serve, especially our students

Related Measures:

M 2: Master`s thesis/master`s project proposal
The development of a master's thesis/master's project proposal.

Achievement Target:
Filing of the Thesis/Master's Project Topic Approval Form in the school office. The student's academic advisor is responsible for verifying the form has been filed.

Findings (2008-2009) - Achievement Target: Not Met
This objective was not accomplished; none of the students at the stage of developing a Master Thesis proposal have done so.

Findings (2007-2008) - Achievement Target: Not Met
This objective was not accomplished; none of the students at the stage of developing a Master Thesis proposal have done so.

Findings (2006-2007) - Achievement Target:
There are currently no students enrolled in this program.

Findings (2005-2006) - Achievement Target: Met
No students are currently enrolled in this program.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Details* section of this report.

Provide advanced knowledge/theory in gerontology.
Established in Cycle: 2007-2008
Continue to provide students with advanced knowledge/theory/policy/practice in gerontology.

Provide advanced knowledge/theory in gerontology.
Established in Cycle: 2008-2009
Continue to provide students with advanced knowledge/theory/policy/practice in gerontology.

O 3: Participate in research and outreach
3 Goal: To expose students to quality research and outreach. Learning Objective: Students will participate in research and outreach within their respective disciplines.

Associations:

Institutional Priorities:

2.1 Helping Students Learn

Strategic Plans:

Office of the President

1.1.1.1 Focus on those we serve, especially our students
3.1 Promote excellence in research and creative endeavors
4.1 Engage with the world beyond our campuses

Related Measures:

M 3: Completion of graduation requirements
Completion of all graduation requirements for the degree including both course requirements as well as the thesis/Master's project.

Achievement Target:
Awarding of the Master of Arts Gerontology degree by KSU. The College of Fine & Professional Arts Office is responsible for verifying the degree requirements have been met. The FCS Graduate Coordinator and advisor will also monitor student files to assess progress towards degree completion

Findings (2008-2009) - Achievement Target: Not Met
This objective was not accomplished; none of the students currently enrolled in the program have met the requirements for graduation.

Findings (2007-2008) - Achievement Target: Not Met
This objective was not accomplished; none of the students currently enrolled in the program have met the requirements for graduation.

Findings (2006-2007) - Achievement Target:
There currently are no students enrolled in this program.

Findings (2005-2006) - Achievement Target: Met
Currently no students are enrolled in the Gerontology MA program.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Action Plan Details* section of this report.

Provide advanced knowledge/theory in gerontology.
Established in Cycle: 2007-2008
Continue to provide students with advanced knowledge/theory/policy/practice in gerontology.

Provide advanced knowledge/theory in gerontology.
Established in Cycle: 2008-2009
Continue to provide students with advanced knowledge/theory/policy/practice in gerontology.

Action Plan Details for This Cycle (by Established cycle, then alpha)

Provide advanced knowledge/theory in gerontology.
Continue to provide students with advanced knowledge/theory/policy/practice in gerontology.

Established in Cycle: 2007-2008
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Completion of graduation requirements | **Outcome/Objective:** Participate in research and outreach
Measure: Course embedded activities | **Outcome/Objective:** Identify dimensions of human life
Measure: Master`s thesis/master`s project proposal | **Outcome/Objective:** Identify ways to contribute to the quality of life

Implementation Description:
Responsible Person/Group: Graduate faculty in Family Studies and Human Development
Additional Resources: Faculty with expertise in nursing home administration.

Provide advanced knowledge/theory in gerontology.
Continue to provide students with advanced knowledge/theory/policy/practice in gerontology.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Completion of graduation requirements | **Outcome/Objective:** Participate in research and outreach
Measure: Course embedded activities | **Outcome/Objective:** Identify dimensions of human life
Measure: Master`s thesis/master`s project proposal | **Outcome/Objective:** Identify ways to contribute to the quality of life

Implementation Description:
Responsible Person/Group: Graduate faculty in Family Studies and Human Development
Additional Resources: Faculty with expertise in nursing home administration.

Analysis Answers

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

Our assessments did not provide any evidence of strengths or progress in meeting program outcomes/objectives.

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

Our assessments provided evidence that the goals of this program need to be carefully reviewed. At present, the program is not successfully retaining or attracting students.

Annual Reports

Executive Summary

This program provides students with advanced knowledge/theory/practice in the interdisciplinary field of gerontology.

Contributions to the Institution

Program prepares students for: (a) leadership positions in gerontology and aging-related fields; and (b) doctoral study.

Highlights

Faculty are superior teachers and notable researchers in the field of aging.

Teaching Activities

Faculty serve as excellent role models for students as scholars and are highly skilled in combining their research and teaching.

Research and Scholarly Activities

Faculty serve as excellent role models for students as scholars and are highly skilled in combining their research and teaching.

Public/Community Service

Faculty members` public/community collaborations and initiatives provide students with quality service learning opportunties.

International Activities

Opportunities are currently being explored.

Challenges

Additional faculty with expertise in nursing home administration.

KENT STATE
UNIVERSITY

COLLEGE AND GRADUATE SCHOOL OF EDUCATION, HEALTH, AND HUMAN SERVICES
Office of the Associate Dean for Administrative Affairs and Graduate Education

409 White Hall
Phone: 330-672-0552
Fax: 330-672-2285
E-mail: nbarbour@kent.edu

TO: Dr. Stephane Booth
Associate Provost Quality Initiatives and Curriculum

FROM: Dr. Nancy Barbour
Associate Dean for Administrative Affairs and Graduate Education

DATE: October 26, 2010

SUBJECT: Curricular Proposals

I am requesting that the items listed below be placed on the agenda of the November 15, 2010 Educational Policies Council meeting effective for fall semester of the 2011-2012 academic year. These proposals were approved by unanimous vote at the October 22, 2010 EHHS Curriculum Council meeting.

1. Program Revision: TLC – Career-Technical Teacher Education Program. Inactivation of EdS degree; Inactivation of Vocational Marketing Education M Ed degree; Inactivation of Vocational Marketing Education MA degree; Inactivation of Trade and Industrial Education M Ed degree; and Inactivation of Trade and Industrial Education MA degree.
2. Establish New Concentration: TLC – Secondary Education – MAT – English as a Second Language
3. Program Revision: LDES – Family Studies – MA: Inactivation of the Gerontology concentration; revision of program adding seven courses; and program revision to change name to Human Development and Family Studies.

Should you have any questions or concerns, please feel free to contact our office.

NB:alw

Cc: Dr. Mary Ann Stephens, Interim Dean Research and Graduate Studies

Enc: All pertinent submission paperwork for items 1, 2 and 3

KENT STATE
UNIVERSITY

Transmittal Memo

Date: October 8, 2010

To: Nancy Barbour, Ph.D., Associate Dean, Administrative Affairs and Graduate Education
Steve Mitchell, Interim Undergraduate Curriculum Committee Co-Chair, Fall 2010

From: Patrick O'Connor, EdD., Career and Technical Teacher Education, Program Coordinator

Re: Revisions to CTTE program

This proposal is to inactivate specified undergraduate and graduate majors in the Career-Technical Teacher Education program.

Curricular/consultative bodies that have approved this action:
CTTE Program Area: August 16, 2010
TLC SCC: September 22, 2010
Presented to EHHS Curriculum Committee: October 22, 2010
Presented to EPC: November 15, 2010

Teaching, Learning and Curriculum Studies
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2580 • Fax: 330-672-3246 • http://ehhs.kent.edu/tlc

TO: CURRICULUM COMMITTEES

FROM: PATRICK J. O'CONNOR

SUBJECT: DEGREE INACTIVATION

DATE: AUGUST 16, 2010

Program faculty in Career-Technical Teacher Education met to discuss necessary curricular actions. Faculty agreed to:

1) Inactivate graduate programs: Faculty approved the inactivation of both MA and Med in Trade and Industrial Education and Vocational Marketing Education. Also, the EdS in Career-Technical Education will be inactivated.

2) Inactivation of undergraduate degrees: Faculty approved the inactivation of Integrated Business Education, Career-Technical Education, Family/Consumer Sciences, and Vocational Marketing Education.

CURRICULUM PROPOSAL

TITLE: Curriculum Modifications and Updates in Career-Technical Teacher Education

SUBJECT SPECIFICATION: This proposal in intended to revise two areas of Career-Technical Education: 1) inactivate graduate level majors: Master of Arts and Master of Education in Trade and Industrial Education [MA/MEd TIED], Master of Arts and Master of Education in Vocational Marketing Education [MA/MEd VMKT], and Educational Specialist in Career-Technical Education [EdS CTTE]; and 2) inactivate undergraduate majors/licensure areas: Bachelor of Science in Education, Career-Technical Education [BSE CTTE]; Bachelor of Science in Education, Integrated Business Education [BSE IBED]; Bachelor of Science in Education, Family and Consumer Science Education [BSE FCSE]; and Bachelor of Science in Education, Marketing Education [BSE MKT].

BACKGROUND INFORMATION: The Career Technical Teacher Education program currently consists of several majors and licensure options at both the graduate and undergraduate levels. These majors have been at KSU for many years; however, for the past 10 or so years a number of factors have evolved which make delivering several of them problematic. The majors at issue are: BSE degrees in Integrated Business Education, Family Consumer Sciences Education, and Marketing Education which lead to teaching licensure, and an MAT licensure option for each. The factors that support inactivation of these majors are:

Enrollment - Enrollment in each degree has been consistently low for many years. For example, enrollment each year for the last three years has been FCS (8-10 each), Marketing (1), and Integrated Business (3-4). FCS has been the most active of the three.

Job market - The number of teaching positions has been declining for years. The primary reason is the increased emphasis on academic requirements to send more students to college. At the middle and high school levels, the CTE courses are electives and are being "squeezed" out of the school day. This has led, over time, to a decline in the need for teachers in these subject areas. The number of positions for Integrated Business and Marketing has been very limited. FCS has been more solid with all graduates securing teaching positions.

Another factor that is (and will) having an impact is the number of districts that are consolidating high schools. Akron, Parma, Cleveland and Lorain are examples of communities that are considering consolidation. As the number of high schools declines, the need for all teachers, including CTE, will decrease.

Reasons for Inactivation

Faculty - The CTTE program area has one tenured faculty member, one faculty member in a tenure-track line, and one full time NTT. The NTT receives approximately 50% support from an ODE grant and has taken much of the responsibility for the degree programs, especially FCS. We anticipate her retirement in the near future. Much of the leadership and supervision for these degrees will be lacking after her departure.

Specifically, without a content expert advising, collaboration with the content area, networking with schools for student teaching, and job placement will diminish.

In effect, our capacity to deliver quality degrees will suffer. The program coordinator has discussed the possibility of faculty from the Family and Consumer Sciences area assisting in the future. However, it does not appear the faculty expertise exists in FCS to assist.

Insufficient enrollment – Enrollment in these degrees has been limited for many years and is unlikely to increase. An example of the result of low enrollment is the inquiry seminar (CTTE 45925) that accompanies student teaching. We expect to have only four students enrolled for fall, 2010. Since this an insufficient number, we will need to place these students in another seminar in another department. We will do our best to provide a quality experience for the students; however, it will not be the same as having a specific seminar taught by a content specialist.

Accreditation – The degrees were approved at the most recent NCATE visit in 2008. The degrees are currently undergoing a similar review by the OBR. The accreditation process was successful; however, it was difficult due to the lack of faculty who specialize in the subject areas. It is expected that preparation for future reviews will be even more difficult without any specific faculty in these areas.

Availability of programming at other area universities – KSU offers the only Marketing Education program in the area, Integrated Business is also offered at YSU. FCS is offered at Akron and YSU.

Impact on the program area

It is difficult to predict exactly how the program area will be impacted by these deactivations; however, a few considerations are evident. The CTTE program area numbers may see a small decline. Historically, the students in these degrees took classes with teachers in the non-traditional licensure program. This has been the only way to serve the students because the numbers are so low.

Program Profile - With approval of this proposal, the CTTE program profile will consist mainly of the non-traditional licensure program, one traditional undergraduate degree, a master's degree, one endorsement, and graduate courses that serve an endorsement offered through the special education program.

Articulation - The CTTE program faculty have aligned certificate programs, associate, bachelor, and master degrees in response to university and Board of Regents expectations. For example, students who complete an undergraduate CTTE certificate program can pursue an associate of science degree in the regional system. This associate degree is also aligned with the Trade and Industrial Education bachelor degree. Students who complete the certificate program at the graduate level can continue working toward the CTE Master of Education degree.

All teachers completing the non-traditional program effective Fall of 2010 receive a certificate in CTTE. In addition, many of the teachers transition into degree programs.

A few students at the undergraduate level transition into a Trade and Industry (TIED) bachelor degree.

Also, the program area offers an endorsement for Career-Based Intervention. Program faculty members are also connected to activities with colleagues in special education. In short, there will be sufficient enrollment, instructional assignments, scholarship and advising/service for the remaining faculty.

Provisions for Phase-out - All students affected by the inactivation will be notified and advised of options to pursue other degrees. Also, advising offices at Kent and regional campuses will be notified. Courses will continue to be offered for two years beyond inactivation.

ALTERNATIVES AND CONSEQUENCES: There are no alternatives or consequences resulting from these curricular actions.

SPECIFIC RECOMMENDATIONS AND JUSTIFICATION: Based on evidence provided above, the proposal requests specified graduate degrees and undergraduate degrees/licenses be inactivated: MA/MEd in Trade and Industrial Education [TIED] and Vocational Marketing Education [VMKT]; EDs in Career-Technical Education [CTTE]; and BSE in Career-Technical Education [CTT], Integrated Business Education [IBED], Family and Consumer Science Education [FCSE], and Marketing Education [MKT].

With approval of this proposal, the CTTE program will consist of: graduate and undergraduate certificates in Career-Technical Teacher Education [C205, C625], a Career-Based Intervention (CBIP) endorsement, a BSE in Trade and Industrial Education [TIED], and a Masters degree in Career-Technical Education [MEd CTTE]. Enrollment and activity in these areas has been stable for many years and is expected to continue. An Ohio Department of Education capacity grant supports these activities and is expected to continue.

TIMETABLE AND ACTIONS REQUIRED: If approved, actions will be effective fall semester, 2011. Courses will be offered for two years after term of inactivation.

Proposal to be presented to Curriculum committees:
CTTE Program Area – August, 16, 2010
Teaching Learning and Curriculum – September 22, 2010
Education, Health and Human Services – October 22, 2010
Educational Policies Committee – November 15, 2010

assessment & planning management system

Kent State University
Patrick O'Connor

Home Assessment Mapping Reports Logout

Help

Cycle and Entity Selection:

2009-2010 (Current) **Career Technical Teacher Education BSE**

Assessment Summary - Edit Outcome/Objective

Condensed Description: *

Programm offerings 128

Description: Current content uses 38 of 400,000 available characters (including HTML).

Review and condense program offerings.

Design HTML Preview

Student Learning Outcome? ○ No ◉ Yes

Outcome/Objective Associations:

Goals
Add Associations

Standards
No Associated Standards Available

General Education or Core Curriculum
Add Associations

Institutional Priorities
Add Associations

Strategic Plans
Add Associations

Relevant Associations:

20000

Entry Status: ○ Draft / In Progress ◉ Final

Editing Log:

4000

Established in Cycle: **2009-2010**

Active through Cycle: **Keep Active**

Save **Cancel**

PRIVACY | ACCESSIBILITY | EMAIL ADMIN

© 2002-2010 Virginia Commonwealth University. All Rights Reserved.

WWW.KENT.EDU

WWW.KENT.EDU

assessment & planning management system

Kent State University
Patrick O'Connor

Home Assessment Mapping Reports Logout

Help

Cycle and Entity Selection:

2009-2010 (Current) **Career Technical Teacher Education BSE**

Assessment Summary - Edit Measure

Select a Source of Evidence: (Currently: Curriculum) *

Edit

Condensed Description: *

Reduce offerings 128

Description: * Current content uses 90 of 250,000 available characters (Including HTML).

Prepare documents and curricular proposals to reduce number of degree/licensure offerings.

Design HTML Preview

Select Related Outcomes/Objectives: *

4: Programm offerings

Edit Relationships

Established in Cycle: **2009-2010**

Active through Cycle: **Keep Active**

Entry Status: ○ Draft / In Progress ◉ Final

Editing Log:

4000

Save Cancel

PRIVACY | ACCESSIBILITY | EMAIL ADMIN
© 2002-2010 Virginia Commonwealth University All Rights Reserved
WWW.KENT.EDU
WWW.KENT.EDU

To be inactivated

Roadmaps
Catalog copy
Requirement Sheets

(BSE CTTE catalog/roadmap/req sheets not available)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	teaching, learning and curriculum (TLC)
College	EH - Education, Health and Human Services
Degree	BSE - Bachelor of Science in Education
Program Name	**Career-Technical Education** Program Code **CTTE**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

INACTIVATE UNDERGRADUATE PROGRAM

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

Current total credit hours: Proposed total credit hours

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

none

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

REQUIRED ENDORSEMENTS

Alexa L Sandmann 9/27/10

Department Chair / School Director / Campus Dean

S. Mitchell 10/28/10

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	teaching, learning and curriculum (TLC)
College	EH - Education, Health and Human Services
Degree	BSE - Bachelor of Science in Education
Program Name	**Integrated Business Education** Program Code **IBED**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

INACTIVATE UNDERGRADUATE INTEGRATED BUSINESS EDUCATION PROGRAM

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

Current total credit hours: Proposed total credit hours

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

none

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

REQUIRED ENDORSEMENTS

_____ 9/27/10

Department Chair / School Director / Campus Dean

_____ ___/___/___

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	teaching, learning and curriculum (TLC)
College	EH - Education, Health and Human Services
Degree	BSE - Bachelor of Science in Education
Program Name	**Marketing Education** Program Code **MKT**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

INACTIVATE UNDERGRADUATE MARKETING EDUCATION PROGRAM

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

Current total credit hours: Proposed total credit hours

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

none

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

REQUIRED ENDORSEMENTS

Alyce L Anderson 9/27/10

Department Chair / School Director / Campus Dean

___/___/___

College Dean

___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	teaching, learning and curriculum (TLC)		
College	EH - Education, Health and Human Services		
Degree	BSE - Bachelor of Science in Education		
Program Name	**Family and Cnsumer Sciences Education**	Program Code	**FCSE**
Concentration(s)	Concentration(s) Code(s)		
Proposal	Inactivate Program		

Description of proposal:

INACTIVATE UNDERGRADUATE FAMILY/CONSUMER SCIENCES PROGRAM

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

Current total credit hours: Proposed total credit hours

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

none

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

REQUIRED ENDORSEMENTS

[signature] 9/27/10

Department Chair / School Director / Campus Dean

_____ ___/___/___

College Dean

_____ ___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Jul-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	TLC
College	EH - Education, Health and Human Services
Degree	EDS - Educational Specialist
Program Name	**Career-Technical TEacher Education** Program Code **ctte**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

INACTIVATE GRADUATE EDS PROGRAM

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

Current total credit hours: Proposed total credit hours

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

none

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

none

REQUIRED ENDORSEMENTS

_____ 9/27/10

Department Chair / School Director / Campus Dean

_____ 10/26/10

College Dean

_____ 10/26/10

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	teaching, learning and curriculum
College	EH - Education, Health and Human Services
Degree	MA - Master of Arts
Program Name	**Trade and Industrial Education** Program Code **TIED**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

INACTIVATE GRADUATE MA PROGRAM

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

Current total credit hours: Proposed total credit hours

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

none

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

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	9/27/10
College Dean	10/26/10
Executive Dean of Regional Campuses / Dean of Graduate Studies	10/26/10
Senior Vice President for Academic Affairs and Provost	/ /

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	teaching, learning and curriculum
College	EH - Education, Health and Human Services
Degree	MED - Master of Education
Program Name	**Trade and Industrial Education** Program Code **TIED**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

INACTIVATE GRADUATE MED PROGRAM

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

Current total credit hours: Proposed total credit hours

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

none

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

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	9/27/10
College Dean	10/26/10
Executive Dean of Regional Campuses / Dean of Graduate Studies	10/26/10
Senior Vice President for Academic Affairs and Provost	/ /

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	teaching, learning and curriculum
College	EH - Education, Health and Human Services
Degree	MA - Master of Arts
Program Name	**Vocational Marketing Education** Program Code **VMKT**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

INACTIVATE GRADUATE PROGRAM - MA

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

Current total credit hours: Proposed total credit hours

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

none

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

REQUIRED ENDORSEMENTS

Alexa L. Sandmann — 9/27/10

Department Chair / School Director / Campus Dean

Nancy E. Barbour — 10/26/10

College Dean

Mary Ann Hartman — 10/26/10

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	teaching, learning and curriculum
College	EH - Education, Health and Human Services
Degree	MED - Master of Education
Program Name	**Vocational Marketing Education** Program Code **VMKT**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

INACTIVATE GRADUATE PROGRAM - MED

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

Current total credit hours: Proposed total credit hours

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

none

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

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean — 9/27/10

College Dean — 10/26/10

Executive Dean of Regional Campuses / Dean of Graduate Studies — 10/26/10

Senior Vice President for Academic Affairs and Provost — / /

Kent State University Catalog 2010 - 2011

Career - Technical Teacher Education ~~- Ed.S~~. and M.Ed.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Teaching, Learning and Curriculum Studies
404 White Hall
Tel: 330.672.2580
Fax: 330.672.3246
Web:http://www.kent.edu/ehhs/tlcs/index.cfm

DESCRIPTION: ~~**The Educational Specialist** in Career-Technical Teacher Education serves individuals who desire to continue as classroom and/or laboratory instructors in one of the career-technical service areas.~~

The **Master of Education** in Career-Technical Teacher Education serves individuals who desire to continue as classroom and/or laboratory instructors in one of the career-technical service areas. Available specializations include integrated business education, marketing education, family and consumer science education and trade and industrial education. The special needs specialization focuses on coursework and professional experiences related to the study of special needs populations in career-technical education.

ADMISSION REQUIREMENTS: Official transcript(s), goal statement and two letters of recommendation.

GRADUATION REQUIREMENTS: 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.

PROGRAM FEE: None

Kent State University Catalog 2010 - 2011

Trade and Industrial Education - M.A. and M.Ed.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Teaching, Learning and Curriculum Services
404 White Hall
Tel: 330-672-2580
Fax: 330-672-3246
Web: www.kent.edu/ehhs/tlcs/index.cfm

For information, contact:

DESCRIPTION: The **Master of Arts** and **Master of Education** in Trade and Industrial Education is designed to serve individuals who desire to continue as classroom and/or laboratory instructors in one of the career-technical service areas.

ADMISSION REQUIREMENTS: Official transcript(s), goal statement and two letters of recommendation.

GRADUATION REQUIREMENTS: **M.A. and M.Ed.:** The 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.

PROGRAM FEE: None

Kent State University Catalog 2010 - 2011

Vocational Marketing Education - M.A. and M.Ed.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Teaching, Learning and Curriculum Services
404 White Hall
Tel: 330-672-2580
Fax: 330-672-3246
Web: www.kent.edu/ehhs/tlcs/index.cfm

DESCRIPTION: The **Master of Arts** and **Master of Education** in Vocational Marketing Education is designed to serve individuals who desire to continue as classroom and/or laboratory instructors in one of the career-technical service areas.

ADMISSION REQUIREMENTS: Official transcript(s), goal statement and two letters of recommendation.

GRADUATION REQUIREMENTS: **M.A. and M.Ed.**: The 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.

PROGRAM FEE: None

Kent State University Catalog 2010 - 2011

Integrated Business Education - B.S.E.

COLLEGE:	Education, Health and Human Services
DEPARTMENT:	School of Teaching, Learning and Curriculum Studies 404 White Hall Tel: 330-672-2580 | Fax: 330-672-3246 http://www.ehhs.kent.edu/tlc/
DESCRIPTION:	The Integrated Business Education program prepares teachers for middle and high school instruction in a variety of business-related courses. In addition to professional education core classes, prospective teachers complete major area content courses in business as well as information technology applications. Students must complete the Praxis series of examinations to obtain the initial Ohio five year license.
CAREER OPPORTUNITIES:	Teachers of self-enrichment education held about 261,000 jobs in 2006. The largest numbers of teachers were employed by public and private educational institutions, religious organizations, and providers of social assistance and amusement and recreation services. (Source: Bureau of Labor Statistics)
ADMISSION REQUIREMENTS:	Students seeking admission to this program must meet all professional requirements for admission to advanced study. A maximum of 100 students will be admitted to this program each academic year. A minimum ACT composite score of 21 (980 SAT combined critical reading and math score) OR a 2.75 cumulative high school grade point average and all 16 of the recommended college preparatory units is required.Students seeking admission to this program must meet all professional requirements for admission to advanced study and have a minimum cumulative 2.75 GPA in all previous undergraduate coursework. Because of the instituted enrollment management plan, meeting the above requirements does not automatically provide students admittance to the early childhood education major. Faculty will select the most qualified applicants based upon the number of available student spaces, students' standardized test scores, essay, interview and cumulative GPA. Students should contact the Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire into the procedures associated with admission to advanced study and selective admission to the early childhood education program. Students transferring from another university should meet with an academic advisor in 304 White Hall at least one semester prior to transferring.
GRADUATION REQUIREMENTS:	Minimum 133 credit hours. 2.75 cumulative GPA. Required for Ohio Licensure: Must pass Praxis II "Principles of Learning and Teaching" and Praxis II specialty test "Business Education" (passing score 610).
LANGUAGE REQUIREMENT:	None
STUDY ABROAD/AWAY OPPORTUNITIES:	There are many study abroad/away opportunities, for more information contact the Office of International Affairs.
PROGRAM FEE:	$35/semester
STUDENT ORGANIZATIONS:	Kent Student Education Association

Kent State University Catalog 2010 - 2011

Integrated Business Education - B.S.E. Program Requirements

For semester-by-semester course sequencing for this program view, the 2010-2011 Roadmap.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts; **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (96-97 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	ACCT ACTT	23020 11000	Introduction to Financial Accounting (3) ***or*** Accounting I: Financial (4)	3-4
	CI	47330	Reading and Writing in Adolescence	3
	CTTE	46017	Student-Centered Leadership in Career Technical Education	3
		45372	Issues in Career Technical Education Subjects	3
		45377	Career and Technical Education: Advanced Methodologies	3
WIC		46001	Organization of Career and technical Education*	3
		46015	Methods of Career and Technical Education	3
		46019	Coordination of Career Technical Cooperative Education Programs	3
		46020	Curriculum Guide Design and Application	3
		46031	Student Teaching in Career Technical Education	9
		49525	Inquiry Into professional Practice	3
	CULT	29535	Education in a Democratic Society	3
	EPSY	29525	Educational Psychology	3
	HED	42575	Health and Learning: Strategies for Students and Teachers	3
	ITEC	19525	Educational Technology	3
	MIS	34185	Individual and Group Behavior	3
DD	SPED	23000	Introduction to Exceptionalities	3
	BMRT BUS	11000 10123	Introduction to Business (3) ***or*** Exploring Business (3)	3
	BMRT FIN	21000 26074	Business Law and Ethics (3) ***or*** Legal Environment of Business (3)	3
	BMRT MIS	11009 24163	Introduction to Management Technology (3) ***or*** Principles of Management (3)	3
	BMRT MKTG	21050 25010	Fundamentals of Marketing Technology (3) ***or*** Marketing (3)	3
	COMT MIS	11000 24053	Introduction to Computer Systems (3) ***or*** Introduction to Computer Application (3)	3

	ENG ITAP	20002 26638	Introduction to Technical Writing (3) ***or*** Business Communications (3)	3
	Specialty Area Coursework (see advisor)			21
III.	**ADDITIONAL REQUIREMENTS (36-41 credits)**			
Type	**Course**		**Title**	**Credits**
KAD	COMM	32142	Introduction to Human Communication	3
KSS	ECON	22060	Principles of Microeconomics	3
KAD		22061	Principles of Macroeconomics	3
KSS	PSYC	11762	General Psychology	3
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Mathematics and Critical Reasoning			3-5
			MINIMUM TOTAL	**133**

*A minimum C (2.0) grade must be earned to fulfill writing-intensive requirement.

KENT STATE UNIVERSITY

Roadmap: Integrated Business Education - Bachelor of Science in Education

[EH-BSE-IBED]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirements	15			See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]				
Required: successful completion of Praxis I Reading (score 174), Writing (score 172), Mathematics (score 174)				
CULT 29535 Education in a Democratic Society	**3**		**C**	
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
PSYC 11762 General Psychology	3			Fulfills Kent Core Social Sciences and domestic diversity requirement
Kent Core Requirements	6			See Kent Core Summary on page 2
Semester Three: [18-19 Credit Hours]				
Required: 2.75 minimum cumulative GPA by end of semester				
EPSY 29525 Educational Psychology	**3**		**C**	
ECON 22060 Principles of Microeconomics	3			Fulfills Kent Core Social Sciences
ACCT 23020 Introduction to Financial Accounting *or* ACTT 11000 Accounting I	3-4		C	
BMRT 11000 Introduction to Business *or* BUS 10123 Exploring Business	3		C	
COMT 11000 Introduction to Computer Systems *or* MIS 24053 Introduction to Computer Applications	3		C	
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Four: [18 Credit Hours]				
Apply and be accepted for advanced study. 2.75 minimum cumulative GPA required.				
BMRT 11009 Introduction to Management Technology *or* MIS 24163 Principles of Management	3		C	
BMRT 21000 Business Law and Ethics *or* FIN 26074 Legal Environment of Business	3		C	
BMRT 21050 Fundamentals of Marketing Technology *or* MKTG 25010 Marketing	3		C	
ECON 22061 Principles of Macroeconomics	3			Fulfills Kent Core Additional
ENG 20002 Introduction to Technical Writing *or* ITAP 26638 Business Communication	3		C	
SPED 23000 Introduction to Exceptionalities	3		C	Fulfills domestic diversity requirement
Semester Five: [18 Credit Hours]				
CTTE 46001 Organization of Career and Technical Education	**3**	■	**C**	**Fulfills writing-intensive course requirement**
CTTE 46015 Methods of Career and Technical Education	3	■	C	
CTTE 46019 Coordination of Career Technical Cooperative Education Programs	3	■	C	
ITEC 19525 Educational Technology	3		C	
Specialty Area Coursework (upper or lower division)	6		C	See advisor for recommended courses

KENT STATE UNIVERSITY

Roadmap: Integrated Business Education - Bachelor of Science in Education
[EH-BSE-IBED]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Six: [18 Credit Hours]				
Required: apply for student teaching				
CTTE 45372 Issues in Career Technical Education Subjects	3	■	C	
CTTE 45377 Career Technical Education: Advanced Methodologies	3	■	C	
MIS 34185 Individual and Group Behavior	3	■	C	
Specialty Area Coursework (upper or lower division)	9		C	See advisor for recommended courses
Semester Seven: [18 Credit Hours]				
Required: apply for graduation				
CI 47330 Reading and Writing in Adolescence	3	■	C	
CTTE 46017 Student-Centered Leadership in Career Technical Education	3	■	C	
CTTE 46020 Curriculum Guide Design and Application	3	■	C	
HED 42575 Health and Learning: Strategies for Students and Teachers	3	■	C	
Specialty Area Coursework (upper or lower division)	6		C	See advisor for recommended courses
Semester Eight: [12 Credit Hours]				
CTTE 46031 Student Teaching in Career Technical Education	9	■	S	
CTTE 49525 Inquiry into Professional Practice	3	■	C	

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
133	42	137	SPED 23000 / LER	CTTE 46001	2.00	2.75

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and ECON 22061	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; grade of C required in both courses	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Fulfilled in this major with ECON 22060 and PSYC 11762	0

Special program requirements:

- Students must pass the Praxis II "Principles of Learning and Teaching" and Praxis II specialty test "Business Education" (passing score 610).
- Students applying for teaching licensure should pick up the licensure packet in 304 White Hall.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

KENT STATE UNIVERSITY

Roadmap: Integrated Business Education - Bachelor of Science in Education
[EH-BSE-IBED]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

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

Integrated Business Education Licensure (grades 4-12) 133-135 hours
IBED CY 2010

Name: _____ Catalog Year: _____

Banner#: _____ Date: _____

Please note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (37-38 hours)

US	10097	DestinationKentState: FirstYearExper...	1

Composition

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

Mathematics & Critical Reasoning

Choose ONE from Mathematics & Critical Reasoning

_____ 3

Social Sciences

ECON	22060	Principles of Microeconomics	3
PSYC	11762	General Psychology	3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Basic Sciences

Choose TWO from Basic Sciences

_____ 3

_____ 3

_____ (lab)..... (1)

Humanities and Fine Arts

Select three from Humanities & Fine Arts. One must be from Arts & Sciences and one must be a fine arts course

(A&S) _____ 3

_____ 3

Choose ONE from Fine Arts

_____ 3

Additional

COMM	15000	Intro. to Human Comm	3
ECON	22061	Principles of Macroeconomics	3

Major Core Courses (24-25 hours) "C" or better is required

ACCT	23020	Intro. To Fin. Accounting ***OR***	w	MIS	34185	Individual and Group Behavior	3
ACTT	11000	Accounting I	3-4	FIN	26074	Legal & Regulatory Environ. ***OR***	
BUS	10123	Exploring Business ***OR***		BMRT	21000	Business Law & Ethics	3
BMRT	11000	Introduction to Business	3	MKTG	25010	Marketing ***OR***	
MIS	24053	Intro to Comp. & Info Sys ***OR***		BMRT	21050	Fundamentals of Marketing Tech	3
COMT	11000	Introduction to Computer Sys.	3	ITAP	26638	Business Communications ***OR***	
MIS	24163	Principles of Management ***OR***		ENG	20002	Intro. to Technical Writing	3
BMRT	11009	Introduction to Management Tech.	3				

Specialty Area (21 hours)

COMT	11006	Introduction to Website Tech.	3	ITAP	16636	Data Management.	3
ITAP	16620	Word Processing I.	3	ITAP	16639	Database Applications.	1
ITAP	16621	Word Processing II.	3	ITAP	26611	Spreadsheet Applications.	3
ITAP	16625	Business Presentations.	2	ITAP	26622	Desktop Publishing I.	3

Professional Course Work (51 hours) "C" or better is required

Prerequisite Course work for Admission to Advanced Study:

CULT	29535	Education in a Democratic Society	3

Other Required Education Coursework*: 9

ITEC	19525	Educational Technology	(3)
EPSY	29525	Educational Psychology	(3)
SPED	23000	Intro. to Exceptionalities	(3)

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

***At least one of the Other Required Education courses (at left) must be taken prior to Admission to Advanced Study.**

Advanced Study Course Work:

C I	47330	Reading & Writing in Adol	3
HED	42575	Health & Learning	3

(HED 42575 course requirements include CPR & First Aid Cert)

CTTE	46015	Methods of Career & Tech Ed	3
CTTE	46017	Student-Centered Leadership	3
CTTE	45372	Issues in CTTE Subjects	3

Please See Your Faculty Advisor For The Sequencing Of Courses

	CTTE	45377	Career & Tech Ed: Adv Meth	3
w	CTTE	46001	Organization of CTTE	3
	CTTE	46019	Coord. Of Coop. Ed. Programs	3
	CTTE	46020	Curriculum Guide: Design &App	3

Student Teaching Block

CTTE	46031	Student Teaching in Career/Tech Ed	9
CTTE	49525	Inquiry into Prof Practice	3

*** Must apply for student teaching 1 year prior to student teaching**

All LER, content, and professional (education) coursework must be completed prior to Student Teaching.

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Professional Advisor's Signature _____

Each semester, meet with assigned faculty advisor:

_____

Total Hours Completed _____

Hours Needed:

General Coursework _____

Major Coursework (Core) _____

Specialty Area Coursework _____

Professional Coursework _____

Total for Degree _____

Please refer to page 2 for program notes.

Kent State University Catalog 2010 - 2011

Family and Consumer Sciences Education

COLLEGE: Education, Health and Human Services

DEPARTMENT: School of Teaching, Learning and Curriculum Studies
404 White Hall
Tel: 330-672-2580 | Fax: 330-672-3246
http://www.ehhs.kent.edu/tlc/

DESCRIPTION:

The Bachelor of Science in Education in Family and Consumer Sciences Education comprises three concentrations: Early Childhood Education and Care, Food Management Production and Services, and Work and Family.

The early childhood education degree leads to licensing by the Ohio Department of Education, a license specific to career-technical education. Candidates complete specific content coursework in family and consumer sciences as well as early childhood education. Candidates must also complete specific occupational competencies either through work experience and/or an internship in early childhood. Candidates must also pass the Praxis Examination series and complete student teaching.

The food management production and services degree leads to licensing by the Ohio Department of Education. This license is specific to career-technical education programs in food management production and services. Candidates are required to complete content-specific coursework in family and consumer sciences as well as food production management and services; complete specific occupational competencies either through work experience and/or an internship in food production management and services; and pass the Praxis Examination series and complete student teaching.

The family and consumer sciences program leads to licensure by the Ohio Department of Education. Licenses are available in Work and Family, Early Childhood Education and Food Management/Production. Each license requires content coursework in family and consumer sciences, professional education and career-technical teacher education including student teaching. Students must pass the Praxis series of examinations to become fully licensed. Licenses in early childhood education and food management/production also require specific work experience in the respective area.

CAREER OPPORTUNITIES: Teachers of self-enrichment education held about 261,000 jobs in 2006. The largest numbers of teachers were employed by public and private educational institutions, religious organizations, and providers of social assistance and amusement and recreation services. (Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program and Community Health, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 21 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll as pre-majors for selected programs or EHHS General until which time they have the required 2.75 GPA.

GRADUATION REQUIREMENTS: Minimum 121 credit hours. Minimum 2.75 cumulative GPA.

Required for Ohio Licensure: Successful completion of Praxis II "Principles of Learning and Teaching Grades 7-12" with a passing score of 165. Successful completion of Praxis II specialty test "Family and Consumer Sciences" with a passing score 148.

LANGUAGE REQUIREMENT: None

STUDY ABROAD/AWAY OPPORTUNITIES: There are many study abroad/away opportunities, for more information contact the Office of International Affairs.

PROGRAM FEE: $35/semester

STUDENT ORGANIZATIONS: Kent Student Education Association

Kent State University Catalog 2010 - 2011

Family and Consumer Sciences Education - B.S.E. Program Requirements

Early Childhood Education and Care Concentration
Food Management Production and Service Concentration
Work and Family Concentration

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts; **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (63 credits)***			
Type	**Course**		**Title**	**Credits**
	CI	47330	Reading and Writing in Adolescence	3
	CTTE	36014	Evaluation Practices in Career Technical Education	3
		45372	Issues in Career Technical Education Subjects	3
		45377	Career and Technical Education: Advanced Methodologies	3
WIC		46001	Organization of Career and Technical Education**	3
		46015	Methods of Career and Technical Education	3
		46020	Curriculum Guide Design and Application	3
		46031	Student Teaching in Career Technical Education	9
		49525	Inquiry into Professional Practice	3
	CULT	29535	Education in a Democratic Society	3
	EPSY	29525	Educational Psychology	3
	HED	42575	Health and Learning; Strategies for Students and Teachers	3
	HDFS	24011	Interpersonal Relationships and Families	3
		25512	Management of Family Resources	3
		44022	Changing Roles of Men and Women	3
	HM	13022	Sanitation and Safety Principles	3
	ITEC	19525	Educational Technology	3
KBS	NUTR	23511	Science of Human Nutrition	3
DD	SPED	23000	Introduction to Exceptionalities	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (34 credits)**			
Type	**Course**		**Title**	**Credits**
KBS	CHEM	10050	Fundamentals of Chemistry	3
KAD	COMM	15000	Introduction to Human Communications	3
KAD	ECON	22060	Principles of Microeconomics	3
KHU DG	HIST	11050	History of Civilization I	3
KHU DG		11051	History of Civilization II	3
KSS DD	PSYC	11762	General Psychology	3
KSS DD	SOC	12050	Introduction to Sociology	3
	Kent Core Basic Sciences Laboratory			1

	Kent Core Composition**	6-8
	Kent Core Fine Arts	3
	Kent Core Mathematics and Critical Reasoning	3-5
IV.	**CONCENTRATION REQUIREMENTS (23 credits)**	
	Early Childhood Education and Care (24)	
	Food Management Production and Service (24)	
	Work and Family (24)	
	MINIMUM TOTAL	**122**

*All courses within the Major Requirements must be earned with a minimum C (2.0) grade.

** A minimum C (2.0) grade must be earned. A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

Early Childhood Education and Care Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (21-24 credits)*				
Type	**Course**		**Title**	**Credits**
	CTTE	46192	Practicum: Occupational (see advisor)	3-6
	ECED	20163	Understanding Young Children: Typical and Atypical Pathways	3
		30123	Language and Literacy for the Preschool Child	3
		30134	Integrated Expressive Arts and Social Studies in Preschool	3
		30164	Preschool Education	3
		40145	Music and Rhythms in Preprimary Education	3
	PEP	25034	Early Childhood Motor Development	3
II. ADDITIONAL CONCENTRATION REQUIREMENTS (3 credits)				
Type	**Course**		**Title**	**Credits**
	General Elective			3
			MINIMUM TOTAL	**24**

*All courses within the Concentration Requirements must be earned with a minimum C (2.0) grade.

Food Management Production and Service Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (21-23 credits)*				
Type	**Course**		**Title**	**Credits**
	CTTE	46192	Practicum: Occupational (see advisor)	4-6
	HM	13024	Introduction to Hospitality Management	2
		23012	Food Study	3
		33020	Legal Issues in the Hospitality Industry	3
		33028	Hospitality Purchasing	3
		43030	Food Service Systems Management	3
		43032	Food Product and Service Management	3
II. ADDITIONAL CONCENTRATION REQUIREMENTS (3 credits)				
Type	**Course**		**Title**	**Credits**
	General Elective			3
			MINIMUM TOTAL	**24**

*All courses within the Concentration Requirements must be earned with a minimum C (2.0) grade.

Work and Family Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (18 credits)*				
Type	**Course**		**Title**	**Credits**
	FDM	10030	Fashion Fabrics	3
	HDFS	24012	Child Development	3
		41093	Variable Topic Workshop: Human Development And Family Studies	3
	HM	23012	Food Study	3
	Choose one from the following:			**6**
	GERO	44030	Adult Development and Aging (3)	
	HDFS	24013	Early Adolescence (3)	
		44023	Building Family Strengths (3)	
		44029	Family Policy (3)	
II. ADDITIONAL CONCENTRATION REQUIREMENTS (6 credits)				
Type	**Course**		**Title**	**Credits**
	General Elective (see faculty)			6
			MINIMUM TOTAL	**24**

*All courses within the Concentration Requirements must be earned with a minimum C (2.0) grade.

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Early Childhood Education and Care - Bachelor of Science in Education

[EH-BSE-FCSE-ECEC]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [13 Credit Hours]				
HIST 11050 History of Civilization I	3			Fulfills Kent Core Humanities and global diversity course requirement
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirements	9			See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]				
Requirement: pass Praxis I Reading (174 score), Writing (172 score) and Mathematics (174 score)				
CULT 29535 Education in a Democratic Society	**3**		**C**	
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
HIST 11051 History of Civilization II	3			Fulfills Kent Core Humanities and global diversity course requirement
PSYC 11762 General Psychology	3			Fulfills Kent Core Social Sciences and domestic diversity requirement
NUTR 23511 Science of Human Nutrition	3			Fulfills Kent Core Basic Sciences
Semester Three: [16 Credit Hours]				
Requirement: minimum 2.75 cumulative GPA by end of semester				
EPSY 29525 Educational Psychology	**3**		**C**	
CHEM 10050 Fundamentals of Chemistry	3			Fulfills Kent Core Basic Sciences
ECED 20163 Understanding Young Children: Typical and Atypical Pathways	3		C	
HDFS 24011 Interpersonal Relationships and Families	3		C	
Kent Core Requirements	4			See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]				
Requirement: minimum 2.75 cumulative GPA by end of term; apply for Advanced Study and be accepted by end of term				
ECON 22060 Principles of Microeconomics	3			Fulfills Kent Core Additional
HDFS 25512 Management of Family Resources	3		C	
HM 13022 Sanitation and Safety Principles	3		C	
PEP 25034 Early Childhood Motor Development	3		C	
SPED 23000 Introduction to Exceptionalities	3		C	Fulfills domestic diversity course requirement
Semester Five: [18 Credit Hours]				
CTTE 46001 Organization of Career and Technical Education	3	■	C	Fulfills writing-intensive course requirement
CTTE 46015 Methods of Career and Technical Education	3	■	C	
ECED 30123 Language and Literacy for the Preschool Child	3	■	C	
ECED 30134 Integrated Expressive Arts and Social Studies in Preschool	3	■	C	
ECED 30164 Preschool Education	3	■	C	
ITEC 19525 Educational Technology	3		C	

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Early Childhood Education and Care - Bachelor of Science in Education
[EH-BSE-FCSE-ECEC]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Six: [18 Credit Hours]				
Requirement: apply for student teaching				
CTTE 45372 Issues in Career Technical Education Subjects	3	■	C	
CTTE 45377 Career and Technical Education: Advanced Methodologies	3	■	C	
ECED 40145 Music and Rhythms in Preprimary Education	3	■	C	
HDFS 44022 Changing Roles of Men and Women	3	■	C	
SOC 12050 Introduction to Sociology	3			Fulfills Kent Core Social Sciences
General Electives (lower or upper division)	3			Number of credits required depends on meeting minimum 122 credit hours
Semester Seven: [15-18 Credit Hours]				
CI 47330 Reading and Writing in Adolescence/ Adulthood	3	■	C	
CTTE 36014 Evaluation Practices in Career Teacher Education	3	■	C	
CTTE 46020 Curriculum Guide Design and Application	3	■	C	
CTTE 46192 Practicum: Occupational	3-6	■	C	See advisor for registration
HED 42575 Health and Learning: Strategies for Students and Teachers	3	■	C	
Semester Eight: [12 Credit Hours]				
CTTE 46031 Student Teaching in Career Technical Education	**9**	■	**S**	
CTTE 49525 Inquiry into Professional Practice	**3**	■	**C**	

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
122	39	36	HIST 11050 / SPED 23000	CTTE 46001	2.75	2.75

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and ECON 22060	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with CHEM 10050 and NUTR 23511; must take laboratory course	1
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; grade of C required in both courses	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	6 credit hours are fulfilled in the major with HIST 11050 and 11051; remaining credit hours must come from the Fine Arts category	3
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Fulfilled in this major PSYC 11762 and SOC 12050	0

Note on Licensure:

1. Successful complete Praxis II "Principles of Learning and Teaching Grades 7-12" (passing score 165) and Praxis II specialty tests "Family and Consumer Sciences" (passing score 148).
2. Apply for teaching license (pick up licensure packet in 304 White Hall).

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Early Childhood Education and Care - Bachelor of Science in Education
[EH-BSE-FCSE-ECEC]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Food Management Production and Services - Bachelor of Science in Education

[EH-BSE-FCSE-FMPS]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [14 Credit Hours]				
HIST 11050 History of Civilization I	3			Fulfills Kent Core Humanities and global diversity course requirement
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirements	10			See Kent Core Summary on page 2
Semester Two: [17 Credit Hours]				
Requirement: pass Praxis I Reading (174 score), Writing (172 score) and Mathematics (174 score)				
CULT 29535 Education in a Democratic Society	**3**		**C**	
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
HIST 11051 History of Civilization II	3			Fulfills Kent Core Humanities and global diversity course requirement
HM 13024 Introduction to Hospitality Management	2		C	
PSYC 11762 General Psychology	3			Fulfills Kent Core Social Sciences and domestic diversity course requirement
Kent Core Requirements	3			
Semester Three: [18 Credit Hours]				
Requirement: minimum 2.75 cumulative GPA by end of semester				
EPSY 29525 Educational Psychology	**3**		**C**	
CHEM 10050 Fundamentals of Chemistry	3			Fulfills Kent Core Basic Sciences
HDFS 24011 Interpersonal Relationships and Families	3		C	
HM 13022 Sanitation and Safety Principles and Practices	3		C	
SOC 12050 Introduction to Sociology	3			Fulfills Kent Core Social Sciences
General Elective	3			
Semester Four: [15 Credit Hours]				
Requirement: minimum 2.75 cumulative GPA; apply for Advanced Study and be accepted by end of term				
ECON 22060 Principles of Microeconomics	3			Fulfills Kent Core Additional
HDFS 25512 Management of Family Resources	3		C	
HM 23012 Food Study	3		C	
NUTR 23511 Science of Human Nutrition	3		C	Fulfills Kent Core Basic Sciences
SPED 23000 Introduction to Exceptionalities	3		C	Fulfills domestic diversity course requirement
Semester Five: [15 Credit Hours]				
CTTE 46001 Organization of Career and Technical Education	3	■	C	Fulfills writing-intensive course requirement
CTTE 46015 Methods of Career and Technical Education	3	■	C	
HM 33020 Legal issues in the Hospitality Industry	3	■	C	
HM 43030 Food Service Systems Management	3	■	C	
ITEC 19525 Educational Technology	3		C	

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Food Management Production and Services - Bachelor of Science in Education
[EH-BSE-FCSE-FMPS]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Six: [15 Credit Hours]				
Requirement: apply for student teaching				
CTTE 45372 Issues in Career Technical Education Subjects	3	■	C	
CTTE 45377 Career and Technical Education: Advanced Methodologies	3	■	C	
HDFS 44022 Changing Roles of Men and Women	3	■	C	
HM 33028 Hospitality Purchasing	3	■	C	
HM 43032 Food Product and Service Management	3	■	C	
Semester Seven: [16-18 Credit Hours]				
CI 47330 Reading and Writing in Adolescence/ Adulthood	3	■	C	
CTTE 36014 Evaluation Practices in Career Teacher Education	3	■	C	
CTTE 46020 Curriculum Guide Design and Application	3	■	C	
CTTE 46192 Practicum: Occupational	4-6	■	C	See advisor for registration
HED 42575 Health and Learning: Strategies for Students and Teachers	3	■	C	
Semester Eight: [12 Credit Hours]				
CTTE 46031 Student Teaching in Career Technical Education	**9**	■	**S**	
CTTE 49525 Inquiry into Professional Practice	**3**	■	**C**	

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
122	39	36	HIST 11050 / SPED 23000	CTTE 46001	2.75	2.75

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and ECON 22060	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*	6 credit hours are fulfilled in this major with CHEM 10050 and NUTR 23511; must a take laboratory course	1
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; grade of C required in both courses	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	6 credit hours are fulfilled in the major with HIST 11050 and 11051; remaining credit hours must be from the Fine Arts category	3
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Fulfilled in this major PSYC 11762 and SOC 12050	0

Note on Licensure:

1. Successful complete Praxis II "Principles of Learning and Teaching Grades 7-12" (passing score 165) and Praxis II specialty tests "Family and Consumer Sciences" (passing score 148).
2. Apply for teaching license (pick up licensure packet in 304 White Hall).

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Food Management Production and Services - Bachelor of Science in Education
[EH-BSE-FCSE-FMPS]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Work and Family-
Bachelor of Science in Education
[EH-BSE-FCSE-WFAM]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [14 Credit Hours]				
HIST 11050 History of Civilization I	3			Fulfills Kent Core Humanities and global diversity requirements
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirements	10			See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]				
Requirement: pass Praxis I Reading (174 score), Writing (172 score) and Mathematics (174 score)				
CULT 29535 Education in a Democratic Society	**3**		**C**	
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
HIST 11051 History of Civilization II	3			Fulfills Kent Core Humanities and global diversity requirements
NUTR 23511 Science of Human Nutrition	3		C	Fulfills Kent Core Basic Sciences
PSYC 11762 General Psychology	3			Fulfills Kent Core Social Sciences and domestic diversity requirements
Semester Three: [15 Credit Hours]				
Requirement: minimum 2.75 cumulative GPA by end of semester				
EPSY 29525 Educational Psychology	**3**		**C**	
CHEM 10050 Fundamentals of Chemistry	3			Fulfills Kent Core Basic Sciences
HDFS 24011 Interpersonal Relationships and Families	3		C	
SOC 12050 Introduction to Sociology	3			Fulfills Kent Core Social Sciences
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]				
Requirement: minimum 2.75 cumulative GPA; apply for Advanced Study and be accepted by end of term				
ECON 22060 Principles of Microeconomics	3			Fulfills Kent Core Additional
HDFS 24012 Child Development	3		C	
HDFS 25512 Management of Family Resources	3		C	
HM 13022 Sanitation and Safety Principles and Practices	3		C	
SPED 23000 Introduction to Exceptionalities	3		C	Fulfills domestic diversity course requirement
Summer II: [3 Credit Hours]				
HDFS 41093 Workshop: Family and Consumer Issues	3	■	C	Offered in summer I sessions only
Semester Five: [15 Credit Hours]				
CTTE 46001 Organization of Career and Technical Education	3	■	C	Fulfills writing-intensive course requirement
CTTE 46015 Methods of Career and Technical Education	3	■	C	
FDM 10030 Fashion Fabrics	3		C	
GERO 44030 Adult Development and Aging *or* HDFS 24013 Early Adolescence *or* HDFS 44023 Building Family Strengths *or* HDFS 44029 Family Policy	3		C	
ITEC 19525 Educational Technology	3		C	

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Work and Family-
Bachelor of Science in Education
[EH-BSE-FCSE-WFAM]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Six: [15 Credit Hours]				
Requirement: apply for student teaching				
CTTE 45372 Issues in Career Technical Education Subjects	3	■	C	
CTTE 45377 Career and Technical Education: Advanced Methodologies	3	■	C	
HDFS 44022 Changing Roles of Men and Women	3	■	C	
HM 23012 Food Study	3		C	
General Elective (lower or upper division)	3			
Semester Seven: [18 Credit Hours]				
Requirement: apply for graduation				
CI 47330 Reading and Writing in Adolescence/ Adulthood	3	■	C	
CTTE 36014 Evaluation Practices in Career Teacher Education	3	■	C	
CTTE 46020 Curriculum Guide Design and Application	3	■	C	
GERO 44030 Adult Development and Aging *or* HDFS 24013 Early Adolescence *or* HDFS 44023 Building Family Strengths *or* HDFS 44029 Family Policy	3		C	
HED 42575 Health and Learning: Strategies for Students and Teachers	3	■	C	
General Elective (lower or upper division)	3			Number of credits required depends on meeting minimum 122 credit hours and minimum 39 upper-division credit hours
Semester Eight: [12 Credit Hours]				
CTTE 46031 Student Teaching in Career Technical Education	**9**	■	**S**	
CTTE 49525 Inquiry into Professional Practice	**3**	■	**C**	

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
122	39	36	HIST 11050 / SPED 23000	CTTE 46001	2.75	2.75

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fufilled in this major with COMM 15000 and ECON 22060	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*	6 credit hours are fulfilled in this major with CHEM 10050 and NUTR 23511; must take laboratory course	1
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; grade of C required in both courses	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	6 credit hours are fulfilled in the major with HIST 11050 and 11051; remaining credit hours must be from the Fine Arts category	3
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Fulfilled in this major PSYC 11762 and SOC 12050	0

KENT STATE UNIVERSITY

Roadmap: Family and Consumer Sciences Education - Work and Family-
Bachelor of Science in Education
[EH-BSE-FCSE-WFAM]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Note on Licensure:

1. Successful complete Praxis II "Principles of Learning and Teaching Grades 7-12" (passing score 165) and Praxis II specialty tests "Family and Consumer Sciences" (passing score 148).
2. Apply for teaching license (pick up licensure packet in 304 White Hall).

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

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

Family & Consumer Sciences Education Licensure 122-128 hours
FCSE (grades 4-12) CY 2010

Name: _____ Catalog Year: _____

Banner#: _____ Date: _____

Please Note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (37-38 hours)

US 10097 Destination Kent: First Year Experience 1

Composition

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

Mathematics & Critical Reasoning

Choose ONE from Mathematics & Critical Reasoning
_____ 3

Social Sciences

PSYC 11762 General Psychology 3
SOC 12050 Introduction to Sociology 3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Basic Sciences

CHEM 10050 Fundamentals of Chemistry..... 3
_____(lab) ..... (1)
NUTR 23511 Science of Human Nutrition 3

Humanities and Fine Arts

HIST 11050 History of Civilization I 3
HIST 11051 History of Civilization II 3
Choose ONE from Fine Arts (See Reverse)
_____ 3

Additional

COMM 15000 Intro. to Human Comm 3
ECON 22060 Principles of Microeconomics 3

Major Course Work (36-39 Hours) "C" or better is required

Core Course Work (12 hours)

HDFS 24011 Interperson. Rel. & Families..... 3
HDFS 25512 Mgmt. Of Fam. Resource..... 3
HDFS 44022 Changing Roles of Men & Women..... 3
HM 13022 Sanitation & Safety 3

Major Concentration Courses (Choose ONE)

Work & Family (WFAM)
(Teach Home Economics) 24 hours

HM 23012 Food Study..... 3
HDFS 24012 Child Development..... 3
HDFS 41095 WKS: Family & Cons Iss 3
FDM 10030 Fashion Fabrics..... 3
General Elective _____ 3
General Elective _____ 3
Choose *TWO* (see faculty for substitutions): 6
HDFS 24013 Early Adolescence (3)
GERO 44030 Adult Dev. & Aging (3)
HDFS 44029 Family Policy (3)
HDFS 44023 Bldg Family Strengths (3)

Food Management & Production Service (FMPS)
(Teach Culinary Skills) 24-26 hours

HM 23012 Food Study..... 3
HM 33020 Legal Iss in Hospitality Ind..... 3
HM 33028 Hospitality Purchasing..... 3
HM 43030 Food Service Sys Mgt..... 3
HM 13024 Intro. to Hospitality Mgmt..... 2
HM 43032 Food Product & Srv Mgmt..... 3
CTTE 46192 Practicum: Occupational..... 4-6
General Elective _____ 3

Early Childhood Education & Care (ECEC)
(Teach Child Care) 24-27 hours

ECED 20163 Understand Young Child..... 3
ECED 30123 Language & Literacy 3
ECED 30134 Exp Arts & Social Studies.... 3
ECED 30164 Pre-School Education 3
ECED 40145 Mus & Rhythms..... 3
*ECED 40153 Org & Sup Early Child 3
PEP 25034 Early Child. Motor Dev 3
CTTE 46192 Practicum: Occupational..... 3-6
*Course no longer offered-see faculty for substitution

Professional Course Work (48 hours) "C" or better is required

Prerequisite Course work for Admission to Advanced Study:

CULT 29535 Education in a Democratic Society 3

Other Required Education Coursework*:..... 9

ITEC 19525 Educational Technology (3)
EPSY 29525 Educational Psychology (3)
SPED 23000 Intro. to Exceptionalities (3)

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

***At least one of the Other Required Education courses (at left) must be taken prior to Admission to Advanced Study.**

Advanced Study Course Work: *Please see your faculty advisor for the sequencing of courses*

C I 47330 Reading & Writing in Adol..... 3
CTTE 36014 Eval. Practices in CTTE..... 3
CTTE 46015 Methods of CTTE 3
CTTE 45372 Issues In CTTE Subjects..... 3
CTTE 45377 Career & Tech Ed: Advan Methods..... 3
w CTTE 46001 Organization of CTTE 3
CTTE 46020 Curriculum Guide: Design & App..... 3
HED 42575 Health & Learning..... 3
(HED 42575 course requirements include CPR & First Aid Cert)

Student Teaching Block

CTTE 46031 Student Teaching in Career/Tech Ed..... 9
CTTE 49525 Inquiry into Professional Practice..... 3

***Must apply for student teaching 1 yr prior to student teaching.**
All Kent Core, content, and professional (education) coursework must be completed prior to Student Teaching.

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature: _____

Professional Advisor's Signature _____

Each semester, meet with your Assigned Faculty Advisor: _____

Please refer to page 2 for program notes.

Total Hours Completed _____

Hours Needed:
General Coursework _____
Major Coursework _____
Professional Coursework _____
Total for Degree _____

Kent State University Catalog 2010 - 2011

Marketing Education - B.S.E.

COLLEGE:	Education, Health and Human Services
DEPARTMENT:	School of Teaching, Learning and Curriculum Studies 404 White Hall Tel: 330-672-2580 | Fax: 330-672-3246 http://www.ehhs.kent.edu/tlc/
DESCRIPTION:	The Marketing Education program leads to the General Marketing Education license to teach at the high school level. Students complete coursework in marketing, professional education and Career-Technical teacher education including student teaching. Students must pass the Praxis series of examinations to become fully licensed.
CAREER OPPORTUNITIES:	Teachers of self-enrichment education held about 261,000 jobs in 2006. The largest numbers of teachers were employed by public and private educational institutions, religious organizations, and providers of social assistance and amusement and recreation services. (Source: Bureau of Labor Statistics)
ADMISSION REQUIREMENTS:	Students seeking admission to this program must meet all professional requirements for admission to advanced study. A maximum of 100 students will be admitted to this program each academic year. A minimum ACT composite score of 21 (980 SAT combined critical reading and math score) OR a 2.75 cumulative high school grade point average and all 16 of the recommended college preparatory units is required. Students seeking admission to this program must meet all professional requirements for admission to advanced study and have a minimum cumulative 2.75 GPA in all previous undergraduate coursework. Because of the instituted enrollment management plan, meeting the above requirements does not automatically provide students admittance to the early childhood education major. Faculty will select the most qualified applicants based upon the number of available student spaces, students' standardized test scores, essay, interview and cumulative GPA. Students should contact the Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire into the procedures associated with admission to advanced study and selective admission to the early childhood education program. Students transferring from another university should meet with an academic advisor in 304 White Hall at least one semester prior to transferring.
GRADUATION REQUIREMENTS:	Minimum 121 credit hours. 2.75 cumulative GPA. Required for Ohio Licensure: Must pass Praxis II "Principles of Learning and Teaching grades 7-12" (passing score 165) and Praxis II specialty test "Marketing Education" (passing score 124)
LANGUAGE REQUIREMENT:	None
STUDY ABROAD/AWAY OPPORTUNITIES:	There are many study abroad/away opportunities, for more information contact the Office of International Affairs.
PROGRAM FEE:	$35/semester
STUDENT ORGANIZATIONS:	Kent Student Education Association

KENT STATE UNIVERSITY

Roadmap: Marketing Education - Bachelor of Science in Education

[EH-BSE-MKT]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [13 Credit Hours]				
PSYC 11762 General Psychology	3			Fulfills Kent Core Social Sciences and domestic diversity requirement
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirements	9			See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]				
Required: successful completion of Praxis I Reading (score 174), Writing (score 172), Mathematics (score 174)				
CULT 29535 Education in a Democratic Society	**3**		**C**	
BUS 10123 Exploring Business	3		C	
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
HIST 11050 History of Civilization I	3			Fulfills Kent Core Humanities and global diversity requirement
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
Requirement: minimum 2.75 cumulative GPA by end of term				
ECON 22060 Principles of Microeconomics	3			Fulfills Kent Core Social Sciences
EPSY 29525 Educational Psychology	3		C	
HIST 11051 History of Civilization II	3			Fulfills Kent Core Humanities
Kent Core Requirements	6			See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]				
Requirement: apply and be accepted for Advanced Study, minimum 2.75 cumulative GPA				
MKTG 25010 Marketing	**3**		**C**	
ECON 22061 Principles of Macroeconomics	3			Fulfills Kent Core Additional
ITEC 19525 Educational Technology	3		C	
SPED 23000 Introduction to Exceptionalities	3		C	Fulfills domestic diversity course requirement
MKTG elective (lower or upper division)	3		C	
Semester Five: [18 Credit Hours]				
CTTE 46001 Organization of Career and Technical Education	**3**	■	**C**	**Fulfills writing-intensive course requirement**
CTTE 46015 Methods of Career and Technical Education	**3**	■	**C**	
CTTE 46019 Coordination in Career Technical Cooperation Education Programs	3	■	C	
MKTG 35035 Consumer Behavior	3	■	C	
MKTG 45082 Retail and Web-Based Merchandising	3	■	C	
MIS 24053 Introduction to Computer Applications	3		C	
Semester Six: [15 Credit Hours]				
Requirement: apply for student teaching				
CTTE 45372 Issues in Career Technical Education Subjects	**3**	■	**C**	
CTTE 45377 Career and Technical Education: Advanced Methodologies	**3**	■	**C**	
MKTG 35050 Marketing Research	3	■	C	
MKTG 45045 Advertising and Promotion Management	3	■	C	
MKTG elective (lower or upper division)	3		C	

KENT STATE UNIVERSITY

Roadmap: Marketing Education - Bachelor of Science in Education
[EH-BSE-MKT]
College of Education, Health and Human Services
School of Teaching, Learning and Curriculum Studies
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Seven: [18 Credit Hours]				
Requirements: apply for graduation				
CTTE 46017 Student Leadership in Career Technical Education	3	■	C	
CTTE 46020 Curriculum Guide Design and Application	3	■	C	
CI 47330 Reading and Writing in Adolescence	3	■	C	
HED 42575 Health and Learning	3	■	C	
MKTG 45060 International Marketing	3	■	C	
MKTG elective (lower or upper division)	3		C	
Semester Eight: [12 Credit Hours]				
CTTE 46031 Student Teaching in Career Technical Education	**9**	■	**S**	
CTTE 49525 Inquiry Into Professional Practice	**3**	■	**C**	

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	HIST 11050 / SPED 23000	CTTE 46001	2.0	2.75

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and ECON 22061	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; grade of C required in both courses	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	6 credit hours are fulfilled in this major with HIST 11050 and 11051; remaining credit hours must be from the Fine Arts category	3
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	fulfilled in this major with ECON 22060 and PSYC 11762	0

Notes on Licensure:

1. Successfully complete Praxis II "Principles of Learning and Teaching grades 7-12" (passing score 165) and Praxis II specialty test "Marketing Education" (passing score 124).
2. Apply for teaching license (pick up licensure packet in 304 White Hall).

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Kent State University Catalog 2010 - 2011

Marketing Education - B.S.E. Program Requirements

For semester-by-semester course sequencing for this program view, the 2010-2011 Roadmap.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts; **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (84 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	BUS	10123	Exploring Busines	3
	CI	47330	Reading and Writing in Adolescence	3
	CTTE	45372	Issues in Career Technical Education Subjects	3
		45377	Career and Technical Education: Advanced Methodologies	3
WIC		46001	Organization of Career and Technical Education*	3
		46015	Methods of Career and Technical Education	3
		46017	Student Leadership in Career Technical Education	3
		46019	Coordination of Career Technical Cooperative Education Programs	3
		46020	Curriculum Guide Design and Application	3
		46031	Student Teaching in Career Technical Education	9
		49525	Inquiry Into professional Practice	3
	CULT	29535	Education in a Democratic Society	3
	EPSY	29525	Educational Psychology	3
	HED	42575	Health and LearninG	3
	ITEC	19525	Educational Technology	3
	MIS	24053	Introduction to Computer Applications	3
	MKTG	25010	Marketing	3
		35035	Consumer Behavior	3
		35050	Marketing Research	3
		45045	Advertising and Promotion Management	3
		45060	International Marketing	3
		45082	Retailing and Web-Based Merchandising	3
		Marketing Electives		9
DD	SPED	23000	Introduction to Exceptionalities	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (36-41 credits)**			
Type	**Course**		**Title**	**Credits**
KAD	COMM	32142	Introduction to Human Communication	3
KSS	ECON	22060	Principles of Microeconomics	3
KAD		22061	Principles of Macroeconomics	3
KHU DG	HIST	11050	History of Civilization I	3
KHU DG		11051	History of Civilization II	3
KSS DD	PSYC	11762	General Psychology	3
	Kent Core Basic Sciences (must include one laboratory)			6-7

	Kent Core Composition	6-8
	Kent Core Fine Arts	3
	Kent Core Mathematics and Critical Reasoning	3-5
	MINIMUM TOTAL	**121**

*A minimum C (2.0) grade must be earned to fulfill writing-intensive requirement.

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

Marketing Education Licensure (Grades 4-12) 121-122 hours
MKT CY 2009

Name: _____ Catalog Year: _____

Banner# _____ Date: _____

Please note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (37-38 hours)

US 10097 DKS: First Year Experience 1

Composition

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

Mathematics & Critical Reasoning

Choose ONE from Mathematics & Critical Reasoning LER

_____ 3

Social Sciences

PSYC 11762 General Psychology 3
ECON 22060 Princ of Microeconomics 3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Basic Sciences

Choose TWO from LER Basic Sciences

_____ 3
_____ 3
_____ Lab ..... (1)

Humanities and Fine Arts

HIST 11050 History of Civilization I 3
HIST 11051 History of Civilization II 3

Choose ONE from LER Fine Arts

_____ 3

Additional

COMM 15000 Intro. to Human Comm 3
ECON 22061 Princ of Macroeconomics 3

Liberal Education Requirements are included in the general course work and should be completed within the first 60 hours of study.

Major Course Work (33 Hours) "C" or better is required

MKTG 25010 Marketing 3
MKTG 35035 Consumer Behavior 3
MKTG 35050 Marketing Research 3
MKTG 45045 Advertising & Promo Manage 3
MKTG 45060 International Marketing 3
MKTG 45082 Retailing & Web-based Mrchds'g ... 3

BUS 10123 Exploring Business 3
MIS 24053 Intro to Computers & Info Systems.. 3

Choose THREE Marketing Electives:

_____ 3
_____ 3
_____ 3

Professional Course Work (51 hours) "C" or better is required

Prerequisite Course work for Admission to Advanced Study:

EDPF 29535 Education in a Democratic Society 3

Other Required Education Coursework*: 9

ITEC 19525 Educational Technology (3)
EDPF 29525 Educational Psychology (3)
SPED 23000 Intro. to Exceptionalities (3)

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

***At least one of the Other Required Education courses (at left) must be taken prior to Admission to Advanced Study.**

Advanced Study Course Work:

Please See Your Faculty Advisor For The Sequencing Of Courses

CTTE 46015 Methods of Career & Tech Ed 3
CTTE 44618 Elem of Exp. Based Education 3
CTTE 45372 Issues In CTTE Subjects 3
CTTE 45377 Career & Tech Ed: Advan Methods 3
w CTTE 46001 Organization of CTTE 3
CTTE 46019 Coord. Car Tech Coop Ed Prog 3

CTTE 46020 Curriculum Guide: Design & App 3
HED 42575 Health & Learning 3
(HED 42575 course requirements include CPR & First Aid Cert)
C I 47330 Reading & Writing in Adolescence 3

Student Teaching Block

CTTE 46031 Student Teaching in Career/Tech Ed 9
CTTE 49525 Inquiry into Professional Practice 3
***Must apply for student teaching 1 year prior to student teaching.**

All LER, content, and professional (education) coursework must be completed prior to Student Teaching.

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Program Counselor's Signature _____

Each semester, meet with your Assigned Faculty Advisor:

_____

Total Hours Completed _____

Hours Needed:

General Coursework _____
Major Coursework _____
Professional Coursework _____
Total Needed _____

http://www.ehhs.kent.edu/oss

Please refer to page 2 for program notes

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department			
College	PH - Public Health		
Degree	BS - Bachelor of Science		
Program Name	**Public Health**	Program Code	**PH**
Concentration(s)	Pre-Clinical Professions (Track)	Concentration(s) Code(s)	NEW
Proposal	Establish Program		

Description of proposal:

Establish a Pre-Medical, Dental, Osteopathy Track in the BSPH

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

Current total credit hours: 121 Proposed total credit hours 121

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

There currently exist similar tracks in the departments of Biology, Chemisty, and Psychology. The content of our proposal is substantively very similar to these exiting programs. There could be some negative impact on the enrollment of the other programs if students decide to pursue Public Health as their underlying baccalaureate degree.

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

We met with representatives from the Department of Biological Sciences. E-mail correspondence was intitiated with the departments of Mathematical Sciences, Chemistry, Psychology, and the College of Nursing as well as the BS/MD program.

REQUIRED ENDORSEMENTS

Thom W. Brewer — 10/25/10

Department Chair / School Director / Campus Dean

Mel A. James — 10/25/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

Title: Pre-Clinical Professions (Dentistry, Medicine, Osteopathy) Concentration (BS in Public Health)

Subject Specification: Bachelor of Science in Public Health (BSPH) students interested in pursuing a professional degree in clinical medicine (Dentistry, Medicine or Osteopathy) will follow the Pre-Clinical Professions concentration.

Background Information: The preparatory courses for the Medical College Admissions Test (MCAT) and the Dental Admissions Test (DAT) and other professional schools are covered as a part of the Kent Core, public health Core, concentration electives and general electives. The overall curriculum of the BSPH program focusing on biological, social and economic determinant of health, prevention and control of diseases, introduction to biostatistics and public health research, public health internship focused on research or practices undertaken at a local, regional, national, or international venue makes this program highly desirable program for professional schools. These unique features of the program open up new opportunities and offers competitive advantages for student seeking to enter into clinical medicine.

Alternatives and Consequences: na

Specific Recommendation and Justification: na

Timetable and Actions Required: To be effective Fall 2011

KENT STATE UNIVERSITY

DRAFT - Roadmap: Public Health - Pre-Medicine, Dentisty, Osteopathy
Bachelor of Science in Public Health

[PH-BSPH-PH-TEST]
College of Public Health
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
Students not placed into MATH 12002 (semester 3) should take MATH 11010 in first year of study					
BSCI 10120 Biological Foundations	**4**			■	**Fulfills Kent Core Basic Science**
CHEM 10060 General Chemistry I	**4**			■	**Fulfills Kent Core Basic Sciences; see note 1 on page 2**
CHEM 10062 General Chemistry I Laboratory	**1**			■	
PH 10001 Introduction to Public Health	3			■	
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [17 Credit Hours]					
CHEM 10061 General Chemistry II	**4**			■	**Fulfills Kent Core Additional; see note 1 on page 2**
CHEM 10063 General Chemistry II Laboratory	**1**			■	**See note 1 on page 2**
PH 10002 Introduction to Global Health	3			■	
Kent Core Requirement	9				See Kent Core Summary on page 2
Semester Three: [15-16 Credit Hours]					
BSCI 30140 Cell Biology	**4**			■	
CHEM 20481 Basic Organic Chemistry I ***or*** CHEM 30481 Organic Chemistry	3-4			■	If CHEM 30481 is taken, must take CHEM 30482 in next semester
CHEM 30475 Organic Chemistry Laboratory I	1	■		■	
MATH 12002 Analytic Geometry and Calculus I (5) or MATH 12021 Calculus for Life Sciences (4)	4-5			■	Fulfills Kent Core Mathematics and Critical Reasoning; MATH 12021 is approved as proficiency to fulfill Kent Core Mathematics and Critical Reasoning
PH 20005 Social and Behavioral Science Theories in Public Health	3			■	
Semester Four: [15-16 Credit Hours]					
BSCI 30156 Elements of Genetics	**3**	■		■	
CHEM 20482 Basic Organic Chemistry II (2) ***or*** CHEM 30482 Organic Chemistry II (3)	2-3			■	Must take CHEM 30482 if CHEM 30481 taken in previous semester; see note 1 on page 2
CHEM 30476 Organic Chemistry Laboratory II	1	■		■	
MATH 12003 Probability and Statistics for Life Sciences ***or*** MATH 30011 Basic Probability and Statistics	3			■	Some medical programs require a full year of calculus; check with the medical school and faculty advisor. If CHEM 20481 is taken, must take MATH 30011
PH 20003 Public Health Policy and Decision-Making	3			■	
PH 30004 Public Health Research	3	■		■	
Semester Five: [14 Credit Hours]					
BSCI 30030 Human Physiology (4) or BSCI 40430 Animal Physiology (3)	**3-4**	■		■	**56**
PH 30007 Prevention and Control of Diseases	3	■		■	
PH 30012 Communicable Diseases	3	■			
PHY 13001 General College Physics I ***or*** PHY 23101 General University Physics I	4-5			■	
PHY 13021 General College Physics Laboratory I	0-1			■	Must be taken with PHY 13001

KENT STATE UNIVERSITY

DRAFT - Roadmap: Public Health - Pre-Medicine, Dentisty, Osteopathy
Bachelor of Science in Public Health

[PH-BSPH-PH-TEST]
College of Public Health
Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Six: [15 Credit Hours]					
BSCI 30171 General Microbiology	**4**	■		■	
PH 20001 Essentials of Epidemiology	3			■	
PH 20006 Environmental Health Science	3			■	
PHY 13002 General College Physics II ***or*** PHY 23102 General University Physics II	4-5			■	
PHY 13022 General College Physics Laboratory II	0-1			■	Must be taken with PHY 13002
Semester Seven: [15 Credit Hours]					
PH 30002 Introductory Biostatistics	3	■		■	
PH 44000 Health Disparities	3	■	C	■	Fulfills writing-intensive course requirement
Kent Core Requirement	9				See Kent Core Summary on page 2
Semester Eight [13 Credit Hours]					
PH 44001 Integrative Seminar in Public Health	3	■		■	
PH 44092 Internship in Public Health	3-6	■		■	
Kent Core Requirement	2				See Kent Core Summary on page 2
General Electives (upper division)	2-5	■			Number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core/Electives	PH 44000	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled with either MATH 12002 or MATH 12021	0
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with BSCI 10120, CHEM 10062 and CHEM 10060	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6
Additional (6 credit hours) *Must be selected from two Kent Core categories*	4 credits fulfilled in this major with CHEM 10061	2

Note 1: General Chemistry series may be substituted with Honors General Chemistry (CHEM 10960, 100961).

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Public Health - B.S.P.H. Program Requirements

- **Environmental and Occupational Health Concentration**
- **Global Health**
- **Health Care Administration Concentration**
- **Health Promotion and Education**
- **Pre-~~Clinical Professions – Dentistry, Medicine, Osteopathy, Veterinary~~ Medicine Concentration**

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (36 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	PH	10001	Introduction to Public Health	3
		10002	Introduction to Global Health	3
		20001	Essentials of Epidemiology	3
		20003	Public Health Policy and Decision-Making	3
		20005	Social and Behavioral Science Theories in Public Health	3
		20006	Environmental Health Science	3
		30002	Introductory Biostatistics	3
		30004	Public Health Research	3
		30007	Prevention and Control of Diseases	3
		30012	Communicable Diseases	3
WIC		44000	Health Disparities*	3
		44001	Integrative Seminar in Public Health	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (21-33 credits)**			
Type	**Course**		**Titl9**	**Credits**
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (must be from two disciplines) Students pursuing Global Health concentration should take GEOG 22061			6
-	Advisor-Approved Electives *see suggested courses below; Not required for the Pre-Medicine concentration*			0 or12
	~~General Electives~~			~~9-17~~ ~~4-26~~
IV.	**CONCENTRATION REQUIREMENTS (51-63 credits)**			
	Environmental and Occupational Health (51)			
	Global Health (51)			
	Health Care Administration (51)			
	Health Promotion and Education (51)			
	Pre-~~Clinical Professions - Dentistry, Medicine, Osteopathy, Veterinary~~ Medicine (63)			
			MINIMUM TOTAL	**121**

* A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

ADVISOR-APPROVED ELECTIVES (12 CREDITS) see suggested grouping of courses below			
	Drug Abuse and Violence Prevention		
	HED	32530	Drug Use and Misuse (3)
		44550	Drug Abuse and Violence Prevention (3)
	PSYC	40111	Abnormal Psychology (3)
		41532	Social Psychology (3)
		41581	Health Psychology (3)
	SOC	42577	Sociology of Family Violence (3)
	Gerontological Studies		
WIC	GERO	44030	Adult Development and Aging (3)
	HED	46070	Health-Related Aspects of Aging (3)
	PSYC	30656	Psychology of Aging (3)
DD	SOC	42879	Aging in Society (3)
	Global/International Health		
	COMM GEOG	35852 22040	Intercultural Communication (3) ***or*** Introduction to Global Tourism (3)
	GEOG	42052	Medical Geography (3)
	PH	40092	International Health Practicum (6) ***or*** Foreign Language (same language) (6)
	Health Disparities		
	HDFS	34031	Cultural Diversity: Implications for the Helping Profession (3)
	POL	40560	Human Rights and Social Justice (3)
DD	PSYC	22221	Multicultural Psychology (3)
DD	SOC	32570	Inequality in Societies (3)
	HIV, STDs and Sexuality Studies		
	HED	47070	AIDS: Issues, Education and Prevention (3)
		32544	Human Sexuality (3)
		46057	Advanced Human Sexuality (3)
DD	SOC	32565	Sociology of Gays/Lesbians (3)
	Public Health Nutrition (3)		
	NUTR	33512	Nutrition (3)
		33522	Applied Nutrition (3)
		43515	Community Nutrition (3)
		43518	Maternal and Child Nutrition (3)

Environmental and Occupational Health Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (15-18 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	PH	44092	Internship in Public Health	3-6
	Choose five courses from the following:			12
KBS	GEOG	21062	Physical Geography (3)	
		41073	Conservation of Natural Resources (3)	
KBS	GEOL	21062	Environmental Geology (3)	
	HM	13022	Sanitation and Safety Principles and Practices (3)	
	PH	20012	Sanitation and Hazardous Materials Management (3)	
	POL	40440	U.S. Environmental Politics and Policies (3)	

II. ADDITIONAL PROGRAM REQUIREMENTS (33-36 credits)		
Type	**Course** **Title**	**Credits**
	Kent Core Additional (must be from two categories)	6
	Kent Core Basic Sciences (must include one laboratory) 6 credits may be fulfilled with GEOG 21062 and GEOL 21062	1-7
	Kent Core Mathematics and Critical Reasoning	3-5
	General Electives	15-26
	TOTAL	**51**

Global Health Concentration

I. CONCENTRATION REQUIREMENTS (15 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	GEOG	42052	Medical Geography*	3
	PH	30003	Public Health Strategies	3
		40092 41092	International Health Practicum ***or*** Field Experience in Meeting the Basic Health and Human Needs	3
		44003	Environmental Health Issues in Low- and Middle-Income Countries	3
	Choose one course from the following:			**3**
	ANTH	48250	Culture and Curing (3)*	
	COMM	35852	Intercultural Communications (3)	
	ECON	42086	Economics of Health Care (3)*	
	GEOG	40195	Special Topics: GIS Applications in Health Research (3)	
	HED	34050	Program Planning and Evaluation in Health Education (3)*	
	NUTR	33512	Nutrition (3)*	
	PHIL	40005	Health Care Ethics (3)	
II. ADDITIONAL PROGRAM REQUIREMDNTS (36)				
	Foreign Language (Elementary I and II)			8-10
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Mathematics and Critical Reasoning			3-5
	General Electives			8-13
			TOTAL	**51**

* Course has prerequisites outside program requirements, please check catalog.

Health Care Administration Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (15-18 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	ECON	42086	Economics of Health Care	3
	PH	44092	Internship in Public Health	3-6
	PHIL	40005	Health Care Ethics	3
	POL	30301	Introduction to Public Administration	3
	SOC	42563	Sociology of Health and Health Care	3
II. ADDITIONAL PROGRAM REQUIREMETNS (33-36 credits)				
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Mathematics and Critical Reasoning			3-5
	General Electives			15-21
			TOTAL	**51**

Health Promotion and Education Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (15-18 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	HED	21050	Health Education Theories	3
		32565	Marketing in Health Education	3
		34050	Program Planning and Evaluation in Health Education	3
		42041	Health Counseling	3
	PH	44092	Internship in Public Health	3-6
II. ADDITIONAL PROGRAM REQUIREMENTS (33-36 credits)				
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Mathematics and Critical Reasoning			3-5
	General Electives			15-21
			TOTAL	**51**

Pre-~~Clinical Professions – Dentistry,~~ Medicine, ~~Osteopathy, Veterinary Medicine~~ Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (56-59 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
KBS	BSCI	10120	Biological Foundations	4
		30140	Cell Biology	4
		30156	Elements of Genetics	3
		30171	General Microbiology	4
		30030 ***or*** 40430	Human Physiology (4) Animal Physiology (3)	3-4
KBS	CHEM	10060	General Chemistry I*	4
KAD		10061	General Chemistry II*	4
		10062	General Chemistry Laboratory I*	1
KBS		10063	General Chemistry Laboratory II*	1
		20481 ***or*** 30481	Basic Organic Chemistry I (4)** Organic Chemistry I (3)	3-4
		20482 ***or*** 30482	Basic Organic Chemistry II (2)** Organic Chemistry II (3)	2-3
		30475	Organic Chemistry Laboratory I	1
		30476	Organic Chemistry Laboratory I	1
KMC	MATH	12002 ***or*** 12021	Analytic Geometry and Calculus I (5) Calculus for Life Sciences (4)	4-5
		12022 ***or*** 30011	Probability and Statistics for Life Sciences (3) Basic Probability and Statistics (3)	3
	PH	44092	Internship in Public Health	3-6
	PHY	13001 ***and*** 13021 ***or*** 23101	General college Physics I (4) General College Physics Laboratory I (1) General University Physics I (5)	5
		13002 ***and*** 13022 ***or*** 13021	General College Physics II (4) General College Physics Laboratory II (1) General University Physics II (5)	5

II. ADDITIONAL PROGRAM REQUIREMENTS (4-7 credits)		
Type	**Course** **Title**	**Credits**
	Kent Core Additional (must be from two categories)	2
	General Electives	2-5
	TOTAL	**63**

* General Chemistry series may be substituted with Honors General Chemistry (CHEM 10960, 100961).
** If CHEM 20481 is taken student must take CHEM 20482. If CHEM 30481 is taken student must take CHEM 30482.

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

A. **Action Items:** voted upon by EPC members

1. Establishment, revision or inactivation of a degree designation
2. Establishment or inactivation of a major
3. Substantial revision of a major (i.e., alters faculty, space and/or resource requirements)
4. Revision of a major name
5. Extension of a major to an additional campus
6. Establishment of a minor or concentration
7. Establishment or inactivation of an academic unit
8. Establishment, revision or inactivation of a unique program (e.g., Washington Program in National Issues)
9. Status revision of an academic unit (e.g., school to college; units moved from one college to another)
10. Establishment, revision or inactivation of a center or institute
11. Establishment, revision or inactivation of a university policy (i.e., affects students and their matriculation)
12. Establishment, revision or inactivation of an administrative policy
13. Establishment, revision or inactivation of an operational procedure or regulation

B. **Information Items:** not discussed or voted upon unless a motion is made by EPC member; considered approved once meeting is adjourned

1. Establishment of an articulation or consortial agreement with curricular implications
2. Establishment, revision or inactivation of a certificate program
3. Preliminary Prospectus (undergraduate) or Program Development Plan (graduate) to propose new degree or new degree program for review by Ohio Board of Regents
4. Establishment of an agreement to offer off site more than 50 percent of a degree program
5. Revision of an academic unit name
6. Suspension of admissions into a graduate program

C. **Lesser Action Items:** not discussed or voted upon unless a motion is made by EPC member; considered approved once meeting is adjourned

1. Regular revision of major (perfunctory in nature and represents natural consequences of other changes in course, program or policy)
2. Revision of a policy or requirement within a program
3. Revision or inactivation of a minor or concentration
4. Establishment of a course subject
5. Establishment, revision or inactivation of a course

EPC MEETING DATES FOR 2009-2010

- **24 August 2009** (deadline for materials: 3 August)
  Final meeting to approve spring 2010 undergraduate course proposals
- **21 September 2009** (deadline for materials: 31 August)
- **19 October 2009** (deadline for materials: 28 September)
- **16 November 2009** (deadline for materials: 26 October)
  The EPC meets as a whole body
- **25 January 2010** (deadline for materials: 4 January)
  Final meeting to approve fall 2010 course and program proposals

- **22 February 2010** (deadline for materials: 1 February)
  1 February is also deadline for fall 2010 special course fee submissions
- **22 March 2010** (deadline for materials: 1 March)
- **19 April 2010** (deadline for materials: 29 March)
- **17 May 2010** (deadline for materials: 26 April)
  The EPC meets as a whole body
  Final meeting to approval fall 2010 policy proposals and other catalog changes

More information about EPC meetings, agendas, minutes and members can be found at the following website: www.kent.edu/Administration/provost/curriculum_svcs/epc

EPC SUBCOMMITTEES

UNIVERSITY REQUIREMENTS CURRICULUM COMMITTEE

The University Requirements Curriculum Committee (URCC) oversees Liberal Educational Requirements (LER), diversity, writing-intensive and Transfer Module requirements. These university-wide curricular requirements apply to every undergraduate student. The URCC is responsible for periodic review and recommendation of changes in these requirements as well as review and recommendation of action on new course and program proposals. LER, diversity or writing-intensive course proposals are first approved by department and college curriculum committees then forwarded to the URCC. Following review and approval by the URCC, proposals are forwarded to the EPC. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of the URCC.

THE UNIVERSITY COUNCIL ON TEACHER EDUCATION

The University Council on Teacher Education (UCTE), which reports to the provost and senior vice president of academic affairs, considers curricular proposals relating to teacher education and licensure, providing advice on these matters to the EPC. It concerns itself especially with those areas of teacher education that involve more than one college or school, and those that are of broad interest to the university community. Before beginning preparation of such proposals, departments should consult the administrative or faculty co-chair of UCTE.

CURRICULUM APPROVAL CHART

Most curricular proposals start at the department, school or regional campus level and then progress through the various offices until they reach the normal level of final approval for that type of curricular proposal. However, any hierarchically higher level may request to review, initiate and/or approve or disapprove any proposal. The normal level of final approval for curricular proposals is shown in the following table outline of the approval sequence.

CURRICULUM PROPOSAL	DEPARTMENT OR SCHOOL	COLLEGE	URCC	REGIONAL CAMPUSES	GRADUATE STUDIES	PROVOST	EPC	FACULTY SENATE	PRESIDENT	BOARD OF TRUSTEES	OHIO BOARD OF REGENTS
• Regular revision of major • Revision or inactivation of minor or concentration • Establishment, revision, inactivation of course • Establishment, revision, inactivation of certificate • Establishment of new course subject • Establishment of articulation or consortial agreements with curricular implications • Establishment of an agreement to offer off site more than 50 percent of a degree program • Revision of departmental name • Suspension of admissions into a graduate program	◆	◆		◆	◆	◆					
• Substantial revision of major (i.e., alters faculty, space and/or resource requirements) • Establishment of minor or concentration within major	◆	◆		◆	◆	◆	◆				
• Establishment, revision, inactivation of university-wide course requirement (e.g., first-year orientation, LER, diversity, writing-intensive)	◆	◆	◆	◆		◆	◆	◆			
• Establishment, revision, inactivation of unique program (e.g., Washington program) • Establishment, revision, inactivation of administrative policy, operational procedure or regulation. • Substantial revision of major (i.e., alters faculty, space and/or resource requirements) • Establishment of new academic administrative unit • Establishment, revision, inactivation of centers and institutes	◆	◆		◆	◆	◆	◆	◆	◆		
• Establishment, revision, inactivation of university policy • Inactivation of existing major • Revision of major name • Status change of academic unit (e.g., school to college; administrative housing transferred from one unit to another) • Establishment, revision, inactivation of centers and institutes (information item)	◆	◆		◆	◆	◆	◆	◆	◆	◆	
• Establishment, revision of degree designation • Establishment of new major • Extension of major to additional campus • Revision of major name (information item) • Inactivation of major (information item)	◆	◆		◆	◆	◆	◆	◆	◆	◆	◆

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

LETTER OF INTENT

Date of submission: 15 November 2010

Name of institution: Kent State University

Intent: To establish a Digital Sciences major within the Bachelor of Arts and Bachelor of Sciences degrees

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Institution type (please check all that apply):

☒ Public
☐ Private, non-profit
☐ Out-of-state
☐ For-profit

Type of request (please check all that apply):

☐ First request to the Chancellor (i.e., request for initial authorization)
☐ New degree in an approved institution
☒ New program within an existing degree (e.g., major, minor, concentration, etc.)
☐ Certificate program
☐ New licensure/endorsement area (educator preparation)
☐ Other (please describe):

Alternative Delivery Options (please check all that apply):

☐ More than 50% of the program will be offered online
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model
☐ More than 50% of program will be offered at a site different from the institution's central/main campus location
☐ The program will be offered at multiple campus locations

Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors):

Approved by the Educational Policies Council on 15 November 2010; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: March 2011 (approximate)

Projected start date: Fall 2011

1. Provide a brief description of the request.

Kent State University proposes to create a new major, Digital Sciences, within existing degrees, Bachelor of Arts and Bachelor of Science. These degrees programs will be administered by a new, independent and interdisciplinary School of Digital Sciences, which will propose also to offer a Master of Science degree in the same discipline. All three degrees will complement existing program offerings at Kent State University by training students for emerging new careers as enterprise architects, digital system analysts, digital scientists, information content managers, software architects, network communication analysts and digital system managers.

2. Explain the institution's rationale for making the request.

According to the most recent long-term occupational employment projections from the U.S. Bureau of Labor Statistics, computer-related occupations are projected to see strong employment growth as businesses increase their use of information technology to raise efficiency and reduce costs. Computer-related occupations are projected to grow more than twice as fast as the average for all occupations, and will account for over 750,000 new jobs between 2008-2018. (See www.bls.gov/oco/oco2003.htm for details.)

The state of Ohio accounts for 3.74 percent of the nation's jobs in computer and mathematical science occupations (at a mean annual wage of $68,700 in Ohio). Consequently, those 750,000 new jobs nationally could translate into over 28,000 new well-paying computer-related jobs in Ohio. Moreover, the most recent four-year report on Northeast Ohio's high-tech economy confirms that "growth in high-tech industries benefits all sectors of the region's workforce and is not limited to occupations with technical degrees," showing three non-high-tech jobs complement every one high-tech job in Northeast Ohio's high-tech industries. As a result, increased use of information technology could lead to 100,000 new jobs for Ohioans between the years 2008 and 2018. (To read this report, visit www.nortech.org/Docs/NEO%20High-Tech%20Brief%202010%20FINAL%20web.pdf.)

Kent State's existing undergraduate computing program—BS degree in Computer Science, BBA degree in Computer Information Systems and BS degree in Applied Engineering (Computer and Electronics concentration)—provide excellent training for many of these high-growth computing-related career paths. Two of those career paths, with 2008-2018 growth rates and projected new national job openings from the Bureau of Labor Statistics report cited above, are the following:

Computer Software Engineers (Applications)	34.0% = 175,100 new jobs
Network and Computer System Administrators	23.2% = 78,900 new jobs

Kent State's existing undergraduate computing programs, as well as similar programs nationwide, are also training students for the following career paths:

Computer Software Engineers (Systems Software)	30.4% = 120,200 new jobs
Network Systems and Data Communications Analysts	53.4% = 155,800 new jobs
Computer Systems Analysts	20.3% = 108,100 new jobs
Computer and Information Systems Managers	16.9% = 49,500 new jobs

However, in many cases, these career paths are starting to require a broader view than that is provided by traditional computer-related degree programs. For a growing number of computer-related occupations, the career path will increasingly require broad multi-disciplinary training that provides exposure to business processes, information management, software development and hardware design.

Practitioners of those careers will need the skills to analyze users' needs, plan an enterprise architecture, guide the development of a digital software/hardware system, and manage these complex systems. They must be comfortable working in multidisciplinary teams with computer scientists, computer engineers, business analysts, information architects, etc., and must have sufficiently broad training to bridge the communication gap between disciplines.

Kent State University's proposed Digital Sciences will train students for the large number of new jobs in these emerging new career paths. Existing university faculty experts in computer science, computer information systems, computer technology, educational sciences, information architecture and knowledge management, among other fields, will join together to provide the broad exposure required for these careers.

3. For institutions that already have the Chancellor's approval to operate in Ohio:

a. Indicate whether additional faculty and staff will be needed to support the proposed request.

No additional faculty and staff are envisioned for the Digital Sciences degree programs. Faculty will remain in their home units, but will receive joint appointments to the School of Digital Sciences. One full-time staff member will be required for the program.

b. Indicate whether additional administrative (e.g., admissions, financial aid, registrar, etc.) and student support services (e.g., advising, tutoring, counseling, etc.) will be needed to support the proposed request.

Current university administrative and student support services will suffice to meet the needs of the program for the near future.

c. Indicate whether additional library services and resources will be needed to support the proposed request.

Staff members in Kent State's University Libraries have already started to conduct a library collection preparedness study to identify areas in which additional materials may be required.

d. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.

Current university classrooms, computer labs and technological infrastructure should suffice to meet the needs of the program for the near future.

By submission of this request, the institution acknowledges and agrees to the following:

- The submission of the letter of intent and applicable fees initiates the review process. If a complete proposal for this request is not submitted within one year from the date of this letter, the institution must submit another letter of intent and related fees to the Chancellor of the Ohio Board of Regents.
- The institution may withdraw its request it any time. However, fees will not be returned to the institution once a full proposal has been submitted for review.
- Full proposals will not be reviewed until the institution has submitted all applicable fees to the Ohio Board of Regents.
- The Chancellor or his staff may, in their judgment, request additional information and/or modify the type of review performed as outlined in the guidelines if the following occurs during the course of the review process:
    - Previously approved institutions fail to continue to meet the Chancellor's standards;
    - The institution is sanctioned by its regional, national or specialized accreditor, or is sanctioned by another state approval/licensing agency;
    - For-profit institutions registered with the State Board of Career Colleges and Schools are sanctioned by that board; or
    - Institutions undergo a change in ownership or profit status.
- The Chancellor or his staff, in their judgment, may modify the forms used to submit requests for approval if it is determined that such changes will improve the process. If such change occurs after the institution has submitted a request, the institution may choose to either complete the process using the previous forms or resubmit its request using the new forms.
- The Chancellor, at his discretion, reserves the right to modify the review guidelines and processes in accordance with the laws and rules of the Ohio Revised Code and Ohio Administrative Code.

Respectfully,

[BOB FRANK'S SIGNATURE – SIGNED AFTER ITEM APPROVED BY EPC]

Robert G. Frank
Provost and Senior Vice President for Academic Affairs
Kent State University

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Aug-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department Graduate Studies

College

Proposal Revise Policy

Proposal Name **Electronic Submission of Theses**

Description of proposal:

In 2007, Graduate Studies Administrative Advisory Committee (GSAAC), composed of the associate deans for graduate affairs from each academic college, voted on and approved requiring the electronic submission of theses and dissertations. Requiring the electronic submission of dissertations became mandatory in 2008, however, requiring the electronic submission of theses was never sent to EPC. At the May 2010 GSAAC meeting, the motion to make the electronic submission of theses mandatory was unanimously approved.

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

The library has been responsible for processing, cataloging, and archiving theses and dissertations in the traditional print format and has assumed the same role for ETDs within the framework of the OhioLINK ETD Center. Requiring the electronic submission of theses will likely necessitate an increase in the number of training sessions provided by the library.

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

At the May 2010 GSAAC meeting, the motion to make the electronic submission of theses mandatory was unanimously approved.
University Libraries was consulted.

REQUIRED ENDORSEMENTS

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

_____ ___/___/___
College Dean

Mary Ann Rankin 8/25/10
Dean of Regional Campuses / Dean of Graduate Studies

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

Proposal Summary

Title: Electronic Submission of Theses

Subject Specification: Mandatory requirement that master's theses be submitted electronically.

Background Information:
In 2007, Graduate Studies Administrative Advisory Committee (GSAAC), composed of the associate deans for graduate affairs from each academic college, voted on and approved requiring the electronic submission of theses and dissertations. Requiring the electronic submission of dissertations became mandatory in 2008, however, requiring the electronic submission of theses was never sent to EPC. At the May 2010 GSAAC meeting, the motion to make the electronic submission of theses mandatory was unanimously approved.

Alternatives and Consequences:
The hard copy alternative uses additional resources (paper, library space, time and expense of copying/binding).

Specific Recommendation and Justification:
The mandatory requirement that master's theses be submitted in electronic format will save university resources.

Timetable and Actions Required:
EPC Approval September 20, 2010
Faculty Senate Approval October 11, 2010
President's Approval November 2010

KENT STATE
UNIVERSITY

RESEARCH AND GRADUATE STUDIES

124 Cartwright Hall
Telephone: 330-672-3012
E-mail: dfinotel@kent.edu

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

From: Daniele Finotello, Associate Dean, Research and Graduate Studies

Cc: John West, Vice President for Research and Dean of Graduate Studies; Mark Weber, Dean, Library and Media Services; Therese Tillett, Director Curriculum Services

Date: September 27, 2007

Subj: **INFORMATIONAL ITEM FOR EPC**

Dear Gayle:

I would like to request that at the next scheduled EPC meeting, the EPC membership be informed that effective Fall 2008, the Library will only accept Dissertations submitted electronically through the ETD website found at http://www.library.kent.edu/page/10013. In addition to this change, there will be no cost to the students for the microfilming (i.e., submission to UMI) of the dissertation.

I enclose below the language changes that will appear in the 2008-2009 issue of the Graduate Catalog. Please note that individual units may still wish to require the submission of a hard-copy for their records.

This change has been unanimously endorsed by GSAAC.

Catalog Changes

MASTER'S THESIS

The writing of an acceptable thesis is mandatory in certain master's degree programs. The thesis topic must be approved by the department and filed with the college dean no later than the semester preceding that in which the candidate expects to receive the degree. The thesis topic should be one that will further the student's educational development by developing research or other skills that will help the student keep abreast of the field and enable the student to pursue independent work. The thesis topic is formulated by the student in consultation with the advisor and submitted to the department for approval according to normal departmental procedures.

The thesis must be completed and in the hands of the examining committee no later than eight weeks before commencement. Some departments may demand an earlier deadline. After the thesis has been accepted by the examining committee and after the candidate has passed the oral examination (if required by the major department), ~~two copies of the final, letter-perfect thesis are prepared and submitted to the appropriate college office. Two copies of an abstract of not more than 400 words are included with the copies of the thesis. Students should consult guidelines for preparation of theses and dissertations, which are available in the college offices.~~

~~M~~the master's candidates willhave the option of submitting their thesis in electronic form. Information on the process may be found on the instead of the paper format. Guidelines for creating electronic theses are found at the Kent State University Libraries electronic thesis or dissertation (ETD) website. Theses are submitted electronically through the OhioLINK ETD Center, where they are made publicly available. Theses must be prepared according to established guidelines, which are available in the college office.If this option is exercised, no paper copies are required for the University Libraries. Individual units may still require submission of a paper copy for their archives. It is the responsibility of the master's student to fulfill this requirement.

Each student writing a thesis is required to register continuously for Thesis I (6xx99) for a total of 6 credits. A student who has completed the required 6 hours of Thesis I is expected thereafter to register continuously for Thesis II (6xx99) each semester, including summer, until all degree requirements are met. No more than 6 hours of Thesis I credit may be counted toward completion of degree requirements.

The student should make certain that the topic has been approved and must register for thesis writing no later than the last semester the student is in residence. Grades of S (satisfactory) or U (unsatisfactory) are used. GO TO TOP

~~REPRODUCTION OF THESES AND DISSERTATIONS~~

~~For the reproduction of theses and dissertations, a student must submit two suitable copies in partial fulfillment of degree requirements. Suitable copies are described in the guidelines and instructions for typing theses and dissertations. Guidelines may be obtained at the office of the student's graduate dean.Students should consult this document for typing instructions. This requirement is waived for doctoral and master's students choosing the option of electronic submission of their dissertation. GO TO TOP~~

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Nov-10 Curriculum Bulletin _____

Effective Date Spring 2011 Approved by EPC _____

Department

College ~~select one~~ Division of Graduate Studies

Proposal Establish Policy

Proposal Name **Guidelines for Short-Term Absences and Leaves of Absence for Funded Graduate Students**

Description of proposal:

There may be circumstances when funded graduate students will require short- or long-term absences for a personal serious health condition, to care for an immediate family member with a serious health condition, to bereave the death of an immediate family member or for childbirth/adoption. Whenever possible and academically appropriate, a student's academic standing and means of financial support should be preserved during difficult life situations. This proposed policy provides a consistent benchmark across the university in managing short-term absences and leaves of absence for funded graduate students. The guidelines are intended to serve as a minimum requirement.

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

None.

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

This proposal was developed by the Arts & Sciences graduate coordinators, and was unanimously approved by the Graduate Studies Administrative Advisory Committee, composed of the associate dean for graduate affairs from each academic college, at their July 29, 2010 meeting.

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director / Campus Dean

_____ ___/___/___

College Dean

Mary Ann Stanton 11/1/10

~~Dean of Regional Campuses~~ / Dean of Graduate Studies

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE
UNIVERSITY

DIVISION OF GRADUATE STUDIES

TO: Therese Tillett, Director, Curriculum Services

FROM: Mary Ann Stephens, Interim Dean, Graduate Studies MAPS

DATE: November 1, 2010

SUBJECT: Guidelines for Short-Term Absences and Leaves of Absence for Funded Graduate Students

The Arts & Sciences graduate coordinators developed a policy to guide departments/schools in providing short and long-term leaves of absence to funded graduate students. The Graduate Studies Administrative Advisory Committee, composed of the associate dean for graduate affairs from each academic college, unanimously approved this policy at their July 29, 2010 meeting.

If you have any questions, please let me know.

Proposal Summary

Title: Guidelines for Short-Term Absences and Leaves of Absence for Funded Graduate Students

Subject Specification:
Establish a policy to provide a consistent benchmark across the university in managing short-term absences and leaves of absence for funded graduate students

Background Information:
This proposal was developed by the Arts & Sciences graduate coordinators, and was unanimously approved by the Graduate Studies Administrative Advisory Committee, composed of the associate dean for graduate affairs from each academic college, at their July 29, 2010 meeting.

Alternatives and Consequences: N/A

Specific Recommendation and Justification:
There may be circumstances when funded graduate students will require short- or long-term absences for a personal serious health condition, to care for an immediate family member with a serious health condition, to bereave the death of an immediate family member or for childbirth/adoption. Whenever possible and academically appropriate, a student's academic standing and means of financial support should be preserved during difficult life situations. The proposed policy provides a consistent benchmark across the university in managing short-term absences and leaves of absence for funded graduate students. The guidelines are intended to serve as a minimum requirement.

Timetable and Actions Required:
EPC Approval November, 2010
Faculty Senate Approval November, 2010
President's Approval December 2010

GUIDELINES FOR SHORT-TERM ABSENCES AND LEAVES OF ABSENCE FOR FUNDED GRADUATE STUDENTS

A. Overview

The purpose of these guidelines is to provide a consistent benchmark across the university in managing short-term absences and leaves of absence for funded graduate students. These guidelines are intended to serve as a minimum requirement, and do not require change to any college, school, or departmental policies that go beyond the benefits described below.

Whenever possible and academically appropriate, a student's academic standing and means of financial support should be preserved during difficult life situations. In some cases, such situations may be handled by allowing a reduced course load and/or temporarily moving a funded graduate student to a different research or instructional assignment, or allowing the student to perform his/her duties from off-campus. In other cases, these options are not appropriate or possible; in these cases, it may be most appropriate for a student to take a period of time off from his/her academic and assistantship responsibilities. Decisions regarding the most appropriate options are best made through consultations among the student and appropriate representatives from his/her academic unit. Faculty and administrative supervisors are encouraged to be flexible in working with individual students to determine the most fitting response to a particular situation.

B. Definitions

Funded graduate students: Kent State University graduate students appointed as graduate associates, graduate assistants, fellows, or similar positions for which a stipend (of at least 50% FTE) and ancillary benefits are received

Immediate family member: Spouse, domestic partner, parent, step-child, biological, adopted, foster or legal ward son or daughter (up to age 18, except in the cases where the child is incapable of self-care)

Short-term absence: Absences of less than two weeks

Leaves of absence: Absences of two weeks or more

C. Eligibility

Reasonable requests for stipend-protected short-term absences or leaves of absence for appropriate duration generally should be approved for reasons due to:

- Personal illness or bereavement of an immediate family member;
- Personal serious health condition or care of an immediate family member with a serious health condition; or
- Childbirth or adoption.

To be eligible for the absences described in this document, funded graduate students must:

- Have completed at least two consecutive semesters as a funded graduate

student paid through the Kent State payroll prior to the date a leave of absence is to begin;
- Be in good academic standing and making reasonable progress toward the degree; and
- Maintain enrollment at the level required to hold the appointment during their absence.

Graduate students funded by external agencies are also subject to the guidelines established by these agencies.

D. Short-term Absence

A funded graduate student may request a short-term absence to recover from a personal illness or to bereave the death of an immediate family member. "Short-term" is generally considered to be one to three days. There may be circumstances in which a short-term absence might extend to two weeks, but these situations are unusual. The length of the absence should always be proportionate to the needs of the situation. Reasonable requests for short-term absences will generally be approved and stipends will be maintained without requiring the funded graduate student to make-up missed time. Options for coverage might include temporarily shifting responsibilities or creating alternative work assignments or work locations.

E. Leave of Absence

There may be circumstances when funded graduate students will require a leave of absence for a personal serious health condition or to care for an immediate family member with a serious health condition.

A serious health condition is defined as "an illness, injury, impairment, or physical or mental condition" that involves one of the following:

- Inpatient care in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care;
- Continuing treatment by a health care provider that consists of (1) a period of incapacity and (2) treatment multiple times by a health care provider or treatment at least once by a health care provider that results in a regimen of continuing treatment and continuing incapacity;
- A chronic serious health condition is one that may cause episodic rather than continuing periods of incapacity, but requires "periodic visits" for treatment by a health care provider and continues over an extended time period.

A funded graduate student may apply for a leave of absence if any of the above conditions apply to the student him/herself or to the student's immediate family.
A funded graduate student also may apply for a leave of absence from appointment responsibilities for childbirth or adoption. A funded graduate student may apply for a childbirth-related leave of absence if he/she is the birth mother, father, adoptive parent, or domestic partner.

A funded graduate student who requests a childbirth/adoption leave of absence may

not also request a medical/family leave of absence for the same birth or adoption event. An eligible funded graduate student on a leave of absence from appointment responsibilities receives 100% of his/her stipend and other benefits for up to SIX weeks, or until the last day of the appointment, whichever comes first. The same appointment status will be available after a leave of absence has been taken, provided the appointment or reappointment would normally have been available. Assigned duties, however, may be subject to change.

F. Extension of Leave of Absence

In some cases, it may be appropriate to extend a leave of absence beyond six weeks. Leaves of absence that need to be extended beyond the initial appointment may be stipend-protected (in whole or in part) at the sole discretion of the appointing unit.

G. Coverage of Responsibilities

Funded graduate students who are requesting short-term absences or leaves of absence must comply with procedures established by their appointing units to cover responsibilities in cases of absence.

When making arrangements for coverage of responsibilities for an absent funded graduate student, appointing units must be sensitive to the load of other graduate students. Responsibilities may be temporarily assigned to another funded graduate student, if the additional responsibilities are accompanied by a temporary increase in that graduate student's appointment percentage or a special payment to that student to compensate for additional effort over a stipulated period of time. Units should not ask or permit a graduate student to serve as a "volunteer GA" for the duration of a leave of absence; that is, graduate students who serve must be compensated with a stipend commensurate with the expected load, and with appropriate payment of tuition and fees.

H. Procedure

1. Approval Process

Any requests for short-term absences and leaves of absence should be handled at the level of the appointing unit. If a funded graduate student needs a short-term absence or a leave of absence, he/she must make a request as soon as possible to his/her immediate academic or administrative supervisor. For short-term absences, the supervisor will make the decision. For leaves of absence, the supervisor must consult with the student's advisor and Graduate Coordinator. Each appointing unit may designate additional individuals who must approve requests for leaves of absence; in the case that a student is supported by an external funding source, that agency may need to be consulted as well.

2. Documentation

For short-term absences and leaves of absence, appropriate documentation, such as medical certification establishing the health condition, is generally required, although it may be waived for short-term absences. All documentation of short-term absences and leaves of absence are maintained at the unit level. Every effort

should be made to protect the student's privacy, although, in the cases of leaves of absence, the information must also be shared with the student's advisor and Graduate Coordinator.

3. Appeal Process

A request for a leave of absence without requiring makeup time may be denied for several reasons, including (1) an inappropriate or unreasonable request, including inadequate documentation; (2) repeated requests for short-term absences or leaves of absence; (3) documented unsatisfactory performance; and/or (4) incompatibility with funding agency or other institutional guidelines (such as requirements applying to international students). If a request is denied, the graduate student should follow the appointing unit's appeal guidelines.

I. Funding for Leaves of Absence

Appointing units at Kent State University should manage the financial aspects of GA leaves of absence within their departmental budgets, seeking assistance from their colleges or other offices in cases of hardship. It is also recognized that principal investigators with externally funded research grants may have issue with the requirements of particular grants, where flexibility may be limited. If such concerns arise, appointing units should contact their academic college offices or Graduate Studies.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department MARKETING

College BU - Business Administration

~~Degree BBA - Bachelor of Business Administration~~

~~Program Name MKTG Program Code MKTG~~

~~Concentration(s) Concentration(s) Code(s)~~

Proposal Revise Program

Description of proposal:

Change the name of the Department of Marketing to the Department of Marketing and Entrepreneurship

Code change - MKTG to MKEN

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

Current total credit hours: Proposed total credit hours

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

The Entrepreneurship program has functioned as part of the Department of Marketing since its inception. The name change provides formal recognition.

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

Consulted other departments in the College of Business Administration.

REQUIRED ENDORSEMENTS

Pamela E. Grimm 10/20/2010

Department Chair / School Director / Campus Dean

Elizabeth A. Sinclair 10/22/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE
UNIVERSITY

TRANSMITTAL MEMO

DATE: October 15, 2010

TO: Office of the Provost

FROM: Paul J. Albanese, Chair, Undergraduate Curriculum Committee, Department of Marketing

RE: Change Name of Department of Marketing

The Department of Marketing would like to change our name to the Department of Marketing and Entrepreneurship. This name change was approved by the faculty in the Department of Marketing, the Undergraduate College Curriculum Committee (October 8, 2010), and the College Advisory Committee.

This name change was approved unanimously by the faculty in the Department of Marketing and the Undergraduate College Curriculum Committee (October 8, 2010).

Department of Marketing
College of Business Administration
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2170 • Fax: 330-672-5006 • http://business.kent.edu

Proposal Summary

Title:

Department name change

Subject Specification:

Change the name from the Department of Marketing to the Department of Marketing and Entrepreneurship.

Background Information:

The department has been actively involved in the development of the Center for Entrepreneurship and Business Innovation since its inception nearly six years ago. This involvement includes hiring the center director and being active in the creation of student run businesses and the Entrepreneurship major and minor. Department leadership was involved in the successful "ask" for the major funding for the John S. Brinzo Entrepreneurship Lab. The Entrepreneurship major was established by the marketing department chair along with others from the College of Business. The Entrepreneurship major and minor are both administratively housed in the department. Both the major and minor have a decided marketing flavor, which is a function of a need area for entrepreneurs; that is, entrepreneurs typically lack marketing skills and background which is often a consequential reason their businesses fail. To avoid this outcome, our students complete a number of marketing courses within the Entrepreneurship major. Given the active involvement of the marketing department in the CEBI and creation of the academic programs in entrepreneurship, it seemed obvious that the program should be housed within the Department of Marketing. In order for students to know where to come to obtain information about the entrepreneurship programs, it is appropriate that the department carries the entrepreneurship nomenclature. Therefore, we are requesting the name change.

Alternatives and Consequences:

The alternative would be to leave the department name the same.

Specific Recommendation and Justification:

Change the name from the Department of Marketing to the Department of Marketing and Entrepreneurship.

Timetable and Actions Required:

Changes made for fall 2011

This name change was approved unanimously by the faculty in the Department of Marketing and the Undergraduate College Curriculum Committee (October 8, 2010).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department School of Lifespan Development and Educational Sciences

College EH - Education, Health and Human Services

Degree MED - Master of Education

Program Name **Instructional Technology** Program Code **ITEC**

Concentration(s) Computer/Technology and ITEC General Concentration(s) Code(s) CMTC and ITCG

Proposal Revise Program

Description of proposal:
Revision of instruction delivery to offer fully online the two concentrations

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

Current total credit hours: 34 Proposed total credit hours 34

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
none

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

REQUIRED ENDORSEMENTS

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

_____ ____/____/____
College Dean

_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	School of Lifespan Development and Educational Sciences		
College	EH - Education, Health and Human Services		
Degree	PHD - Doctor of Philosophy		
Program Name	**Educational Psychology**	Program Code	**EPSY**
Concentration(s)	Instructional Technology	Concentration(s) Code(s)	ITEC
Proposal	Revise Program		

Description of proposal:
Revision of instruction delivery to offer fully online the concentration.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 75 Proposed total credit hours 75

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
none

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

REQUIRED ENDORSEMENTS

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

_____ ____/____/____
College Dean

_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)

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

October 30, 2010

Dr. Mary Ann Stephens
Research and Graduate Studies
111 Cartwright Hall
Kent State University, Kent, OH 44242

Dear Dr. Stephens,

The Educational Psychology and Instructional Technology program in the School of Lifespan Development and Educational Sciences within the College and Graduate School of Education, Health, and Human Services offers a doctoral degree in Educational Psychology, with a concentration in Instructional Technology. The current doctoral program includes a minimum of 45 credit hours of coursework taken under the supervision of an advisor and an advisory phase committee, plus a comprehensive examination and a dissertation reporting on original scholarly work (see enclosed program of study).

We would like to propose an on-line version of this degree concentration. The online program will contain the same requirements and standards required of face-to-face students. In offering this program online, we are not making any changes to the content of the program or to the required courses, so there are no curricular issues involved. The program will be available entirely online. All of the Instructional Technology and Educational Psychology coursework in the Instructional Technology concentration can already be taken online. Required courses outside of Instructional Technology have already been developed for online delivery as well. (Please note that the general doctoral degree in Educational Psychology is not yet ready to offered entirely online, just the Instructional Technology concentration).

The Instructional Technology program has also been offering its masters degrees entirely online for a few years. As with the doctoral concentration, the program would like to receive formal approval of these online degree programs from the university and the Ohio Board of Regents. There are two Master of Education program concentrations: a general program and a Computer/Technology Endorsement. Included with this letter are programs of study for both degree concentrations. We seek approval for these M.Ed. programs to officially be offered entirely online at Kent State University. As with the doctorate, we are not making any changes to the content of the programs or to the required courses, so there are no curricular issues involved. The online programs will contain the same requirements and standards required of face-to-face students.

The Instructional Technology faculty at Kent State University has extensive experience in designing, developing, and delivering online courses and programs. We have successfully offered courses online for many years. Also we are actively engaged in research and development efforts in online learning. We seek state approval in moving these existing graduate programs online, and we hope we have your support in doing so.

Sincerely yours,

Dr. Drew Tiene
Program Coordinator
Educational Psychology/
Instructional Technology Program

Master's Degree in Instructional Technology
Kent State University

GENERAL PROGRAM OF STUDY

All candidates for the Instructional Technology (ITEC) Master's degree must complete a minimum of 34 hours of graduate level course work. This program includes 19 hours of core requirements and 15 hours of electives (see below). Elective coursework from outside the program area (ITEC) may be included with the permission of the student's advisor. Students seeking either a Computer/Technology Endorsement or Library/Media Licensure should obtain and complete a program of study for that specific program. By the third semester of course work, students must plan their program and arrange with their advisor for signed approval of this program of study, which must then be filed in the Office of Graduate Student Services (White Hall 418). Any change in this plan must be approved by the advisor, who can revise the program of study. In order for graduation to be approved, the program of study must match the student's transcript.

Name:_____ Banner ID#_____

Address:_____

City: _____ State: _____ Zip: _____

Telephone: _____-_____-_____ E-mail: _____

Semester/Year that graduate work began: _____

Elective thesis option (6 credit hours of ITEC 60199/60299)?: no _____ yes _____

Advisor: _____

CORE REQUIREMENTS (19 credit hours)

Course Number	Course Title	Credit Hours	(Anticipated) Completion
EPSY 65524	Learning Theories	3	
ITEC 67403 ITEC 67442	Instructional Design or Designing Online Courses	3	
ITEC 57411	Designing Visuals for Instruction	3	
ITEC 57430	Computer Applications in Education	3	
ITEC 67420	Researching Current Issues in Instructional Technology	3	
ITEC 67438	Instructional Applications of the Internet	3	
ITEC 67439	Portfolio Review	1	
	Total core credit hours	19	

WORKSHOPS

Up to 4 hours of graduate level workshop credit may be used as electives.

ITEC 50093			
ITEC 50093			
ITEC 50093			
	Total workshop credit hours		

ELECTIVE COURSEWORK (15 credit hours)

Course Number	Course Title	Credit Hours	(Anticipated) Completion
ITEC 57400	Selection and Utilization of Educational Media	3	
ITEC 57402	Organization and Admin. of Educ. Media Programs	3	
ITEC 57413	Digital Video in Education	3	
ITEC 57427	Technology and Learning	3	
ITEC 67410	Simulation Games in Education	3	
ITEC 67417	Advanced Instructional Design	3	
ITEC 67425	Managing Technological Change	3	
ITEC 67426	Networking Basics for Educators	3	
ITEC 67432	Designing Multimedia for Instruction	3	
ITEC 67435	Virtual Reality	3	
ITEC 67436	Distance Education	3	
ITEC 67437	Web Development for Educators	3	
ITEC 67442	Designing Online Courses	3	
ITEC 67444	Teaching Online Courses	3	
ITEC 67449	Research in Online Learning	3	
ITEC 67492	Advanced Practicum in Instructional Technology	1-10	
ITEC 67496	Individual Investigation in Instructional Technology	1-10	
ITEC 60199	Thesis I	3	
ITEC 60299	Thesis II	3	
	Total elective credit hours		

TRANSFER CREDIT (up to 12 credit hours)

Graduate credit may be transferred from another accredited institution or another degree program at Kent State University. But it cannot be older than 6 years at the time of graduation. An adviser approved Request for Transfer of Graduate Credit form, with an accompanying official transcript, must be submitted.

Course Number & Title	University	Semester Taken	Substitutes for Course #	Credit Hours
			Total transferred credit hours	

TOTAL CREDIT HOURS TAKEN FOR DEGREE _____

_____

Student Name Printed Student Signature Date

APPROVED: _____

Advisor Signature Date

Master's Degree in Instructional Technology
with a Computer/Technology Endorsement
Kent State University

PROGRAM OF STUDY

All candidates for this Instructional Technology (ITEC) Master's degree with an Ohio Computer/Technology Endorsement must complete a minimum of 36 hours of graduate level course work. This program includes 18 hours of core requirements, 15 hours of additional required coursework and 3 hours of culminating experience (see p. 2). Students who do not desire this endorsement can take the general Masters Degree, which includes electives and no required practicum. By the third semester of course work, students must plan their program and arrange with their advisor for signed approval of this program of study, which will then be filed in the graduate education office (White Hall 418). In order for graduation to be approved, the program of study must match the student's transcript. To add the Computer/Technology Endorsement (#111770) to an existing teaching license, the student must complete an Initial License Application form, downloadable from the Instructional Technology Website, and submit it to the Vacca Office of Student Services (White Hall 304), with the designated fee.

Name:_____ Banner ID# _____

Address:_____

City: _____ State: _____ Zip: _____

Telephone: _____-_____-_____ E-mail: _____

Semester/year: _____ Advisor:_____

INSTRUCTIONAL TECHNOLOGY CORE REQUIREMENTS (18 credit hours)

Course Number	Course Title	Credit Hours	(Anticipated) Completion
EPSY 65524	Learning Theories	3	
ITEC 57403 ITEC 67442	Instructional Design or Designing Online Courses	3	
ITEC 57411	Designing Visuals for Instruction	3	
ITEC 57430	Computer Applications in Education	3	
ITEC 67420	Researching Current Issues in Instructional Technology	3	
ITEC 67438	Instructional Applications of the Internet	3	
Total credit hours		18	

ADDITIONAL REQUIRED COURSEWORK (15 credit hours)

Course Number	Course Title	Credit Hours	(Anticipated) Completion
ITEC 67425	Managing Technological Change	3	
ITEC 67426	Networking Basics for Educators	3	
ITEC 67432	Designing Multimedia for Instruction	3	
ITEC 67436	Distance Education	3	
ITEC 67437	Web Development for Educators	3	
	Total credit hours	15	

REQUIRED CULMINATING EXPERIENCE (3 credit hours)

Course Number	Course Title	Credit Hours	(Anticipated) Completion
ITEC 67439	Portfolio Review	1	
ITEC 67492	Advanced Practicum and Internship in Instructional Technology	2	
Total credit hours		3	

TRANSFER CREDIT (up to 12 credit hours)

Graduate credit may be transferred from another accredited institution or another degree program at Kent State University. But it cannot be older than 6 years at the time of graduation. An adviser approved Request for Transfer of Graduate Credit form, with an accompanying official transcript, must be submitted.

Course Number &Title	Substitutes for (Course #)	Credit Hours	Grade	School & Term Completed	Approval
Total transfer credit hours					

TOTAL CREDIT HOURS TAKEN FOR DEGREE _____

_____

Student Name Printed Student Signature Date

APPROVED: _____

Advisor Signature Date

Doctor of Philosophy: Educational Psychology
Kent State University

PROGRAM OF STUDY

Doctoral Student: _____ SSN#:_____
Address: _____
City: _____ State: _____Zip:_____
Telephone: _____-_____-_____
Concentration in Instructional Technology: yes no Date of Filing: _____

Major Advisor (or Co-Advisor): _____
Member (or Co-Advisor): _____
At-Large Member: _____
Minor or Cognate Advisor: _____
Optional Member: _____

Doctoral Comprehensive Examination Option (choose one):
Option 1 _____ Option 2 _____ *Option 3 _____

*Option 3 must be declared within first 9 hours of course work. Refer to the Ph.D. Handbook (http://www.kent.edu/ehhs/ogs/index.cfm) for complete information 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 EVAL 85518	Advanced Quantitative Research for Ed. Services or Advanced Qualitative Research for Ed. Services	3	
EVAL 78716 EVAL 78807	Educational Statistics II or Evaluation in Education	3	
	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 only 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 75524	Learning Theories*	3	
ITEC 77403 ITEC 77442	Instructional Design* or Designing Online Courses*	3	
EPSY 77450	Psychological Principles of Education**	3	
ITEC 77450	Learning with Instructional Technologies**	3	

* If not taken during master's work

** Taken together, preferably during the first two years of doctoral work

EDUCATION PSYCHOLOGY SPECIALIZATION ELECTIVES

ELECTIVES ADDED TO MAKE 45 CREDIT HOURS FOR COURSEWORK

Course Number	Course Title	Credit Hours	(Anticipated) Completion
EPSY 78905	Educational Psychology	3	
EPSY 75529	Educational Motivation	3	
EPSY 89095	Special Topics in Learning and Development	1-3	
EPSY 89096	Indiv. Investigation in Learning & Development	1-3	
EPSY 89098	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:		

INSTRUCTIONAL TECHNOLOGY SPECIALIZATION ELECTIVES
ELECTIVES ADDED TO MAKE 45 CREDIT HOURS FOR COURSEWORK

Course Number	Course Title	Credit Hours	(Anticipated) Completion
ITEC 57402	Organization and Admin. of Educ. Media Programs	3	
ITEC 57427	Technology and Learning	3	
ITEC 57430	Computer Applications in Education	3	
ITEC 57413	Digital Video in Education	3	
ITEC 77410	Simulation-Games in Education	3	
ITEC 77411	Designing Visuals for Instruction	3	
ITEC 77417	Advanced Instructional Design	3	
ITEC 77420	Researching Current Issues in Instruct. Technology	3	
ITEC 77425	Managing Technological Change	3	
ITEC 77426	Networking Basics for Educators	3	
ITEC 77432	Designing Multimedia for Instruction	3	
ITEC 77435	Virtual Reality	3	
ITEC 77436	Distance Education	3	
ITEC 77437	Web Development for Educators	3	
ITEC 77438	Instructional Applications of the Internet	3	
ITEC 77442	Designing Online Courses	3	
ITEC 77444	Teaching Online Courses	3	
ITEC 77449	Research in Online Learning	3	
ITEC 77492	Advanced Practicum & Internship in Instruct. Tech.	1-10	
ITEC 77496	Individual Investigation in Instructional Technology	1-5	
	Other electives as approved by the committee:		

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**):**

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

LETTER OF INTENT

Date of submission: 16 November 2010

Name of institution: Kent State University

Intent: To establish a Construction Management major within the Bachelor of Science degree (program is currently a concentration in the BS degree in Technology)

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Institution type (please check all that apply):

- ☒ Public
- ☐ Private, non-profit
- ☐ Out-of-state
- ☐ For-profit

Type of request (please check all that apply):

- ☐ First request to the Chancellor (i.e., request for initial authorization)
- ☐ New degree in an approved institution
- ☒ New program within an existing degree (e.g., major, minor, concentration, etc.)
- ☐ Certificate program
- ☐ New licensure/endorsement area (educator preparation)
- ☐ Other (please describe):

Alternative Delivery Options (please check all that apply):

- ☐ More than 50% of the program will be offered online
- ☐ More than 50% of the program will be offered using a flexible or accelerated delivery model
- ☐ More than 50% of program will be offered at a site different from the institution's central/main campus location
- ☐ The program will be offered at multiple campus locations

Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors):

Approved by the Educational Policies Council on 15 November 2010; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: March 2011 (approximate)

Projected start date: Fall 2011

1. **Provide a brief description of the request.**

   The College of Technology proposes to establish a Construction Management major within the Bachelor of Science degree to replace the current concentration in the BS degree in Technology. Moving to major status will be very beneficial to gaining national accreditation for the Construction Management program (e.g., American Council for Construction Education).

2. **Explain the institution's rationale for making the request.**

   The Construction Management program is in its fourth year of existence and has grown to approximately 100 students enrolled. It is anticipated that the program will continue to grow for the foreseeable future. Moving to major status will expose the program to more students, create a more powerful tool to attract support from the construction industry, and put the program on the same level as many other Construction Management programs across the state and country. The following three Ohio institutions offer a four-year Construction Management degree program: Bowling Green State University, the Ohio State University and the University of Cincinnati. Kent State University will fill the need in Northeast Ohio for a Construction Management degree program to supply construction companies with sought-after employees.

3. **For institutions that already have the Chancellor's approval to operate in Ohio:**

   a. **Indicate whether additional faculty and staff will be needed to support the proposed request.**

      Additional faculty will be needed as enrollment increases. At present, one full-time and five part-time faculty members are assigned to the Construction Management concentration. There is an immediate need for one more full-time faculty, and an informal survey of similar academic programs indicates that an additional full-time faculty will be needed for every 50 new students in the major.

      Administration of the proposed program will fall under the current coordinator for the applied science and technology programs; therefore, there is no need for an additional coordinator.

   b. **Indicate whether additional administrative (e.g., admissions, financial aid, registrar, etc.) and student support services (e.g., advising, tutoring, counseling, etc.) will be needed to support the proposed request.**

      As this program is presently a viable concentration, and current administrative and student support services are sufficient, there if no foreseeable need for additional services until the student enrollment increases significantly.

   c. **Indicate whether additional library services and resources will be needed to support the proposed request.**

      As this program is presently a viable concentration, and current library services and resources are sufficient, there if no foreseeable need for additional services.

d. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.

It is expected that a larger construction laboratory will be needed to handle the anticipated increase in enrollment in the program due to changing from a concentration to a major.

By submission of this request, the institution acknowledges and agrees to the following:

- The submission of the letter of intent and applicable fees initiates the review process. If a complete proposal for this request is not submitted within one year from the date of this letter, the institution must submit another letter of intent and related fees to the Chancellor of the Ohio Board of Regents.
- The institution may withdraw its request it any time. However, fees will not be returned to the institution once a full proposal has been submitted for review.
- Full proposals will not be reviewed until the institution has submitted all applicable fees to the Ohio Board of Regents.
- The Chancellor or his staff may, in their judgment, request additional information and/or modify the type of review performed as outlined in the guidelines if the following occurs during the course of the review process:
    - Previously approved institutions fail to continue to meet the Chancellor's standards;
    - The institution is sanctioned by its regional, national or specialized accreditor, or is sanctioned by another state approval/licensing agency;
    - For-profit institutions registered with the State Board of Career Colleges and Schools are sanctioned by that board; or
    - Institutions undergo a change in ownership or profit status.
- The Chancellor or his staff, in their judgment, may modify the forms used to submit requests for approval if it is determined that such changes will improve the process. If such change occurs after the institution has submitted a request, the institution may choose to either complete the process using the previous forms or resubmit its request using the new forms.
- The Chancellor, at his discretion, reserves the right to modify the review guidelines and processes in accordance with the laws and rules of the Ohio Revised Code and Ohio Administrative Code.

Respectfully,

[BOB FRANK'S SIGNATURE – SIGNED AFTER ITEM APPROVED BY EPC]

Robert G. Frank
Provost and Senior Vice President for Academic Affairs
Kent State University

TO:	Educational Policies Council
FROM:	Provost and Senior Vice President Robert G. Frank
SUBJECT:	Agendas for Monday, 24 January 2011 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:	17 January 2011

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, 21 January, to ensure that the materials are available at the meeting for review.

EPC Undergraduate Council Agenda
EPC Graduate Council Agenda

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 15 November 2010.
   Attachment 1

Office of the Provost *(presented by Provost Robert G. Frank)*

2. Establishment of an independent and interdisciplinary School of Digital Sciences [DS] (proposal also on EPC Graduate Council agenda).
   Effective Fall 2011
   Attachment 2

3. Establishment of a Digital Sciences [DS] major within the Bachelor of Arts [BA] and Bachelor of Sciences [BS] degree to be housed in the proposed School of Digital Sciences. Six concentrations are established in the BS degree program: Enterprise Architecture [ENAR], Digital Systems Analysis [DSA], Digital Systems Software Development [DSSD], Digital Systems Telecommunication Networks [DSTN], Digital Systems Management and Consulting [DSMC] and Digital Science Cognition and Communication [DSCC]. Proposal also includes establishment of 13 DSCI courses. Minimum total credit hours to program completion for both degrees are 121.
   Effective Fall 2011
   Attachment 3: proposal | program requirements and roadmaps | DSCI courses | internal correspondence | external letters of support | OBR response to letter of intent

4. Establishment of a Digital Sciences [DS] minor to be housed in the proposed School of Digital Sciences. Minimum total credit hours to program completion are 18.
   Effective Fall 2011
   Attachment 4

ACTION ITEMS *continued*

University Requirements Curriculum Committee *(presented by Dean Donald R. Williams)*

5. Establishment of US 20007 Life Beyond KSU to be used in place of US 10097 Destination Kent State: First Year Experience for juniors and seniors who have not yet fulfilled the university requirement.
Effective Fall 2011
Attachment 5

6. Establishment of Kent Core Basic Sciences designation to PHY 21431 Frontiers in Astronomy Laboratory.
Effective Fall 2011
Attachment 6

7. Establishment of Global Diversity designation to JUS 37511 Immigration: Law, Crime and Justice; and Domestic Diversity designation to MUS 42161 History of Jazz.
Effective Fall 2011
Attachment 7: JUS 37511 | MUS 42161

8. Establishment of Writing-Intensive designation to COMT 36318 Survey of Information Security, Internet Fraud and Computer Forensics; to DSCI 31510 Global Project Management and Team Dynamics; and to MIS 44163 Global Business Management.
Effective Fall 2011
Attachment 8: COMT 36318 | DSCI 31510 | MIS 44163

Associate and Assistant Deans *(presented by Associate Dean I. Richmond Nettey)*

9. Revision of the General Academic Forgiveness Policy: Change name to Academic Forgiveness Policy; decrease number of years returning students must be out of school before requesting forgiveness, from three (two for veterans) to one year for all; remove policy that students cannot take credit at another institution for at least three consecutive years; decrease number of credit hours, from 15 to 12, with minimum 2.0 GPA to become eligible for forgiveness; establish policy to allow Kent State associate degree students to also receive forgiveness for coursework taken after associate degree; and develop notification process to alert eligible students for forgiveness.
Effective Fall 2011
Attachment 9

College of Architecture and Environmental Design *(presented by Dean Douglas L. Steidl)*

10. Establishment of an Architectural Studies [ARCS] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011
Attachment 10

College of the Arts *(presented by Dean John R. Crawford)*

School of Music

11. Establishment of an Audio Recording [AUDR] minor. Minimum total credit hours to program completion are 23.
Effective Fall 2011
Attachment 11

12. Establishment of a Jazz Studies [JAZZ] minor. Minimum total credit hours to program completion are 21.
Effective Fall 2011
Attachment 12

ACTION ITEMS *continued*

College of the Arts *continued*

School of Music continued

13. Establishment of a Music Technology [MUST] minor. Minimum total credit hours to program completion are 23.
Effective Fall 2011
Attachment 13

College of Arts and Sciences *(presented by Dean Timothy S. Moerland)*

Department of Geology

14. Establishment of an Environmental Geology [EGEO] concentration in the Geology [GEOL] major within the Bachelor of Science [BS] degree. Also included in the proposal (and a lesser action item) is a revision of the course requirements. GEOL 41025 is removed; and GEOL 32066 and 43040) are moved to concentration requirements. If concentration is not selected, CHEM 10061 and 10063 (or PHY 13002 and 13022) and 15 upper-division GEOL courses must be taken. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011
Attachment 14

Department of Sociology

15. Revision of the name of the Justice Studies [JUS] major to Criminology and Justice Studies [CRJU] within the Bachelor of Arts [BA] degree. Proposal includes establishment of concentrations Policing [POLC], Corrections [CORC], Law and Society [LASO], Justice and Human Relations [JAHR], Criminology and Deviance [CRDE] and Criminology and Justice Studies [CRJU]. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011
Attachment 15

College of Business Administration *(presented by Dean Yank Heisler)*

Department of Management and Information Systems

16. Establishment of a Healthcare Systems Management [HMGT] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011
Attachment 16

College of Communication and Information *(presented by Dean Stanley T. Wearden)*

School of Communication Studies

17. Establishment of concentrations Global Communication [GLBL] and Health Communication [HCMM] in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. Proposal also contains revision to course requirements (and a lesser action item) with addition of LIS 30001 and VCD 14000 and reduction of electives by 6 credit hours. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011
Attachment 17

18. Establishment of a Health Communication [HCMM] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011
Attachment 18

19. Establishment of an Interpersonal Communication [IPCM] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011
Attachment 19

ACTION ITEMS *continued*

College of Communication and Information *continued*

School of Communication Studies continued

20. Establishment of an Organizational Communication [ORCM] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011
Attachment 20

21. Establishment of Public Communication [PCMM] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011
Attachment 21

College of Education, Health and Human Services *(presented by Associate Dean Joanne Arhar)*

School of Foundations, Leadership and Administration

22. Establishment of a Hospitality Management [HSPM] major within the Bachelor of Science [BS] degree. Program is formerly a concentration within the Nutrition and Food [NF] major. In addition (and a lesser action item), course requirements are revised to add HM 21095, 33031, 37777 as professional electives. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011
Attachment 22: proposal | roadmap | OBR response to letter of intent

School of Health Sciences

23. Revision of the name of the Nutrition and Food [NF] major, to Nutrition [NUTR], within the Bachelor of Science [BS] degree. In addition, the Hospitality Management [HSPM] and Nutrition and Dietetics [ND9] concentrations are inactivated, and the course requirements are revised to emulate the now-inactivated Nutrition and Dietetics concentration. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011
Attachment 23

School of Lifespan Development and Educational Sciences

24. Revision of the name of the Intervention Specialist [INSP] major, to Special Education [SPED], within the Bachelor of Science in Education [BSE] degree. Included in the proposal (and lesser action items) are inactivation of several concentrations and revision of course requirements. Inactivated are the following concentrations: General Special Education [GSED], Gifted–Language Arts/Science [GLAS], Gifted–Mathematics/Language Arts [GMLA], Gifted–Mathematics/Science [GMS], Gifted–Mathematics/Social Studies [GMSS], Gifted–Social Studies/Language Arts [GSSL], Gifted–Social Studies/Science [GSSS] and Mild/Moderate–Social Studies/Language Arts [MMSL]. Revisions to course requirements include removing adding MATH 14002 to and removing PSYC 11762 from the major core; and replacing the following in the concentrations with unspecified Kent Core: CACM 11001, COMM 15000, ENG 21054 (or 22071 or 22072), JMC 20001, PHIL 21001, SPA 34104, 43020, 43030, 43600, THEA 11000. Minimum total credit hours to program completion decrease, from 129-136 to 123-127 depending on concentration.
Effective Fall 2011
Attachment 24

ACTION ITEMS *continued*

Regional College *(presented by Dean Wanda E. Thomas)*

25. Establishment of an Enology [ENOL] major within the Associate of Applied Science [AAS] degree. Included in the proposal is the establishment of 10 VIN courses (one course shared with Viticulture). Minimum total credit hours to program completion are 60.
Effective Fall 2011
Attachment 25: proposal | roadmap | VIN courses | internal correspondence | external letters of support | OBR response to letter of intent

26. Establishment of a Viticulture [VITI] major within the Associate of Applied Science [AAS] degree. Included in the proposal is the establishment of eight VIN courses (one VIN course shared with Enology). Minimum total credit hours to program completion are 60.
Effective Fall 2011
Attachment 26: proposal | roadmap | VIN courses | internal correspondence | external letters of support | OBR response to letter of intent

27. Revision of the name and course requirements and establishment of five optional concentrations within the Bachelor of Applied Studies [BAS] degree. Name changes to the Bachelor of Technical and Applied Studies [BTAS] degree. Optional concentrations (i.e., students may select the major with no concentration) are the following: Computer Technology General [CTG]; Computer Technology Networking [CTN]; Computer Technology Internet/Multimedia [CTIM]; Computer Technology Application Development [CTAD]; and Computer Technology Applied Computer and Forensics Technology [CTAC]. With the establishment of these concentrations, the 2+2 General and 2+2 Computer Technology concentrations in the BS in Technology program are inactivated.
Effective Fall 2011
Attachment 27: proposal | roadmaps

28. Establishment of concentrations LPN to ADN [LPN] and Paramedic to ADN [PARM] in the Nursing ADN [NRST] major within the Associate of Applied Science [AAS] degree. Total credit hours to program completion are unchanged at 63.
Effective Fall 2011
Attachment 28

College of Technology *(presented by Dean Donald L. Bubenzer)*

29. Establishment of a Computer Engineering Technology [CET] concentration in the Applied Engineering [AENG] major within the Bachelor of Science [BS]. This concentration replaces the Computer and Electronics Technology [CMEL] concentration. Total credit hours to program completion are 122.
Attachment 29
Effective Fall 2011

30. Establishment of an Innovation [INVN] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011
Attachment 30

INFORMATION ITEMS

Office of the Provost

1. Six associate degree and three certificate programs and related courses are moving from the College of Technology to the Regional College. AAS degree programs: Mechanical Engineering Technology [MERT]; Engineering of Information Technology [EIRT]; Manufacturing Engineering Technology [MFED]; Systems/Industrial Engineering Technology [IERT]; Electrical/Electronic Engineering Technology [EEET]; and Computer Design, Animation and Game Design [CDAG]. Post-secondary certificates: Plastics Manufacturing Engineer [C113]; Radiation and Polymer Engineering [C121]; and Computer-Aided Drafting/ Design Technician [C103]. Courses with the following subjects: CADT, EERT, EIRT, HTMT, IERT, MERT, MFGT and PLCT.
   Effective Spring 2011
   Attachment 31

College of the Arts

School of Music

2. Inactivation of the Music Technology [C135] post-secondary certificate.
   Effective Fall 2011
   Attachment 32

INFORMATION ITEMS *continued*

College of Arts and Sciences

Department of Pan-African Studies

3. Inactivation of the Pan-African Community Theatre [C203] post-secondary certificate.
   Effective Fall 2011
   Attachment 33

Regional College

4. Revision of the course requirements for the Computed Tomography [C138] post-secondary certificate. RIS 44033 is added, and RIS 44021 decreases to 2 credit hours. Minimum total credits are unchanged at 27.
   Effective Fall 2011
   Attachment 34

5. Revision of the course requirements for the Magnetic Resonance Imaging [C204] post-secondary certificate. RIS 44046 is added, and RIS 44031 decreases to 2 credit hours. Minimum total credits are unchanged at 27.
   Effective Fall 2011
   Attachment 35

LESSER ACTION ITEMS

College of the Arts

School of Art

1. Inactivation of the non-degree Pre-General Art [PGA] major.
   Effective Fall 2011

2. Revision of the course requirements for the Art Education [ARTE] major within the Bachelor of Arts [BA] degree. ARTF 14055 is replaced with ART 10023, and ARTF 14055 is removed. Minimum total credit hours to program completion are unchanged at 128.
   Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of the Arts *continued*

School of Art continued

3. Revision of the course requirements for the Crafts [CRFT] major within the Bachelor of Fine Arts [BFA] degree. ART 10023 and ARTH 32066 are added; ARTF 14055 is removed; required ARTF 24001 and 24055 become either/or; and ARTH upper-division electives decrease to 3 credit hours. Minimum total credit hours to program completion are unchanged at 125.
Effective Fall 2011

4. Revision of the course requirements for the Crafts and Fine Arts [CFA] major within the Bachelor of Arts [BA]. ART 10023 is added in the Crafts [CRFT] concentration. ARTF 14055 is removed and general electives decrease by 3 credit hours in the Fine Arts [ARTS] concentration. Minimum total credit hours to program completion are unchanged at 125.
Effective Fall 2011

5. Revision of the course requirements for the Fine Arts [ARTS] major within the Bachelor of Fine Arts [BFA] degree. ART 10023 is added, and general electives decrease by 3 credit hours. Minimum total credit hours to program completion are unchanged at 125.
Effective Fall 2011

School of Music

6. Revision of the policy on counting upper-division major ensemble credits for the Music [MUS], Music Education [MUED] and Music Technology [MUST] majors, within the Bachelor of Arts [BA], Bachelor of Music [BM] and Bachelor of Science [BS] degrees.
Effective Fall 2011

7. Revision of course requirements for the Music [MUS] minor. MUS 12211 is replaced with MUS 22111 as required; MUS 42141 and 42151 are replaced with MUS 22121 and 42101 as electives; and MUS 45142 and 45143 are added as ensemble options. Minimum total credit hours to program completion increase, from 23 to 24.
Effective Fall 2011

8. Revision of course requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree. MUS 12211 and 12212 are replaced with MUS 22111 and 22121; 3 credit hours of MUS electives are added; and applied music and ensemble requirements are revised. Minimum total credit hours to program completion decrease, from 122 to 121.
Effective Fall 2011

College of Arts and Sciences

9. Revision of course requirements for the Jewish Studies [JWST] minor. HEBR 12101 and 12102 are added as electives. Minimum total credit hours to program completion are unchanged at 21.
Effective Fall 2011

Department of Anthropology

10. Revision of course requirements for the Anthropology [ANTH] major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degrees. ANTH 18630 is added as either/or with 38630. Minimum total credit hours to program completion for both are unchanged at 121.
Effective Fall 2011

11. Revision of course requirements for the Anthropology [ANTH] minor. ANTH 18630 is added as an either/or with ANTH 38630. Minimum total credit hours to program completion are unchanged at 21.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Computer Science

12. Revision of course requirements for the Computer Science [CS] major within the Bachelor of Science [BS] degree. CS 10051 is removed, CS 33001 increases to 4 credit hours; 3 credit hours of upper-division electives are added. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

13. Revision of course requirements for the Computer Science [CS] minor. CS 33001 increases to 4 credit hours. Minimum total credit hours to program completion increase, from 19 to 20.
Effective Fall 2011

Department of Modern and Classical Language Studies

14. Revision of course requirements for the French [FR] major within the Bachelor of Arts [BA] degree. FR 33214 and 43213 are added to major requirements. FR 43240 is added to and 6 credit hours are removed from the French literature or cultural electives. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

15. Revision of course requirements for the German [GER] major within the Bachelor of Arts [BA] degree. Added are GER 31240, 41240, 41340, 41341; and GER 41331 is removed from upper-division German electives. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

Department of Pan-African Studies

16. Revision of course requirements for the African Studies [AFST] minor. Seven courses are removed from and 22 are added to the list of electives. Minimum total credit hours to program completion are unchanged at 18.
Effective Fall 2011

17. Inactivation of one concentration and revision of other concentration names and course requirements for the Pan-African studies [PAS] major within the Bachelor of Arts [BA] degree. Concentration Theoretical and Applied Research [TARP] is inactivated. Concentration African Diaspora Studies [AFDS] changes to Diaspora Studies [DIAS]. Concentration Pan-African Literature, Arts and Culture [PAFL] changes to Arts, Literature and Culture [ALCL]. In addition to course revisions in all the concentrations, PAS 13001 and 13002 are replaced with PAS 23001 and 23002; and PAS 33200 is added as an elective option. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

18. Revision of course requirements for the Pan-African Studies [PAS] minor. PAS 13001 and 13002 are replaced with PAS 23001 and 23002; PAS 33200 is added as an elective option; and 3 credit hours of upper-division electives are removed. Minimum total credit hours to program completion decrease, from 24 to 21.
Effective Fall 2011

Department of Physics

19. Revision of policy and course requirements for the Physics [PHY] major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degrees. Policy is revised to exclude PHY 21431 as counting toward a major requirement. In the Biological Sciences [BSCI] concentration, PHY 41010 is added as recommended major elective. Total credit hours to program completion are unchanged at 121.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Psychology

20. Revision of course requirements for the Psychology [PSYC] major within the Bachelor of Arts [BA] degree. Psychology and Sociology double-major students will be allowed to take SOC 32220 in place of required PSYC 21621. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

21. Revision of course requirements for the Psychology [PSYC] minor. Students majoring in Sociology will be allowed to take SOC 32220 in place of required PSYC 21621. Total credit hours to program completion are unchanged at 21.
Effective Fall 2011

Department of Sociology

22. Revision of course requirements for the Sociology [SOC] major within the Bachelor of Arts [BA] degree. Sociology and Psychology double-major students will be allowed to take PSYC 21621 in place of required SOC 32220 and 32221. Total credit hours to program completion remain unchanged at 121.
Effective Fall 2011

College of Business Administration

Department of Management and Information Systems

23. Revision of course requirements for the Business Management [BMGT] major within the Bachelor of Business Administration [BBA] degree. PSYC 11762 is removed; electives are replaced with required MIS 44062, 44392, 44452; MIS 44150 replaced by MIS 44163; ACCT 33061 (or 33063) is replaced with college elective; added to electives are ACCT 33061, 33063, MIS 34051, 44009, MKTG 45045; removed from electives are ECON 32070, 32084, 42068, 42075, 42081, 42085, 42087, FIN 36059, MIS 44091, 44096, 44183, MKTG 35015, 35035, 35050, 45060, 45071, PSYC 31773, 41282, 41532. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

College of Communication and Information

School of Communication Studies

24. Revision of Communication Studies [COMM] minor. Electives COMM 15000 and 25902 become required; added as required are COMM 30000, 35852, 35912, 45459; removed are electives COMM 20001, 25863, 26000, 26001 and 12 COMM electives. Minimum total credit hours to program completion decrease, from 24 to 18.
Effective Fall 2011

School of Journalism and Mass Communication

25. Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. JMC 21005, LIS 30010, VCD 14001 are added; JMC upper-division electives decrease by 3 credit hours; and liberal studies electives decrease by 6 credit hours. Minimum total credit hours to program completion are unchanged at 124.
Effective Fall 2011

26. Revision of course requirements for the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. COMM 15000, LIS 30010, VCD 14001 are added; and liberal studies electives decrease by 6 credit hours. Minimum total credit hours to program completion are unchanged at 124.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Communication and Information *continued*

School of Journalism and Mass Communication continued

27. Revision of course requirements for the News [NEWS] major within the Bachelor of Science [BS] degree. In the Broadcast News [BJRN] concentration, LIS 30010 and VCD 14001 are added, and liberal studies electives decrease by 6 credit hours. In the Magazine Journalism [MJRN] and Newspaper Journalism [NJRN] concentrations, COMM 15000, LIS 30010, VCD 14001 are added; JMC 40095 is replaced with JMC 40025; liberal studies electives decrease by 6 credit hours; and non-JMC electives decrease by 3 credit hours. Minimum total credit hours to program completion are unchanged at 124.
Effective Fall 2011

28. Revision of course requirements for the Public Relations [PR] major within the Bachelor of Science [BS] degree. LIS 30010 and VCD 14001 are added; VCD 37000 is replaced with JMC 20006; and liberal studies electives decrease by 6 credit hours. Minimum total credit hours to program completion are unchanged at 124.
Effective Fall 2011

29. Revision of course requirements for the Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree. COMM 15000, LIS 30010, VCD 14001 are added; JMC 40095 is replaced with JMC 40025; and liberal studies electives decrease by 9 credit hours. Minimum total credit hours to program completion are unchanged at 124.
Effective Fall 2011

School of Visual Communication Design

30. Revision of course requirements for the Photo Illustration [PHOI] major within the Bachelor of Science [BS] degree. Removed are JMC 22002, 32001, VCD 23000, 38008, 42051, 46001, 48009 and 48902. Added are JMC 20001, 22004, LIS 30010, VCD 14001, 20006, 20010, 43001 and 43002. General electives decrease by 2 credit hours. Minimum total credit hours to program completion are unchanged at 127.
Effective Fall 2011

31. Revision of course requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] degree. JMC 20001, LIS 30010, VCD 14001 are added; and general electives decrease by 3 credit hours. Minimum total credit hours to program completion are unchanged at 130.
Effective Fall 2011

32. Revision of course requirements for the Visual Communication Design [VCD] major within the Bachelor of Fine Arts [BFA] degree. JMC 20001, LIS 30010, VCD 14001 are added; and general electives decrease by 3 credit hours. Minimum total credit hours to program completion are unchanged at 136.
Effective Fall 2011

33. Revision of course requirements for the Photo-Illustration [PHOI] minor. JMC 32001 is replaced with JMC 22004. Minimum total credit hours to completion are unchanged at 23.
Effective Fall 2011

College of Education, Health and Human Services

School of Health Sciences

34. Revision of course requirements for the Community Health Education [CHED] major within the Bachelor of Science [BS] degree. PH 20004 is added; ENVT 10001 and HED 41561 are removed as requirements; JMC 20003 and 20004 are removed as electives; JMC 20001 and 20005 change from either/or to both required; and PH courses are added as third option for electives. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Health Sciences continued

35. Revision of course requirements for the Exercise Physiology [EXSI] concentration in the Exercise Science [EXSC] major within the Bachelor of Science [BS] degree. CHEM 30284 is removed, and general electives increase by 4 credit hours. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

36. Revision of course requirements for the Integrated Health Studies [IHS] major within the Bachelor of Science [BS] degree. In addition to concentration revisions, IHS 44092 is added and NURS 41095 is replaced with NURS 45010 (or NURS 46000) to major requirements. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

37. Revision of course and graduation requirements for the Health and Physical Education [HPE] concentration in the School Health Education [SHED] major within the Bachelor of Science in Education [BSE] degree. Added are PEP 15011, 15020, 35084, 49525. Removed are HED 11590, ATTR 35025, 35054, EDUC 49525, PEP 15013, 15014, 15017, 15018, 15019, 25059, 25068, 35010. Two credits hours of general electives are replaced by 3 credit hours of PEB courses. Minimum major GPA to graduate increases, from 2.60 to 2.75. Minimum total credit hours to program completion decrease, from 167 to 159.
Effective Fall 2011

School of Teaching, Learning and Curriculum Studies

38. Revision of course requirements for the Athletic Coaching [ATCO] minor. PEP 25068 is replaced with PEP 35084, and removed are elective options PEP 35079, 35043, 35045, 35047, 35049 and 43093. Total credit hours to program completion are unchanged at 23.
Effective Fall 2011

39. Revision of course requirements for the Early Childhood Education [ECDE] major within the Bachelor of Science in Education [BSE] degree. BSCI 10001 and ECED 40123 are added; and removed are ARTH 12001, 22006, 22007, ECED 40151, ENG 21054 (or ENG 22071, 22072, 22073), SOC 12050 (or SOC 22778); HIST 11050 (or HIST 11051, 12070), MUS 22111 (or MUS 22121). Semester-by-semester sequencing is revised. Minimum total credit hours to program completion decrease, from 131 to 128.
Effective Fall 2011

40. Revision of course requirements for the Integrated Language Arts [INLA] major within the Bachelor of Science in Education [BSE] degree. Removed as required are CACM 11011, ANTH 18210, SOC 12050. In Linguistics electives, added are ENG 31001 and 31008.In Reading Against the Grain electives, removed is ENG 33011, and added are ENG 33010, 33012, 33013, 33014, 33015. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

41. Revision of course requirements for the Physical Education [PEP] major within the Bachelor of Science [BS] degree. In the Health and Physical Education [HPE] concentration, option PEP 36065 becomes required; added are HED 49525, 49525, PEP 49525 and 3 credit hours of PEB electives; removed are EDUC 49525, HED 11590, PEP 25068, 35010, 35059. In the Human Movement Studies [HMS] concentration, PEP 35084 is added; ATTR/EXSC 25058, 35054, PEP 15018 are removed; and minor/general electives increase by 3 credit hours. In the Physical Education Licensure [PEL] concentration, PEP/SPAD 25059, PEP 25068, 35010 are removed, and 3 credit hours of PEB electives and 3 credit hours of general electives are added. Minimum total credit hours to program completion decrease for all, from 162 to 159 for PEP, from 122 to 121 for HMS, and from 124 to 121 for PEL.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Public Health

42. Revision of course requirements for the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. PH 30003 is added, and PH 44001 is removed. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

Regional College

43. Revision of course requirements for the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. In area I electives, added are COMT 11000 and 21007; and removed are BMRT 11000, ECON 22060, 22061. In area II electives, added are BMRT 11000, 11009, 21004, ECON 22060; and removed are ACTT 11001, COMT 11000, MATH 11012. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2011

44. Inactivation of two concentrations and revision of course requirements for the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. Concentrations Polymer [PLMR] and Radiation Polymer [RADP] are inactivated. In the General [GENL] concentration, CADT 22003 is added, and MERT 22004 decreases to 3 credit hours. Minimum total credit hours to program completion are unchanged at 70.
Effective Fall 2011

45. Revision of admission and progression requirements for the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree. Minimum GPA for admission increases from 2.5 to 2.7. All courses in the program (required, related, general studies and prescribed developmental) must be completed with minimum C grade. Admission deadlines are removed from the University Catalog.
Effective Fall 2011

46. Revision of course requirements for the Radiologic Imaging Sciences [RIS] major within the Bachelor of Radiologic Imaging Sciences Technology [BRIT] degree. PHY 13001 and PHY 13021 are removed, and PHY 12111 added to the FRAS and RTFE concentrations; RIS 44046 added to the MRHA and MRRT concentrations; RIS 44021 decreases to 2 credit hours, and RIS 44033 is added to CTHA, CTRT concentrations; PHY 12111 and RIS 34083 are added to NMRT, NMHO and NMFR concentrations; CHEM 10054 and 14 hours of lower-division electives are removed from NMFR concentration; PHY 21041 removed from NMRT and NMHO concentrations; 9 hours of lower -division electives are removed from NMHO concentration; and articulated credit hours decrease from 32 to 30 for NMHO concentration, from 32 to 30 hours for HATS concentration, from 70 to 27 hours of RADT coursework for RTAS concentration and from 70 to 28 hours of RADT coursework for RTAA concentration. Minimum total hours are unchanged at 121 for Diagnostic Medical Sonography (freshman-entry only) [FRAS] and decrease from 136 to 121 [RTAS] and 124-121 [HATS]; total hours are unchanged at 122 for Radiation Therapy (freshman-entry only) [RTFE] and decrease from 135 to 121 [RTAA]. Total credit hours to program completion are unchanged at 121 for Nuclear Medicine Technology (freshman-entry only); and increase from 121 to 123; and decrease from 131 to 121 and 123 to 121 (depending on option).
Effective Fall 2011

47. Revision of the course 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; BSCI 20020 is added as either/or with BSCI 11010 and 11020; HED 14020 is added as either/or with PTST 11009; PHY 13001 is added as either/or with PHY 12111. Total credit hours to program completion decrease from 73 to 71.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

Regional College *continued*

48. Revision of the Systems/Industrial Engineering Technology [IERT] major within the Associate of Applied Science [AAS] degree. MATH 11010 is added. Total credit hours to program completion are increased from 65 to 68.
Effective Fall 2011

College of Technology

49. Revision of the course requirements for the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. In addition to several course requirement revisions, students in the Aviation Management [AVMN] concentration must declare a minor in Management for Non-Business Majors [MBMN] instead of Computer information Systems [CIS]. Minimum total credit hours decrease, from 129 to 127, for Aeronautical Systems Engineering Technology [AESE] concentration. All others concentrations are unchanged at 124.
Effective Fall 2011

EPC GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 17 May 2010.
   Attachment 1

Office of the Provost

2. Establishment of an independent and interdisciplinary School of Digital Sciences [DS] (proposal also on EPC Undergraduate Council agenda).
   Effective Fall 2011
   Attachment 2

3. Establishment of a Digital Sciences [DS] major within the Master of Science [MS] degree to be housed in the proposed School of Digital Sciences. Program will comprise five concentrations: Enterprise Architecture [ENAR], Digital Systems Software Development [DSSD], Digital Systems Telecommunication Networks [DSTN], Digital Systems Management and Consulting [DSMC] and Digital Science Cognition and Communication [DSCC]. Proposal also includes establishment of four DSCI courses. Minimum total credit hours to program completion are 32.
   Effective Fall 2011
   Attachment 36: proposal | DSCI courses | internal correspondence | external letters of support | OBR program development plan

College of the Arts

School of Music

4. Establishment of a Choral Conducting [CHOR] concentration in the Conducting [COND] major within the Master of Music [MM] degree. Minimum total credit hours to program completion are 32.
   Effective Fall 2011
   Attachment 37

College of Communication and Information *(presented by Associate Dean LuEtt J. Hanson)*

School of Library and Information Science

College of Education, Health and Human Services *(presented by Associate Dean Nancy Barbour)*

Lifespan Development and Educational Sciences

5. Transfer of the Library Media [LIBM] concentration in the Instructional Technology [ITEC] major within the Master of Education [MED] degree to the Library and Information Science [LIS] major within the Master of Library Science [MLIS] degree. The concentration is renamed School Library Media [SLM]. Minimum total credit hours to program completion increase from 36 to 39.
   Effective Fall 2011
   Attachment 38

6. Establishment of a dual degree program between in the Instructional Technology [ITEC] major within the Master of Education [MED] degree and the Master of Library Science [MLIS] degree (School Library Media concentration). Concentration Dual Degree MEd/MLIS [DDSL] is established in Instructional Technology major. Minimum total credit hours to program completion are 57.
   Effective Fall 2011
   Attachment 39

ACTION ITEMS *continued*

College of Education, Health and Human Services *(presented by Associate Dean Nancy Barbour)*

School of Foundations, Leadership and Administration

7. Revision of the name of the Exercise, Leisure and Sport [ELS] major, to Sport and Recreation Management [SRCM], within the Master of Arts [MA] degree. Included in the proposal is inactivation of the Athletic Training [ATTR] and Gerontology [GERO] concentrations. The Sport and Recreation Management [SRCM] and Sport Studies [SPST] concentrations are retained. Minimum total credit hours to program completion are unchanged at 34.
Effective Fall 2011
Attachment 40

School of Health Sciences

8. Establishment of an Athletic Training [ATTR] concentration in the Exercise Physiology [EXPH] major within the Master of Science [MS] degree. Minimum total credit hours to program completion are 34.
Effective Fall 2011
Attachment 41

School of Lifespan Development and Educational Sciences

9. Revision of the name of the Intervention Specialist [INSP] major, to Special Education [SPED], within the Master of Education [MED] degree. Included in proposal (and a lesser action item) is a revision of course requirements for the Gifted [GFTD] and Deaf Education [DFED] concentrations. In Gifted, SPED 63532 is added and SPED 53534 removed. In Deaf Education, SPA 44114, SPED 53020, 53031 are removed. Minimum total credit hours to program completion are 32.
Effective Fall 2011
Attachment 42

INFORMATION ITEMS

College of the Arts

School of Fashion Design and Merchandising

1. Program development plan to establish a Master of Fashion and a Doctor of Fashion degree.
Attachment 43: proposal | course descriptions | job opportunities | comparable programs | proposed faculty

School of Theatre and Dance

2. Suspension of admission to the Theatre Studies [THEA] major within the Master of Arts [MA] degree until 2014, at which time the program will be revised or inactivated.
Effective Fall 2011
Attachment 44

College of Arts and Sciences

Department of Sociology

3. Establishment of a Paralegal Studies [C624] post-baccalaureate certificate. Minimum total credit hours to program completion are 30.
Effective Fall 2011
Attachment 45

4. Suspension of admission to the Justice Studies [JUS] major within the Master of Arts [MA] degree until 2013, at which time the program will be revised or inactivated.
Effective Fall 2011
Attachment 46

INFORMATION ITEMS *continued*

College of Arts and Sciences

Department of Sociology

5. Suspension of admission to the Gerontology [GERO] concentration in the Sociology [SOC] major within the Master of Arts [MA] degree until 2013, at which time the program will be revised or inactivated.
Effective Fall 2011
Attachment 47

College of Business Administration

Department of Accounting

6. Reinstatement of admission to the Accounting [ACCT] concentration in the Business Admission [BAD] major within the Doctor of Philosophy [PHD] degree. The program admission had been suspended in fall 2010.
Effective Fall 2011
Attachment 48

College of Communication and Information

School of Library and Information Science

7. Establishment of a Health Informatics [C626] post-baccalaureate certificate. Minimum total credit hours to program completion are 18.
Effective Fall 2011
Attachment 49

College of Nursing

8. Revision of course requirements for the Psychiatric Mental Health Adult Nurse Practitioner [C805] post-master's certificate. NURS 65692 is added; NURS 55592 decreases credits by 1; and added as perquisites are NURS 60041, 60042, 60045, 60441. Minimum total credit hours to program completion are unchanged at 16.
Effective Fall 2011
Attachment 50

9. Revision of course requirements for the Psychiatric Mental Health Adult Nurse Specialist [C821] post-master's certificate. NURS 65692 is added; NURS 55592 decreases credits by 1; and added as perquisites are NURS 60041, 60042, 60045, 60441. Minimum total credit hours to program completion decrease, from 24 to 20.
Effective Fall 2011
Attachment 51

10. Revision of course requirements for the Psychiatric Mental Health Child/Adolescent Clinical Nurse Specialist for Non-PMH Advanced Practical Nurses [C823] post-master's certificate. NURS 65692 is added; NURS 55592 decreases credits by 1; and added as perquisites are NURS 60045, 60441, 62021. Minimum total credit hours to program completion are unchanged at 20.
Effective Fall 2011
Attachment 52

11. Revision of course requirements for the Psychiatric Mental Health Child/Adolescent Clinical Nurse Specialist for PMH Advanced Practical Nurses [C824] post-master's certificate. NURS 65692 is added; NURS 55592 decreases credits by 1; and added as perquisites are NURS 60045, 60441, 62021. Minimum total credit hours to program completion increase, from 12 to 13.
Effective Fall 2011
Attachment 53

INFORMATION ITEMS *continued*

College of Nursing *continued*

12. Revision of course requirements for the Nursing and Healthcare Management [C825] post-master's certificate. PADM 60373 is replaced with NURS 60315. Minimum total credit hours to program completion are unchanged at 15.
Effective Fall 2011
Attachment 54

LESSER ACTION ITEMS

College of Arts and Sciences

Department of Computer Science

1. Removal of the time-limit policy for preliminary exam and plan of work form for the Computer Science [CS] major within the Doctor of Philosophy [PHD] degree.
Effective Fall 2011

Department of History

2. Revision of course requirements for the History [HIST] major within the Doctor of Philosophy [PHD] degree. HIST 79894 is replaced with 71005, and elective statement is revised to allow the two required non-HIST courses to be split between two departments. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2011

Department of Political Science

3. Inactivation of one concentration and revision of course requirements for the Public Administration [PADM] major within the Master of Public Administration [MPA] degree. The Health Care Management [HCM] concentration is inactivated. In the Public Management [PMNG] concentration, PADM 60371, 60377, 60386 are added; and BAD 67042, PADM 60370, 60372, 60373, 60374 are removed. In the Public Policy [PPOL] concentration, PADM 60371, 60377, 60381 (or POL 60381), 60387 are added. In both concentrations, PADM options are removed from the elective list; and required internship hours increase from 225 to 300. Minimum total credit hours to program completion decrease, from 42 to 39.
Effective Fall 2011

Department Sociology

4. Revision of course requirements for the Sociology [SOC] major within the Doctor of Philosophy [PHD] degree. SOC 72219 is added. Minimum total credit hours to program completion are unchanged at 64.
Effective Fall 2011

College of Business Administration

Department of Management and Information Systems

5. Revision of course requirements for the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. BAD 74023 and 72050 are replaced with BAD 84023 and one elective chosen from BAD 72050, 72051, 72055, 72056, 74017, 84007, 84011, 84112, 84015, 85057, 85063, 85097. Minimum total credit hours to program completion decrease, from 46 to 37.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Communication and Information

6. Revision of admission requirements for the Communication and Information [CCI] major within the Doctor of Philosophy [PHD] degree. Minimum TOEFL score for admission decreases from 600 to 590 on the Paper-Based Test, or the equivalent in another formation or another test.
Effective Fall 2011

School of Visual Communication Design

7. Revision of course requirements for the Visual Communication Design [VCD] major in the Master of Arts [MA] and Master of Fine Arts [MFA] degrees. VCD 60091, 60020, 60094 are added as core requirements for both. Minimum total credit hours to completion are unchanged at 32 for the MA and at 60 for the MFA.
Effective Fall 2011

College of Education, Health and Human Services

School of Health Sciences

8. Revision of course requirements for the Health Education and Promotion [HEDP] major within the Master of Education [MED] degree. HED 64051 is added, and HED 64072 removed. Minimum total credit hours to program completion are unchanged at 41.
Effective Fall 2011

9. Revision of course requirements for the Health Education and Promotion [HEDP] major within the Doctor of Philosophy [PHD] degree. HED 64051 is added, and HED 64072 removed from prerequisites. HED 81300 and 81400 are added to, and HED 81250 and 81350 removed from requirements. Minimum total credit hours to program completion are unchanged at 60.
Effective Fall 2011

10. Revision of course requirements for the Speech Language Pathology [SLP] major in the Master of Arts [MA] degree. SPA 64991 is removed, and SPA 64891, 64305 each increase by one credit hour. Minimum total credit hours to program completion are unchanged at 40.
Effective Fall 2011

School of Teaching, Learning and Curriculum Studies

11. Revision of course requirements for the Early Childhood Education [ECED] major within the Master of Arts [MA] and Master of Education [MED] degrees. ECED 50123 is added as an elective. Minimum total credit hours to program completion are unchanged at 32.
Effective Fall 2011

12. Revision of course requirements for the Special Education [SPED] major within the Doctor of Philosophy [PHD] degree. SPED 83991 is replaced with SPED 80040. Minimum total credit hours to program completion are unchanged at 63.
Effective Fall 2011

College of Nursing

13. Revision of course requirements for the Nursing [NURS] major within the Master of Science in Nursing [MSN] degree. In the Nursing Healthcare Management [NHCM] concentration NURS 61005 (or BAD 64042) is replaced with IAKM 60401 (or IAKM 61095); PADM 60373 and 60374 (or BAD 63037 and 63038) is replaced with NURS 60315; and 3 credit hours of NURS elective are added. NURS 65692 is added and NURS 64492 and 65592 are revised in the Psychiatric Mental Health Adult Clinical Nurse Specialist [PSMH], Psychiatric Mental Health Adult Nurse Practitioner [PMNP] and Psychiatric Mental Health Child/Adolescent Nurse Specialist [PNCA] concentrations. Minimum total credit hours to program completion are unchanged at 36 for NHCM, at 43 for PSMH and PNCA, and at 44 for PMNP.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Public Health

14. Revision to admissions requirements for the Public Health [PH] major within the Master of Public Health [MPH] and Doctor of Philosophy [PHD] degrees. The following statement is added: “GRE scores may be waived for significant graduate education or professional experience as determined by graduate coordinator.”
Effective Fall 2011

15. Revision of the course requirements for the Public Health [PH] major within the Doctor of Philosophy [PHD] degree. Prerequisite EHS 53009 is replaced with EHS 52018. Minimum total credit hours to program completion are unchanged at 90.
Effective Fall 2011

COURSE CHANGES

Key for course changes:

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

Course Changes Effective Fall 2011

AERN	35340	Airport Management (3)	P
AERN	45099	Aeronautical Studies Capstone (3)	New
AERN	45100	Operational Planning in Aviation (3)	New
AERN	45121	Advanced Aerospace Propulsion (3)	DP
AERN	45135	Aviation Safety Theory (3)	New
AERN	45150	Applied Flight Dynamics I (3)	DP
AERN	45200	Strategic Aviation Management (3)	New
AERN	45300	Air Traffic Control Capstone (3)	New
AERN	45250	Aviation Law and Safety (3) to: Aviation Law	DT
AERN	45648	Theory of Flight Instruction (2) to: (3)	CcPH
ARAB	41096	Individual Investigation (1-3)	New
ARAB	41301	Arabic Culture (3)	P
ARCH	10121	Representation of Design I (3)	P
ARCH	20112	History of Architecture II (3)	P
ARCH	20113	History of Architecture III (3)	P
ARCH	30321	Structural Typology (3)	P
ARCH	30421	The Environmental Imperative (3)	P
ART	10023	3D Composition (3)	New
ART	40092	Field Experience Travel Study in Art (1-3)	New
ART	50092	Field Experience Travel Study in Art (1-3)	New
ARTC	25701	Introduction to Jewelry/Metals for Nonmajors (3) to: Introduction to Jewelry/Metals for Non-Art Majors	PT
ARTC	45600	Advanced Glass Working (2-6) to: (3)	H
ARTE	31001	Art Education: Foundations and Concepts (3) to: Art Education: Foundations and Concepts Elementary	STa
ARTE	41002	Art Education: Methods and Materials (3) to: Art Education: Foundations and Concepts – Secondary	cDPST
ARTE	61001 61191	Seminar in Art Education (3) to: Seminar in Art Education I	cDNTa
ARTE	61003 61291	Seminar in Art Education (3) to: Seminar in Art Education II	cDNTa

Course Changes Effective Fall 2011 *continued*

ARTF	14022	2D Composition (3) to:	
ART	10022		SN
ARTF	24005	Sophomore Review: Fine Arts (1)	P
ARTF	24020	Digital Media (3) to:	
ART	20024		SN
ARTH	12001	Art Survey (3) to:	
		Art as a World Phenomenon	T
BAD	large-scale change—course subject to:		S
ACCT	63022 63024 63025 63030 63031 63032 63037 63038 63042 63043 63045 63046 63092 63093 63098 73022 73024 73025 73030 73031 73032 73037 73038 73042 73043 73045 73046 83031 83033 83037 83038 83091		
BAD	82024	Seminar in Applied Economic Analysis (3) to:	
ECON			S
BAD	large-scale change—course subject to:		S
EMBA	67007 67010 67021 67022 67031 67032 67040 67041 67042 67043 67051 67058 67061 67062 67070 67071 67082 67084 67085 67090 67091 67096 67191 67291 77007 77010 77021 77022 77031 77032 77040 77041 77042 77043 77051 77058 77061 77062 77070 77071 77082 77084 77085 77090 77091 77096 77191 77291		
BAD	large-scale change—course subject to:		S
FIN	66050 66061 66062 66063 66064 66065 66066 66067 66069 77061 77062 76063 76064 76066 86061 86062 86064 86066 86097 86098		
BAD	large-scale change—course subject to:		S
MIS	64005 64007 64011 64012 64013 64015 64017 64018 64019 64020 64023 64031 64033 64041 64042 64045 64046 64047 64080 64081 64082 64083 64108 64158 64160 64165 64185 64261 64263 64270 64271 64275 64277 64285 74005 74007 74011 74012 74013 74015 74017 74018 74019 74020 74023 74031 74033 74041 74042 74045 74046 74047 74080 74081 74082 74108 74160 74165 74185 74261 74263 74270 74275 74277 74285 74262 84007 84012 84015 84020 84031 84045 84047 84080 84081 84082 84083 84108 84112 84261 84262 84263 84266 84275 84277 84285 84291		
BAD	large-scale change—course subject to:		S
MKTG	65050 65051 65053 65054 65057 65060 65063 65064 65066 65068 65184 75050 75051 75053 75054 75057 75060 75063 75064 75066 75068 75184 85057 85063 85064 85066 85091 85097 85098		
BSCI	30270	General Plant Biology (3)	New
BSCI	30271	General Plant Biology Laboratory (1)	New
BSCI	30274	Forestry (2) to: (3)	cHD
BSCI	30520	Introduction to Neuroscience (3)	P
BSCI	40160	Marine Biology (3)	P
BSCI	40519	Hormones and Behavior (3)	New
BSCI	50160	Marine Biology (3)	P
BSCI	50519	Hormones and Behavior (3)	New
BSCI	60431	Neuroendocrinology (2)	DPO
BSCI	60440	Cellular and Molecular Endocrinology (3) to:	c
		Cellular and Molecular Signaling	CDPTa

Course Changes Effective Fall 2011 *continued*

BSCI	70160	Marine Biology (3)	P
BSCI	70431	Neuroendocrinology (2)	DPO
BSCI	70440	Cellular and Molecular Endocrinology (3) to:	c
		Cellular and Molecular Signaling	CDPTa
BSCI	70519	Hormones and Behavior (3)	New
BMRT	21004	Introduction to Business Statistics (3)	P
BMS	61000	Responsible Conduct of Research (1)	New
BMS	61001	Introduction to Biomedical Sciences (1)	New
BMS	60440	Cellular and Molecular Signaling (3)	New
BMS	70440	Cellular and Molecular Signaling (3)	New
CADT	20006	Web Design Applications (3)	New
CCI	80096	Individual Investigation in Communication and Information (1-3)	New
CHIN	45096	Individual Investigation (1-3)	New
CI	67517	New Literacies in Practice (3)	New
CI	87517	New Literacies in Practice (3)	New
COMM	26501	Introduction to Health Communication (3)	New
COMM	35600	Communication in Teams (3) to:	
		Communication in Small Groups and Teams	TaDc
COMM	36501	Communication in Health Care (3)	New
COMM	36505	Communication, Aging and Culture (3)	New
COMM	43000	Communication Technology and Human Interaction (3)	New
COMM	45957	Language and Meaning (3) to:	
		Language, Meaning and Cognition	TaDPW
COMM	46503	Health Communication and Media (3)	New
COMM	46507	Everyday Interpersonal Communication and Health (3)	New
COMM	46601	Relational Communication (3)	New
COMM	46605	Communication Across the Life Span (3)	New
COMM	46608	Family Communication (3)	New
COMM	65673	Family Communication (3)	New
COMM	65675	Communication, Uncertainty and Privacy Management (3)	New
COMM	65683	Intergroup Communication (3)	New
COMM	65685	Communication and Cognition (3)	New
COMM	65677	Relational Communication (3)	New
COMM	65679	Communication Across the Lifespan (3)	New
COMM	66501	Health Communication (3)	New
COMM	66503	Health Communication and Media Effects (3)	New
COMM	66506	Health Communication and New Media (3)	New
COMM	66507	Interpersonal Communication and Health (3)	New

Course Changes Effective Fall 2011 *continued*

COMM	66508	Health Communication Literacy (3)	New
COMM	66509	Public Communication Campaigns (3)	New
COMM	85675	Communication, Uncertainty and Privacy Management (3)	New
COMM	85683	Intergroup Communication (3)	New
COMM	85685	Communication and Cognition (3)	New
COMM	85673	Family Communication (3)	New
COMM	85677	Relational Communication (3)	New
COMM	85679	Communication Across the Lifespan (3)	New
COMM	86501	Health Communication (3)	New
COMM	86503	Health Communication and Media Effects (3)	New
COMM	86506	Health Communication and New Media (3)	New
COMM	86507	Interpersonal Communication and Health (3)	New
COMM	86508	Health Communication Literacy (3)	New
COMM	86509	Public Communication Campaigns (3)	New
COMT	36302	C# Programming (3)	New
COMT	36303	Digital image Manipulation (3)	New
COMT	36320	Computer Forensics (3)	New
COMT	36321	Network Forensics (3)	New
COMT	36330	Local Area Network Security Fundamentals (3)	New
COMT	36331	Internetworking II (3)	New
COMT	36355	Command Line Utilities (3)	New
COMT	36392	Internship for Computer Technology Students (3)	New
COMT	36340	Help Desk Support (3)	New
COMT	46300	Advanced Computer Assembly and Configuration (3)	New
COMT	46303	Digital Video Editing (3)	New
COMT	46311	Technology of Networking (3)	New
COMT	46312	Scripting for Network Administrators (3)	New
COMT	46313	Virtual Machine Configuration and Administration (3)	New
CS	23021	Computer Science I: Programming and Problem Solving (3) to: (4)	HP
CS	23022	Discrete Structures for Computer Science (3)	P
CS	33001	Computer Science II: Data Structures and Abstraction (3) to: (4)	CcDHPSa
CS	42201	Introduction to Numerical Computing I (3)	P
CS	42202	Introduction to Numerical Computing II (3)	P
CULT	32139	Introduction to the Philosophy of Education (2) to: (3)	H
CULT	42150	Educational Dimensions of Leisure, Retirement and Again (3)	Inact
CULT	49570	Social Foundations of Multicultural Education (3)	cDP

Course Changes Effective Fall 2011 *continued*

CULT	59570	Social Foundations of Multicultural Education (3)	CD
CULT	65531 69521	Professional Practice in a Multicultural Society (3) to:	N
CULT	65532 69522	Ethics in Education and Human Services (3) to: Ethics in Professional Practice	DNTa
CULT	66531	Professional Practice in a Multicultural Society (3)	Inact
CULT	69530	Multicultural Educational Theories and Scholarship (3) to: Multicultural Theories and Scholarship in Education	PTa
CULT	69560	Modern Philosophical Theories of Education (3) to: Contemporary Philosophy of Education	Ta
CULT	79530	Multicultural Educational Theories and Scholarship (3) to: Multicultural Theories and Scholarship in Education	PTa
CULT	79560	Modern Philosophical Theories of Education (3) to: Contemporary Philosophy of Education	Ta
DSCI	10010	Society, Culture and the Digital Sciences (3)	New
DSCI	10310	My Story on the Web (3)	New
DSCI	10410	Information Ethics and Social Responsibility (3)	New
DSCI	13210	Design Process and Principles (3)	New
DSCI	13410	Cognition in Technology (3)	New
DSCI	15310	Computational Thinking and Programming (3)	New
DSCI	16010	Telecommunications Infrastructure (3)	New
DSCI	21010	Enterprise Architecture (3)	New
DSCI	23310	Human-Computer Interaction (3)	New
DSCI	24410	Digital Information Management and Processing (3)	New
DSCI	31510	Global Project Management and Team Dynamics (3) [writing intensive]	New
DSCI	31610	Digital Systems Security (3)	New
DSCI	40910	Capstone in Digital Sciences (3)	New
DSCI	61010	Enterprise Architecture (3)	New
DSCI	62010	Business Architecture (3)	New
DSCI	64010	Data Architecture (3)	New
DSCI	65010	Application and Technology Architecture (3)	New
ECED	20163	Understanding Young Children: Typical and Atypical Pathways (3)	DPO
ECED	30123	Language and Literacy for the Preschool Child (3)	DPO
ECED	30134	Integrated Expressive Arts and Social Studies in Preschool (3)	DPO
ECED	30142	Partnerships and Guidance for Preschool Children (3)	DPO
ECED	30147	Early Experiences in Mathematics and Science (3)	DPO
ECED	30164	Preschool Education (3)	DPO
ECED	40105	Appropriate Phonics Instruction for Kindergarten and Primary Children (3)	DPO

Course Changes Effective Fall 2011 *continued*

ECED	40107	Teaching Mathematics: Early Years I (3)	DPO
ECED	40123	Critical Inquiry into Integrated Curriculum in Primary Years (3)	New
ECED	40142	Home-School-Community-Partnerships in Diverse Contexts (3)	DPO
ECED	40145	Music and Rhythms in Pre-Primary Education (3)	PDO
ECED	40165	Integrated Application of Preschool Curriculum (3)	cDPO
ECED	40192	Internship in Preschool (6-12)	DPO
ECED	50123	Critical Inquiry into Integrated Curriculum in Primary Years (3)	New
ECED	60113	Preschool Education (3)	cO
ECED	60152	Application of Selected Theoretical Principles to the Development of Young Children (3)	cO
ECED	70113	Preschool Education (3)	cO
ECED	70152	Application of Selected Theoretical Principles to the Development of Young Children (3)	cO
ECON	42065	Problems of Monetary and Fiscal Policy (3)	EP
ECON	42072	Economics of Labor Markets (3)	CcD
ECON	52065	Problems of Monetary and Fiscal Policy (3)	Pc
ECON	52072	Economics of Labor Markets (3)	New
ECON	62095	Special Topics in Economics (3)	New
ENG	11001	Introduction to College Writing-Stretch (3)	DP
ENG	25001	Literature in English I (3)	DPO
ENG	30066	Writing in the Public Domain (3) to: Writing in the Public Sphere	Ta
ENVT	20002	Environmental Issues II (3)	New
FR	33212	French Composition (3)	cEP
FR	33214	French Composition Extended (2)	New
GEOL	44070	Principles of Stratigraphy (4) to: Sedimentology and Stratigraphy	Ta
GEOL	54070	Principles of Stratigraphy (4) to: Sedimentology and Stratigraphy	Ta
GER	41331	History of German Literature (4)	Inact
GER	41340	History of German Literature to 1750 (3)	New
GER	41341	History of German Literature 1750 to the Present (3)	New
GER	51331	History of German Literature (4)	Inact
GER	51340	History of German Literature to 1750 (3)	New
GER	51341	History of German Literature 1750 to the Present (3)	New
HED	41561	Environmental Health (3)	Inact
HED	44565	Health Data Analysis and Presentation (3)	Inact
HED	51561	Environmental Health (3)	Inact

Course Changes Effective Fall 2011 *continued*

HED	54565	Health Data Analysis and Presentation (3)	Inact
HED	64010	Health Informatics (3) to: Resources and Training in Health Education and Promotion	TaDc
HED	64051	Biobehavioral Aspects of Disease (3) to: Biobehavioral Aspects of Disease Prevention in Health Education and Promotion	TaPDC
HED	64072	Epidemiology (3)	Inact
HED	71250	Public Health Practice and Health Promotion (3)	Inact
HED	71350	Systems Approach to Health Promotion (3)	Inact
HED	71450	Evaluation of Preventative Interventions (3)	Inact
HED	71550	Application of Theory in Health Education and Promotion Research (3)	Inact
HED	74010 84010	Health Informatics (3) to: Resources and Training in Health Education and Promotion	NTaDc
HED	74051 84051	Biobehavioral Aspects of Disease (3) to: Biobehavioral Aspects of Disease Prevention in Health Education and Promotion	N TaPDC
HED	74072	Epidemiology (3)	Inact
HED	large-scale change—70000-level courses to 80000-level courses for: 74030 74050 74055 74057 74058 74059 74060 74061 74062 74063 74066 74070 74080 74082 74084 74091 74094 74098		N
HED	80292	Internship in Health Education and Promotion (3) to: Practicum in Health Education and Promotion	Tac
HED	81100	Doctoral Residency Seminar I in Health Education and Promotion (3) to: Residency Seminar: Synthesis of Literature in Health Education and Promotion	TaD
HED	81150	Seminar: Professional Development in Health Education and Promotion (3)	Dc
HED	81200	Doctoral Residency Seminar II in Health Education and Promotion (3) to: Residency Seminar: Research Proposal, Development and Presentation	TaDc
HED	81250	Public Health Practice and Health Promotion (3)	Inact
HED	81300	Health Education Practice (3)	New
HED	81350	Systems Approach to Health Promotion (3)	Inact
HED	81400	Research Dissemination and Technical Writing in Health Education and Promotion (3)	New
HED	81450	Evaluation of Preventative Interventions (3) to: Advanced program Evaluation in Health Education and Promotion	TaDCc
HED	81550	Application of Theory in Health Education and Promotion Research (3) to: Applied theory in Health Education Research and Practice	TaC
HIST	51005	Teaching World History (3)	New
HIST	71005	Teaching World History (3)	New
HM	21095	Special Topics in Hospitality Management (1-4)	New
HM	33031	Food, Wine and Beverage Pairing (3)	New
HM	37777	Casino Management and Gaming Operations (3)	New

Course Changes Effective Fall 2011 *continued*

IAKM	60401	Health Information Management (3) to Health Informatics Management	TaD
IAKM	60402	Legal Issues in Health Information Management (3) to: Legal Issues in Health Informatics	Ta
IAKM	80401	Health Information Management (3) to: Health Informatics Management	TaD
IAKM	80402	Legal Issues in Health Information Management (3) to: Legal Issues in Health Informatics	Ta
IHS	44095	Special Topics in Integrated Health Studies (1-3)	New
IHS	44096	Individual Investigation in Integrated Health Studies (1-3)	New
JAPN	45096	Individual Investigation (1-3)	New
JAPN	65010	The Practice of Japanese Translation (2)	cDPSa
JAPN	65240	Literary and Cultural Translation (3)	cD
JMC	20004	Media Writing (3)	P
JMC	20006	Multimedia Techniques (3)	P
JMC	22001	Photography (3)	P
JMC	22002	Videography Basics (1)	P
JMC	48003	Public Relations Online Tactics (3)	P
JUS	12000	Introduction to Justice Studies (3)	cEDaO
JUS	37511	Immigration: Law, Crime and Justice (3) [global diversity]	New
JUS PLST	large-scale change—course subject to: 18000 28001 28003 28004 28007 36792 38002 38003 38004 38005 38006 47111 48300 48400		S
KBT	60992	Professional Theatre Internship I (1-6)	CDP
KBT	61992	Professional Theatre Internship II (1-6)	CDP
KBT	62192	Practicum: Performance (3)	CDP
LIS	60700	Foundations of Museum Studies (3)	New
LIS	60701	Museum Collection (3)	New
LIS	60702	Museum Communication (3)	New
LIS	60703	Museum Users (3)	New
LIS	60870	Culminating Experience for Dual Degree (6)	New
LIS	80700	Foundations of Museum Studies (3)	New
LIS	80701	Museum Collection (3)	New
LIS	80702	Museum Communication (3)	New
LIS	80703	Museum Users (3)	New
MATH	10006	Core Mathematics I and II (4) to: Basic Algebra I and II	TaP
MATH	10007	Core Mathematics III and IV (4) to: Basic Algebra III and IV	TaP

Course Changes Effective Fall 2011 *continued*

MATH	10020	Pre-Core Mathematics (2) to: Pre-Algebra	TaP
MATH	10021	Core Mathematics I (2) to: Basic Algebra I	TaP
MATH	10022	Core Mathematics II (2) to: Basic Algebra II	TaP
MATH	10023	Core Mathematics III (2) to: Basic Algebra III	TaP
MATH	10024	Core Mathematics IV (2) to: Basic Algebra IV	TaP
MATH	22005	Analytic Geometry and Calculus III (3) to: (4)	cHO
MCLS	10095	Special Topics in Elementary Foreign Language Study (1-3)	New
MCLS	20000	Global Literacy and Cultural Awareness (3)	New
MERT	12000	Engineering Drawing (3)	cD
MERT	22009	Robotic and Flexible Automation (3)	cD
MERT	22004	Mechanics and Machine Design (5) to: (3)	Hc
MIS	34033	Computer Programming for Business II (3)	P
MIS	34092	Practicum in Career Development (3)	New
MIS	34161	Managerial and Technological Aspects of Healthcare Systems (3)	New
MIS	34162	Managing Healthcare Systems Operations (3)	New
MIS	34163	Introduction to Healthcare Systems Management (3)	New
MIS	44009	The Business Case for Sustainability (3)	New
MIS	44293	Workshop in Professional IS Certification (3)	New
MIS	44150	Total Quality Management (3) [writing intensive]	Inact
MIS	44152	Collaborative Project Management (3)	New
MIS	44163	Global Business Management (3) [writing intensive]	New
MIS	44392	Business Consulting and Practicum (3)	New
MKTG	45084	Marketing Policies and Strategies (3) [WIC - approved by URCC 11/19/10]	P
MMTG	35011	Marketing Tools (3) [WIC - approved by URCC 11/19/10]	P
MUS	12211	Music of Western Cultures (3)	Inact
MUS	12212	Music of Nonwestern Cultures (3)	Inact
MUS	22111	The Understanding of Music (3) [Kent Core Fine Arts]	PD
MUS	21221	Audio Recording I (3)	P
MUS	23241	Music Teaching as a Profession (2)	Pc
MUS	36011	Applied Music – Jazz (2)	New
MUS	41341	Jazz Improvisation (2) to: Jazz Improvisation I	cDTaR
MUS	41351	Jazz Improvisation II (2)	New

Course Changes Effective Fall 2011 *continued*

MUS	41342	Jazz Arranging (2) to: Jazz Composing and Arranging	 cDT
MUS	42101	Roots of Rock (3)	New
MUS	42161	History of Jazz (3) [domestic diversity]	d
MUS	42181	Popular World Music (3)	New
MUS	45312	Jazz Combo Development (1)	New
NURS	25010	Introduction to Accelerated Nursing (3)	New
NURS	25020	Introduction to Professional Nursing and Interpersonal and Communication Skills: LPN Transitions (3)	New
NURS	35030	Pathophysiology: Analysis and Application of the Nursing Process (3)	New
NURS	35040	Complementary and Alternative Medicine (3)	New
NURS	45010	Healthcare Policy and Delivery Systems	New
NURS	60315	Budgetary and Fiscal Management for Nurses (3)	New
NURS	64492	Psychiatric Mental Health Nursing Practicum I (2)	cD
NURS	65592	Psychiatric Mental Health Nursing Practicum II (2) to: (1)	cH
NURS	65692	Psychiatric Mental Health Nursing Practicum III (1)	New
PADM	60038	Managerial Accounting for Public Administration (3)	Inact
PADM	60198	Research (2-15) to: Research in Public Administration (1-3)	c CHGTa
PADM	60199	Thesis I (2)	Inact
PADM	60299	Thesis II (2)	Inact
PADM	60370	Public Management Concepts and Practices (3)	Inact
PADM	60372	Administrative Theory and Behavior (3)	Inact
PADM	60373	Public Budgeting (3)	Inact
PADM	60374	Public Financial Management (3)	Inact
PADM	60377	Public Budgeting and Financial Management (3)	New
PADM	60371	Graduate Introduction to Public Administration (3)	New
PADM	60384	Public Agency Management (3)	Inact
PADM	60385	Advanced Studies Seminar in Public Administration (3)	Inact
PADM	60386	Public Sector Information Technology Management (3)	New
PADM	60387	Electronic Governance (3)	New
PADM	60392	Internship-Public Administration (2) to: Internship in Public Administration (3)	cCH GPSTa
PADM	60470	Critical Issues in Public Administration (3) to: Personal Accountability in the Public Service	 cDPTa
PADM	60473	Governmental Financial Analysis (3)	Inact
PADM	60492	Capstone Seminar (3)	cGP
PAS	13001	Foundations of Pan-African Studies I (3)	Inact

Course Changes Effective Fall 2011 *continued*

PAS	13002	Foundations of Pan-African Studies II (3)	Inact
PAS	13201	Elementary Yoruba I (4)	Inact
PAS	13202	Elementary Yoruba II (4)	Inact
PAS	15200	Introduction to West African Cultures (3)	New
PAS	20300	Black Images (3)	New
PAS	22000	African World Creative Writing (3-6) to: Creative Writing in the Black World (3)	cC DPTaH
PAS	22201	Expressivity in African Arts (3)	Inact
PAS	23201	Intermediate Yoruba I (3)	Inact
PAS	23202	Intermediate Yoruba II (3)	Inact
PAS	23310	Native American Culture (3)	New
PAS	23500	The Afrocentric Perspective (3)	New
PAS	24500	Jazz Imagines Africa (3)	New
PAS	25200	East African-Kiswahili Cultures (3)	New
PAS	26010	The Black Revolution (3)	New
PAS	31000	Writing on the Pan-African Community Theatre (3)	Inact
PAS	33120	African American Man (3) to: The Black Man: Historical Perspectives	cPTa
PAS	33130	Gender and Sexuality in Africa and the African Diaspora (3)	New
PAS	33200	Ancient African Cultures (3) to: Ancient African Civilizations	cDTa
PAS	34100	Islamic West Africa (3)	New
PAS	35100	African American Social, Political, and Economic Systems (3) to: Black Social and Political Thought	cDTa
PAS	35200	African Social, Political, and Economic Systems (3) to: African Social and Political Systems	cTa
PAS	36210	African Traditional Architectural Settings (3)	Inact
PAS	37020	Pan-Africanism and the Model OAU (3) to: The Model African Union	cDPTa
PAS	43200	Malcolm and Martin (3)	New
PAS	44095	Special Topics in Contemporary Africa (3)	New
PEP	25025	Teaching in Physical Education (3)	DP
PH	10000	Exploring Careers in Public Health (1)	New
PH	20010	Introduction to Public Health Informatics (3)	New
PH	44001	Integrated Seminar in Public Health (3)	Inact
PHIL	41030	Theories of Knowledge (3) to: Epistemology	cDTa
PHIL	41040	Theories of Knowledge (3) to: Epistemology	cDTa

Course Changes Effective Fall 2011 *continued*

PHIL	51030	Ethical Theories and Practices (3) to: Ethical Theory (3)	cDTa
PHIL	51040	Theories of Knowledge (3) to: Epistemology	cDTa
PHIL	61000	Responsible Conduct of Research (1)	New
PHIL	61075	Logical Theory (3)	Inact
PHY	21431	Frontiers in Astronomy Laboratory (1) [Kent Core Basic Sciences]	New
PHY	41010	Biophotonics (3)	New
PHY	45401	Mathematical Methods in Physics (4)	P
PHY	51010	Biophotonics (3)	New
POL	30530	Asian Politics (3)	Dc
POL	40191	Seminar in American Politics (3)	PDc
POL	40391	Seminar in Public Policy (3)	PDc
POL	40591	Seminar in International Relations-Comparative Politics (3)	PDc
POL	70038	Managerial Accounting for Public Administration (3)	Inact
POL	70198	Research (2-15) to: Research in Public Administration (1-3)	Cc HGPTa
POL	70370	Public Management Concepts and Practices (3)	Inact
POL	70371	Graduate Introduction to Public Administration (3)	New
POL	70372	Administrative Theory and Behavior (3)	Inact
POL	70373	Public Budgeting (3)	Inact
POL	70374	Public Financial Management (3)	Inact
POL	70377	Public Budgeting and Financial Management (3)	New
POL	70384	Public Agency Management (3)	Inact
POL	70385	Advanced Studies Seminar in Public Administration (3)	Inact
POL	70386	Public Sector Information Technology Management (3)	New
POL	70387	Electronic Governance (3)	New
POL	70392	Internship in Public Administration (2) to: (3)	cCHGPS
POL	70470	Critical Issues in Public Administration (3) to: Personal Accountability in the Public Service	cDPTa
POL	70473	Governmental Financial Analysis (3)	Inact
POL	70492	Capstone Seminar (3)	cGP
PSYC	30111	Forensic Psychology (3)	New
RADT	large-scale prerequisite change (min. C grade in RADT courses added) for the following: 14000 14002 14004 14010 14011 14012 14013 14019 14020 14021 14022 14096 21095 24000 24001 24002 24010 24011 24020 24024 24048 24058 24096 24196		P
RIS	34083	Sectional Anatomy Medical Imaging (3)	P
RIS	44019	Nuclear Medicine Procedures IV (2)	New

Course Changes Effective Fall 2011 *continued*

RIS	44031	Patient Management in MRI (3) to: (2)	H
RIS	44039	Nuclear Medicine Techniques (2)	New
RPTM	26030	Recreation Group Leadership (3)	DP
RPTM	26081	Principles of Outdoor Recreation (3)	P
RPTM	36911	Wilderness and Remote First Aid for Professionals and Educators (3)	New
RTT	11000	Introduction to Respiratory Therapy (2)	P
RTT	11001	Respiratory Care Pharmacology (2)	P
RTT	11002	Cardiopulmonary Diseases (3)	P
RTT	11003	Application and Mechanisms of Cardiopulmonary Anatomy and Physiology (3)	P
RTT	11004	Therapeutics (7) to: (6)	HP
RTT	11006	Introduction to Respiratory Care (3) to: Introduction to Clinical Respiratory Therapy	PTa
RTT	11008	Arterial Blood Gas Analysis (2) to: Blood Gas Analysis	PTa
RTT	21000	Critical Care (5)	cHP
RTT	21001	Mechanical Ventilation (5)	P
RTT	21004	Advanced Diagnostics (2) to: (3)	cHDPS
RTT	21005	Special Fields in Respiratory Therapy (1) to: Pulmonary Rehabilitation and Continuing Care (2)	c HDPTa
RTT	21010	Respiratory Therapy Capstone (5) to: (3)	cDHP
RTT	21012	Basic Research Development and Analysis (2)	P
SPED	43313	Literacy Assessment and Intervention for Dear/Hard-of-Hearing Students (6)	P
SPED	53313	Literacy Assessment and Intervention for Dear/Hard-of-Hearing Students (6)	PO
SPED	80040	Research Grant Development for Disability Programs (3)	New
SPA	10002	Introduction to Communication Disorders (2) to: Introduction to Communication Disorders and Differences (3)	TaHDc
SPA	64305	Fluency Disorders (2) to: (3)	HPDc
SPA	64891	Seminar: Communication Modalities and Assistive Techniques (1-3) to: (3)	HPc
SPA	74305	Fluency Disorders (2) to: (3)	HPDc
SPA	74891	Seminar: Communication Modalities and Assistive Techniques (1-3) to: (3)	HPc
SOC	large-scale prerequisite change (removing junior-level standing) for the following: 32220 32221 32400 32510 32560 32565 32569 32570 32610 32673 32762		P
SOC	62002	Pro-Seminar in Sociology (1) to: Professional and Ethical Issues in Sociology (3)	cHDTa
SOC	62211	Research in Design and Methods (3) to: Quantitative Methods in Sociology (4)	cHDTa
SOC	62217	Multivariate Techniques in Sociology (3) to: (4)	cHSa
SOC	62218	Advanced Data Analysis (3) to: (4)	cHS

Course Changes Effective Fall 2011 *continued*

SOC	62219	Qualitative Methodology (3) to: Qualitative Methods in Sociology (4)	 cHSTa
SOC	72002	Pro-Seminar in Sociology (1) to: Professional and Ethical Issues in Sociology (3)	 cHDTa
SOC	72211	Research in Design and Methods (3) to: Quantitative Methods in Sociology (4)	 cHDTa
SOC	72217	Multivariate Techniques in Sociology (3) to: (4)	cHSa
SOC	72218	Advanced Data Analysis (3) to: (4)	cHS
SOC	72219	Qualitative Methodology (3) to: Qualitative Methods in Sociology (4)	 cHSTa
TECH	21071	Construction Materials Methods and Techniques (3)	cs
TECH	22200	Construction Document Reading (3)	cs
TECH	23010	Computer Hardware I (3)	New
TECH	26301	Computer Networks I (3)	New
TECH	26310	Web Design and Development (3)	New
TECH	31023	Construction Surveying (3)	c
TECH	31043	Principles of Concrete Construction (3)	cEs
TECH	31087	Design for Technology (3)	EP
TECH	33010	Computer Hardware (3) to: Computer Hardware II	c DPTa
TECH	33016 43016	Network Engineering (3) to: PC/Network Engineering and Troubleshooting	c EDNP
TECH	33033	Computer Peripherals and Special Use Hardware (3)	New
TECH COMT	36301	Advanced C++ Programming (4) to:	cDs
TECH	36302	Computer Networks II (3)	New
TECH COMT	36008 36308	Ergonomics In Computer Systems (3) to:	c DENPS
TECH	36309	Programming Mobile Applications (3)	New
TECH COMT	36310	Multimedia Development Tools (3) to:	PSs
TECH	36311	Advanced Java Programming (4) to:	cDSs
TECH COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics (3) to: [writing intensive]	 WS
TECH	33222	Digital Design Applications (3) to: Digital Design for Computer Engineering	cE DPsTa
TECH	33223	Electronic Communication (3)	cEHDPs
TECH COMT	36336	Web Scripting II (3) to:	cSs

Course Changes Effective Fall 2011 *continued*

TECH 36350 Programming Office Productivity Applications (3) to:
COMT ..... SD

TECH 36411 Requirements Engineering and Analysis (3) ..... New

TECH 41041 Construction Estimating II (3) ..... cP

TECH 43222 Computer Hardware Engineering and Architecture (3) ..... New

TECH 46308 Developing Desktop Applications (3) to:
COMT ..... DSs

TECH 46309 Developing Distributed Applications (3) to:
COMT ..... Ss

TECH 46310 Technology of Operating Systems (3) to:
COMT ..... SDP

TECH 46311 Technology of Networking (3) to:
Wireless Networks and Telecommunications (3) ..... cDPsTa

TECH 46321 Web Database Integration (3) to:
COMT ..... CDSs

TECH 46331 Local Area Network Security and Firewalls (3) to:
COMT ..... SDP

TECH 46350 Network Management and Design (3) ..... New

TECH 47200 Systems Engineering (3) ..... New

TECH 56311 Wireless Networks and Telecommunications (3) ..... New

TECH 56350 Network Management and Design (3) ..... New

THEA 21017 Oral Interpretation (3) ..... Inact

THEA 21501 Sophomore Portfolio Review (1) ..... DP

THEA 31112 History of Theatre and Drama I (3) ..... P

THEA 31113 History of Theatre and Drama II (3) ..... P

THEA 31114 History of Theatre and Drama III (3) ..... P

THEA 41026 Playwriting (3) [writing intensive] ..... P

THEA 41110 Theatre Criticism (3) ..... Inact

THEA 41133 Theatre and Drama in America I (3) ..... P

THEA 41134 Theatre and Drama in America II (3) ..... P

THEA 41399 Senior Project (2) ..... Inact

THEA 41529 Advanced Wig and Makeup Techniques – Stage and Screen (3) ..... P

THEA 41530 Automated Stage Lighting Programming (3) ..... P

THEA 51110 Theatre Research and Criticism (3) ..... Inact

THEA 51113 Theatre in Multicultural America (3) ..... P

THEA 51114 Gay and Lesbian Theatre (3) ..... P

THEA 51303 Acting I Foundations/Stanislavski and Micheal Chekhov (3) ..... DP

THEA 51306 Professional Aspects: Design and Technology (3) ..... DP

THEA 51525 Props and Crafts (3) ..... DP

Course Changes Effective Fall 2011 *continued*

THEA 51529 Advanced Wig and Makeup Techniques – Stage and Screen (3) ..... P
THEA 51560 Theatre Fabrication Technology (3) ..... P
THEA 51620 History of Period Styles for Theatre Designers (3) ..... DP
THEA 51621 Presentation Media (3) ..... P
THEA 51726 Theatre Management (3) ..... DP
THEA 51736 Production and Stage Management (3) ..... P
THEA 57063 History of Dance as a Theatrical Phenomenon I (3) ..... P
THEA 57163 History of Dance as a Theatrical Phenomenon II (3) ..... P
THEA 60992 Professional Theatre Internship I (3-6) ..... DP
THEA 61000 Introduction to Graduate Study in Theatre (3) ..... P
THEA 61094 College Teaching in Theatre (3) ..... DP
THEA 61095 Special Topics (1-3) ..... P
THEA 61098 Research (1-15) ..... DP
THEA 61110 History of Theories of Acting and Space I (3) ..... DP
THEA 61111 History of Theories of Acting and Space II (3) ..... DP
THEA 61112 Theatre History and Theory I (4) ..... Inact
THEA 61113 Theatre History and Theory II (4) ..... Inact
THEA 61114 Theatre History and Theory III (4) ..... Inact
THEA 61115 Theatre History and Theory IV (4) ..... Inact
THEA 61116 Theatre History and Theory V (4) ..... Inact
THEA 61117 Theatre History and Theory VI (4) ..... Inact
THEA 61309 Master of Fine Arts Comprehensive Project in Acting (1-3) ..... DP
THEA 61310 Master of Fine Arts Design and Technology Culminating Project (3) ..... New
THEA 61401 Directing: Production Style (3) ..... Inact
THEA 61402 Directing: Text, Space and Actor (3) ..... Inact
THEA 61491 Seminar: Directing and Acting (3) ..... Inact
THEA 61522 Advanced Studies in Lighting Design (3) ..... P
THEA 61525 Millinery and 3-D Characters (3) ..... P
THEA 61701 Movement, Form and Space II – Neutral and Character Mask (3) ..... P
THEA 61702 Musical Theatre Styles (3) ..... P
THEA 61801 Voice and Speech II – Vocal Demands and Dialect (3) ..... P
THEA 61802 Voice and Speech III – The Actor/Singer (3) ..... P
THEA 61806 Singing for the Actor (1) ..... P
THEA 61992 Professional Theatre Internship II (3-6) ..... DP
THEA 62092 Practicum: Design/Technology (3) ..... P
THEA 62192 Practicum: Performance (3) ..... DP
THEA 62792 Production Dramaturgy (3) ..... P

Course Changes Effective Fall 2011 *continued*

THEA	63192	Mentorship in Performance (3)	New
THEA	64192	Mentorship at Porthouse (3)	New
THEA	65192	Teaching Practicum (3)	New
THEA	72992	Theatre Production Internship (1-6)	P
TRST	20009	Multilingual Information Lifecycle (3)	P
US	20007	Life Beyond KSU (1) [university requirement]	New
VCD	34004	Visual Ethics (3)	New
VCD	60020	Graduate Studio in Visual Communication Design (3)	New
VCD	60091	Graduate Seminar in Visual Communication Design (3)	New
VIN	10500	Molecular Principles in Grape and Wine (3)	New
VIN	11100	Introduction to Viticulture and Vineyard Establishment (3)	New
VIN	11392	Winter Viticulture Practicum (2)	New
VIN	11492	Spring Viticulture Practicum (2)	New
VIN	11592	Summer/Fall Viticulture Practicum (2)	New
VIN	14600	Introduction to Enology (3)	New
VIN	14800	Winery Sanitation (3)	New
VIN	16000	Winery Equipment Operation (2)	New
VIN	21000	Introduction to Wine Microorganism (3)	New
VIN	21100	Integrated Pest Management (2)	New
VIN	21300	Regional Vineyard Management (2)	New
VIN	24600	Intermediate Enology (3)	New
VIN	25792	Fall Wine Production Internship (3)	New
VIN	25992	Cellar Operations Internship (2)	New
VIN	26600	Sensory Evaluation (3)	New
VIN	26800	Wine and Must Analysis (3)	New
VIN	29300	Soils for Viticulture (3)	New

Corrections to 18 October 2010 EPC agenda

ENVT 10010 Environmental Hazards Identification and Control (4) to:
Industrial Hygiene I (4) ..... Tas

Correction to 15 November 2010 EPC agenda

MMTG 45040 Integrated Marketing Strategy (3) ..... P
Incorrectly submitted by department as MKTG 45040

Agenda prepared by Office of Curriculum Services

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 15 November 2010

Ex-officio Members present: Faculty Senate Chair Donald M. (Mack) Hassler II; Vice President Sonia J. Alemagno; Deans James K. Bracken, Donald L. Bubenzer, John R. Crawford, Laura Cox Dzurec, Mark A. James, Douglas L. Steidl, Mary Ann Stephens, Wanda E. Thomas, Stanley T. Wearden, Donald R. Williams; Associate Deans Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Richard H. Kolbe, Ralph Lorenz, I. Richmond Nettey, Barbara F. Schloman, Frederick W. Schroath; Director Karen W. Budd; dean representatives Raymond Craig for John R. Stalvey, Mary Ann Haley for Timothy S. Moerland, Stephen A. Mitchell for Daniel Mahony

Ex-officio Members not present: Provost and Senior Vice President Robert G. Frank

Faculty Senate-Appointed Representatives present: Min He, Tom Janson, Erica B. Lilly, Robin L. Selinger, Fred T. Smith, James A. Tyner, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Jessie Carduner, Bruce J. Gunning, Paul O'Keeffe, Tracy A. Laux, Jonathan V. Selinger

College Curriculum Council Representatives present: Paul J. Albanese, Gregory M. Blase, Thomas W. Brewer, Sloane R. Burgess, Roberto Uribe for Donald A. Coates, Pamela K. Evans, Diana L. Fleming, Ann F. Jacobson, Yuko Kurahashi, Richard L. Mangrum, Lynette Phillips, Sarah E. Rilling, Yin Zhang

College Curriculum Council Representatives not present: Phillip D. Buntin, Todd S. Hawley, Eric M. Mintz, Kristen A. Riegelmayer, Gregory S. Stroh, John H. Thornton

Observers Present: Lindsey Ayers, Brett Fodor

Consultants and Guests present: Madhav Bhatta, Stephane E. Booth, Linnea Carlson Stafford, Lisa N.H. Delaney, Mary Dellmann-Jenkins, Julie A. Gabella, Ellen Glickman, Julie Messing, Patrick O'Connor, Rhonda Richardson, Jennifer Sandoval, Elizabeth Sinclair-Colando, Therese Tillett, Monica Teamer, Robert Walker

---

Associate Provost Stephane E. Booth called to order the EPC Undergraduate and Graduate Councils at 3:20 p.m., on Monday, 15 November 2010, in room 306A of the Kent Student Center.

Action Item 1: Approval of minutes from 18 October 2010.

Professor Fred Smith made a motion to approve, seconded by Associate Dean Pamela K. Evans. Faculty Senate Chair Donald M. (Mack) Hassler II made a correction to the minutes, on page three, second paragraph from the bottom, the word "vague" should be replaced with the word "general." The motion was passed unanimously.

Action Item 2: Establishment of a Center for Ecology and Natural Resource Sustainability.

Associate Dean Mary Ann Haley, introduced the item and stated that the centers' major objective is to work to obtain additional extramural funding and it will be self sustaining. Having the center will be helpful when applying for a grant.

Associate Dean Mary Ann Haley made a motion to approve the item, which was seconded by Senator Linda L. Williams and passed unanimously.

Action Item 3: Establishment of two minors—Management for Business Majors [MGMB] and Management for Non-Business Majors [MBMN]—to replace the Management [MGMT] minor (now inactivated). Minimum total credit hours for program completion for both are 18.

Assistant Dean Elizabeth A. Sinclair-Colando explained how the College of Business Administration will be marketing the two minors. Non-business students will take the economic courses and all of the other core requirements; what the College of Business Administration has decided to do is pull the core requirements out of the minor for the business major students. For students in a business major, the minor looked like a large number of courses, but it is not because the core was already part of the major. The two minors would still have the same outcome for the student; it would just be presented differently.

Some members disagreed with the decision to create two different minors. Assistant Dean Sinclair-Colando reassured members that the minors would have the same content, just marketed differently. The minor for non-business major will list the core courses that the business majors are required to take in their major. Non-business majors will have two electives, the business majors will have four electives.

Associate Professor Paul J. Albanese made a motion to approve the item, which was seconded by Associate Dean Evans and passed unanimously.

Action Item 4: Establishment of two minors—Entrepreneurship for Business Majors [ENTB] and Entrepreneurship for Non-Business Majors [ENTN]—to replace the Entrepreneurship [ENTR] minor (now inactivated). Minimum total credit hours for program completion for both are 18.

Associate Professor Albanese explains the reason for setting up separate minors for non-business and business majors. Originally the entrepreneurship program was to draw other student from across the university—and the College of Business Administration has been successful doing so—however, by further clarifying the program, it give an easier shot for students across the university.

An EPC member asked about the removal of an interview admission requirement. Associate Professor Albanese replied the interview was to meet the students as the program allowed only 30 students a year. However, it became clear that students decide pretty quick whether they are entrepreneurs or not; by removing this barrier, students can be exposed to the program and see if they would like to continue.

Another member referred to a previous EPC discussion, where there may be the possibility for a student to have minor and a major in the same discipline, and asked if that could occur here. Associate Dean Richard H. Kolbe replied in the negative.

Associate Professor Paul J. Albanese made a motion to approve the item, which was seconded by Associate Director Gregory M. Blase. The item passed unanimously.

Action Item 5: Establishment of an English as a Second Language [ESL] concentration within the Secondary Education [SEED] major in the Master of Arts in Teaching [MAT] degree. Minimum total credit hours to program completion are 44.

This item was withdrawn will be bought forth at the January meeting.

Action Item 6: Revision of the name of the Family Studies [FS] major—to Human Development and Family Studies [HDFS]—within the Master of Arts [MA] degree. Included in the proposal (and considered lesser action items) are the inactivation of the two concentrations, Gerontology [GERO] and Human Development and Family Studies [HDFS]; and revision of the major program requirements to emulate the now eliminated HDFS concentration. Minimum total credit hours to program completion are unchanged at 32.

Professor Rhonda Richardson explained that the Family Studies degree program traditionally has had two concentrations. Enrollment in Gerontology has been extremely low, and the proposal is to eliminate both concentrations, modify the curriculum to emulate Human Development and Family Studies and rename the program as such. The curriculum will be the same as the former HDFS concentration, with the exception of added gerontology electives.

Professor Stephen A. Mitchell made a motion for approval, seconded by Professor Fred Smith and passed unanimously.

Action Item 7: Inactivation of all the degree programs under the umbrella name of Career Technical Teacher Education, with the exception of two that will remain active: Career-Technical Teacher Education [CTTE] major within the Master of Education [MED] and Trade and Industrial Education [TIED] major within the Bachelor of Science in Education [BSE]. The inactivated programs are the following:

- **Career-Technical Teacher Education [CTTE] major within the Bachelor of Science in Education [BSE] and Educational Specialist [EDS] degrees.**
- **Family and Consumer Sciences Education [FCSE] major within the Bachelor of Science in Education [BSE] degree**
- **Integrated Business Education [IBED] major within the Bachelor of Science in Education [BSE] degree**
- **Marketing Education [MKT] major within the Bachelor of Science in Education [BSE] degree**
- **Trade and Industrial Education [TIED] major within the Master of Arts [MA] and Master of Education [MED] degrees**
- **Vocational Marketing Education [VMKT] major within the Master of Arts [MA] and Master of Education [MED] degrees**

Associate Professor Patrick O'Conner explained significant declining of interest and enrollment mainly due to limited student teaching placement opportunities has led to the inactivations. Senator Williams moved to approval, with Associate Dean Nancy E. Barbour seconding. The item passed unanimously.

Action Item 8: Establishment of a Pre-Medicine, Dentistry, Osteopathy [PMD] concentration in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Minimum total credit hours to program completion are 121.

Associate Professor Tom Brewer said the College of Public Health had to put this proposal on the table and rework it with the help of the Chemistry and Biological Sciences departments. After receiving approval from the departments of Chemistry, Physics, Psychology and Mathematical Sciences, the Public Health faculty touched base with the departments that currently offer the pre-med programs. The proposed concentration now follows the same track as the other similar programs. The College of Public Health believes a lot of physicians are coming out of medical school and seeking Public Health degrees. They feel that these will look at this as an alternative; making students more competitive.

Dean Mark James made a motion to approve and seconded by Dean Laura Cox Dzurec; the item passed unanimously.

Discussion Item 1: **Review of the organizational structure, policies and procedures of the Educational Policies Council.**

Faculty Senate Chair Hassler mentioned he would like to hear more from the provost on this item. Associate Provost Booth said that since the council was hearing no further discussion, it can encourage the provost to delineate more and bring this item back.

Information Item 1: Letter of intent to establish a Digital Sciences major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degrees. These programs will be multi-disciplinary and administered by an independent school (proposal to establish school to come).

An EPC member questioned the college to house the school. Associate Provost Booth responded that the school would be independent, therefore not be housed in a college. Assistant Dean Mary Ann Haley explained that as it's currently being discussed, faculty would come from all different colleges, including Arts and Sciences. The time element here is to get undergraduate and graduate up and running for the fall. In response to a question about curriculum, Professor Robert Walker said the curriculum will involve the colleges of Nursing, Business Administration, Arts and Sciences and Education, Health and Human Services. The full proposal for the program, as well as the proposal for the school, will be proposed at the January EPC meeting. Members expressed concern with how the money would be distributed. Professor Walker noted they are still looking into the organization issues.

Information Item 3: Establishment of a policy for short-term absences and leaves of absence of funded graduate students.

An EPC member questioned the statement "must have completed at least two consecutive semesters." Coordinators requested more flexibility, whether it be teaching someone else's classes ("swapping") for one another and this is not allowed for in this document. Members brought up different issues that would be caused by this policy. Dean Mary Ann Stephens agreed to take the policy back to their committee and bring it back in January.

Information Item 2: Revision of graduate policy to require the submission of thesis by electronic means only.

In response to a question on whether this item is listed as a policy or as a discussion for further review/vote, Dean Stephens said, after this meeting, it becomes policy; anyone graduating in 2011 must submit electronically.

As there were no more requests for discussion or elevation of either the information or lesser action items. Faculty Senate Chair Hassler moved to adjourn the meeting at 4:01 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator

Jennifer Sandoval
Academic Program Officer

Office of Curriculum Services
Office of the Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Jan-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College PR - Provost

Proposal Establish Academic Unit

Proposal Name **School of Digital Sciences**

Description of proposal:

A new interdisciplinary School of Digital Sciences is proposed, which will offer a Bachelor of Science and Bachelor of Arts degree in the Digital Science, an undergraduate minor, and a Master of Science in the Digital Sciences.

The School of Digital Sciences will operate as a free-standing School at the University level, outside any of the existing Colleges. Faculty in other units will receive joint appointments to the School, but will otherwise remain in their home departments for budgetary purposes, RTP, etc.

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

The School and its degrees will complement existing Bachelors and Masters degrees in the College of Arts and Sciences, the College of Business, the College of Communication and Information, the College of Education, Health, and Human Services, the College of Technology and Kent State's Regional College.

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

The Digital Science Task Force included representatives from the College of Arts and Sciences (the Department of Computer Science), the College of Business (the Department of Management and Information Systems), the College of Communication and Information (the Schools of Library and Information Sciences, Visual Communication Design, and Journalism and Mass Communication, and the Information Architecture and Knowledge Management program), the College of Technology, and the College of Education, Health, and Human Services (the School of Lifespan Development & Educational Sciences).

The Chair / Director of each of the Departments / Schools listed above was contacted, asked for any comments, concerns, or questions, and asked for a statement of support and non-encroachment.

Presentations on the School and its degree programs were made in person to the following groups on the dates indicated:

Department of Computer Science – Faculty Advisory Committee	6 October 2010
Provost's Operational Meeting (Provost & Deans)	22 October 2010
Department of Computer Science – Faculty Advisory Committee	3 November 2010
Department of Management Information Systems – Center for Information Systems	5 November 2010
Faculty Senate – Educational Policies Committee	15 November 2010
College of Arts and Sciences – Chairs and Directors Council	18 November 2010
School of Library Information Science – Faculty	10 December 2010
College of Technology – Computing Faculty	15 December 2010
College of Arts and Sciences – Chairs and Directors Council	16 December 2010
Provost's Chairs and Directors Council	17 December 2010

Planning reports on the School, its degree programs, and the courses proposed, were sent by email to the following groups on the dates indicated:

Digital-Science-Affiliated Units (*)	27 October 2010
Digital-Science-Affiliated Units (*)	2 November 2010
Digital-Science-Affiliated Units (*)	2 December 2010
Digital-Science-Affiliated Units (*)	17 December 2010

(*) Refers here to the primary units involved in planning the School of Digital Sciences:

College of Arts and Sciences (Department of Computer Science)
College of Business Administration (Department of Management and Information Systems)
College of Communication and Information (School of Library and Information Sciences, School of Visual Communication Design, School of Journalism and Mass Communication, School of Communication Studies)
College of Technology
College of Education, Health, and Human Services (School of Lifespan Development and Educational Sciences

---

REQUIRED ENDORSEMENTS

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

_____ ____/____/____
College Dean

_____ ____/____/____
Dean of Regional Campuses / Dean of Graduate Studies

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

Proposal Summary for the Establishment of School of Digital Sciences at Kent State University

11 January 2011

1. Summary

A new interdisciplinary School of Digital Sciences is proposed, which will offer a Bachelor of Science and Bachelor of Arts degree in the Digital Science, an undergraduate minor, and a Master of Science in the Digital Sciences. This new School of Digital Sciences will operate as a free-standing School at the University level, outside any of the existing Colleges. Faculty in other units will receive joint appointments to the School, but will otherwise remain in their home departments for budgetary purposes, RTP, etc.

2. School of Digital Sciences Mission

A new interdisciplinary School of Digital Sciences is proposed, which will offer a Bachelor of Science and Bachelor of Arts degree in the Digital Science, an undergraduate minor, and a Master of Science in the Digital Sciences. The mission of the School of Digital Sciences (SDS) will be to foster a broad understanding of the digital sciences in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences will also serve as an incubator for research synergies among faculty in related disciplines and as a focal point for multi-disciplinary collaborations.

Graduates of the School of Digital Sciences will see the "big picture" of the digital sciences across traditional “digital” programs and will gain experience working in multi-disciplinary teams. A graduate of the School will understand the role of digital sciences in our society; have an appreciation of information ethics and social responsibility; understand the relationship between information processing, computational thinking and database systems, and the telecommunications infrastructure; and be familiar with design principles, project management, team dynamics, and digital systems security.

The School of Digital Sciences will offer BS, BA, and MS degrees in the Digital Sciences, as well as an undergraduate minor. It will *complement* existing programs in the College of Arts and Sciences (the Department of Computer Science), the College of Business (the Department of Management and Information Systems), the College of Communication and Information (the Schools of Library and Information Sciences, Visual Communication Design, and Journalism and Mass Communication, and the Information Architecture and Knowledge Management program), the College of Technology, and the College of Education, Health, and Human Services (the School of Lifespan Development & Educational Sciences), among others.

The School of Digital Sciences, and its proposed new degrees, will also *complement* a proposed update to the Computer Technology concentration in the Bachelor of Technical and Applied Studies (formerly the Bachelor of Applied Studies), which is now part of Kent State University’s Regional College. Overlap between the degrees offered by the School of Digital Sciences and the BTAS/BAS-COMT degree is minimal, and the two programs offer a broad spectrum of job training to both traditional and non-traditional students on the Kent Campus as well as Kent State University’s seven Regional Campuses. Market need is seen for both programs.

3. Market Need

According to the most recent long-term occupational employment projections from the U.S. Bureau of Labor Statistics, the two primary areas for employment growth over the next decade are public health and information technology. Computer-related occupations are projected to see strong employment growth as businesses increase their use of information technology to raise efficiency and reduce costs, and are projected to grow more than twice as fast as the average for all occupations. These computer-related occupations will account for over 750,000 new jobs nationally between 2008-2018. While half of these new computer specialist jobs will be in the computer

systems design industry, the other half will permeate virtually every sector of industry. (See http://www.bls.gov/oco/oco2003.htm for details.)

The state of Ohio accounts for 3.74 percent of the nation's jobs in computer and mathematical science occupations (at a mean annual wage of $68,700 in Ohio). Consequently, those 750,000 new jobs nationally could translate into over 28,000 new well-paying computer-related jobs in Ohio. Moreover, the most recent four-year report on Northeast Ohio's high-tech economy confirms that "growth in high-tech industries benefits all sectors of the region's workforce and is not limited to occupations with technical degrees," showing three non-high-tech jobs complement every one high-tech job in Northeast Ohio's high-tech industries. As a result, increased use of information technology could lead to 100,000 new jobs for Ohioans between 2008-2018. (For this report, see http://www.nortech.org/Docs/NEO%20High-Tech%20Brief%202010%20FINAL%20web.pdf)

Kent State's existing computing degrees provide excellent training for many of these high-growth computing-related career paths. Seven of those career paths, with 2008-2018 growth rates and projected new national job openings from the Bureau of Labor Statistics report cited above, are the following:

Computer Software Engineers (Applications)	34.0% = 175,100 new jobs
Network Systems and Data Communications Analysts	53.4% = 155,800 new jobs
Computer Software Engineers (Systems Software)	30.4% = 120,200 new jobs
Computer Systems Analysts	20.3% = 108,100 new jobs
Network and Computer System Administrators	23.2% = 78,900 new jobs
Computer Support Specialists	13.8% = 78,000 new jobs
Computer and Information Systems Managers	16.9% = 49,500 new jobs

However, in many cases these career paths are starting to require a broader view than that provided by traditional computer-related degree programs. For a growing number of computer-related occupations, the career path will increasingly require broad multi-disciplinary training that provides exposure to business processes, information management, software development, telecommunications infrastructure, and human factors.

Practitioners of those careers will need the skills to analyze users' needs, plan an enterprise architecture, guide the development of a digital software/hardware system, and manage these complex systems. They must be comfortable working in multidisciplinary teams with computer scientists, computer engineers, business analysts, information architects, etc., and must have sufficiently broad training to bridge the communication gap between disciplines.

Kent State University's proposed degrees in the Digital Sciences will train students for these emerging new career paths. Existing university faculty experts in computer science, computer information systems, computer technology, educational sciences, information science, and knowledge management, among other fields, will join together to provide the broad exposure required for these careers. Students graduating from the Digital Sciences program will be prepared for careers as enterprise architects, computer system analysts, digital cognition analysts, application (software) architects, network system analysts, and information technology officers.

A student survey of interest in the School's proposed Bachelor of Science and Bachelor of Arts degrees was administered in freshman and sophomore classes during the last week of classes in the Fall 2010 semester. Slightly over 600 surveys were returned for the survey of interest in the Bachelors programs. 5.9% of the respondents were "Very Interested" in the major, and 35.5% were either "Very Interested" or "Somewhat Interested"—a very encouraging response for a new degree unfamiliar to the students. A student survey of interest in the School's Masters degree is planned for senior classes early in the Spring 2011 semester.

An electronic survey of information technology (IT) hiring managers in local industry was used to gauge local employment opportunities and interest in the new School and its degree programs. A link to this survey was sent to industrial members of the Center for Information Systems (the faculty and industry advisory group for MIS), to the member companies of NEOSA (formerly called the Northeast Ohio Software Association), and to their affiliated CIOs and IT hiring managers. 45 responses to the industrial survey have been received so far.

The response to the proposed School and degrees from these local companies was very positive, with several respondents entering comments praising the breadth of the program compared to traditional degrees. Many comments suggest an emphasis on practice and practicality, communication, and management rather than focusing solely on deep technical skills.

In addition to the industrial survey, *external letters of support* have been received for Kent State University's proposed School of Digital Sciences and associated degrees. Ann Womer Benjamin, Director of the Northeast Ohio Council on Higher Education (NOCHE), praises the program's "breadth and inherent relationship with the business community" and says it "has the potential to attract more students and yield more graduates in Northeast Ohio". Brad Nellis, Executive Director of the Northeast Ohio Software Association (NEOSA), says he is "quite excited" to see the "multidisciplinary approach to this degree program", and offers support on "behalf of NEOSA and its nearly 900 information technology business members." He says "I believe that graduates of this School's degree programs will have strong technical skills as well as a strong business foundation, enabling those students to compete for jobs effectively and more importantly, be valuable team members of their respective employers."

Brian Kelley, CIO for Portage County, says we must "embrace innovative endeavors such as the proposed School of Digital Sciences to ensure that those entering the IT workforce of the 21st century are well-equipped and prepared to be good stewards of this age", and that "the proposed School of Digital Sciences will be of great benefit to future students and to the University". Daniel Muller, Senior VP Strategy and CIO of Timken, says the program "should produce graduates with a much broader exposure to the variety of digital technologies that are available and in use today" and that the graduates "should be able to contribute much faster in the workplace and be more flexible to enter a variety of information technology positions at The Timken Company or other organizations in Northeast Ohio". He ends by saying: "This interdisciplinary training, in addition to traditional degree programs at Kent State, is needed in the workplace of today."

This new multidisciplinary School of Digital Sciences and associated degrees being proposed by Kent State University is innovative and unique, not only within Ohio but nationally. Many programs — both inside and outside Ohio — combine Computer Science with one other program, usually Computer Engineering, Computer Information Systems, or Information Science. Two such programs close to Kent State University are at Cleveland State University and Youngstown State University.

However, bringing together faculty from *multiple* units into an interdisciplinary school—while at the same time leaving them in their home unit to pursue disciplinary research and teach—breaks new ground and is a unique feature of this proposed School of Digital Sciences and its associated degrees. While there are no comparable programs in Ohio, two programs in other states that have been particularly successful in aggregating multiple computing units together are Carnegie Mellon University's School of Computer Science and Georgia Tech's College of Computing. Compared to those two, Kent State's School of Digital Sciences will be even broader, and will be organized as an interdisciplinary school rather than a traditional college to encourage wide participation throughout the university. Another indication of national interest in broader programs is the Data Science Summer Institute at the University of Illinois, which will be in its fourth year this coming summer.

4. School Organization, Finances, Governance, and Advising

The School of Digital Sciences will operate as a free-standing School at the University level, outside any of the existing Colleges. Faculty in other units will receive joint appointments to the School, but will otherwise remain in their home departments for budgetary purposes, reappointment / promotion / tenure, etc. As such, the School is unlikely to have any permanent faculty for the foreseeable future. A Director will administer the School, with the support of one staff member. Like the College Deans, the Director of the School of Digital Sciences will report to the Provost and Senior Vice President for Academic Affairs.

The School of Digital Sciences will operate under Kent State University's Responsibility Center Management (RCM) model, like any other academic program. RCM tuition income and State Subsidy for Instruction (SSI) for courses taught will go to the School of Digital Sciences, but affiliated departments will be reimbursed for faculty workload assigned to Digital Sciences courses (full salary and benefits for credit hours taught), or faculty may choose to receive additional compensation for an overload assignment in accordance with their Collective Bargaining Agreement. The only other major expenses for the School of Digital Sciences will be the salary and benefits for the School's Director and one staff Administrative Assistant.

Courses taught under the School of Digital Sciences (i.e., with a DSCI course prefix) will be taught by faculty who have received joint appointments to the School of Digital Sciences or who receive a term teaching assignment for a Digital Sciences course. Staffing for those courses will be assigned by the Director of the School of Digital Sciences, in conjunction with the Chairs, Directors, and/or Deans of the related disciplines. A Faculty Advisory

Committee will advise the School's Director in this staffing, just as the Faculty Advisory Committee in each unit advises its Chair or Director on course staffing. It is assumed that this course staffing will be assigned in a fair and equitable manner between all units affiliated with the Digital Sciences.

In addition to the Faculty Advisory Committee (FAC), the School of Digital Sciences will have a Graduate Studies Committee (GSC), a Curriculum Committee (CC), a Steering Committee (SC), and an Industrial Advisory Committee (IAC). The FAC will be elected from faculty with joint appointments to the School of Digital Sciences, as will the GSC. The CC will include representatives from the Curriculum Committees of the affiliated units to aid in keeping the Digital Sciences curriculum in synch with those other units. The SC will consist of Kent State University Deans and administrators who will provide advice and oversight, while the IAC will consist of representatives from local industry groups and companies who will provide industrial feedback. Provisional committees will be formed during Spring 2011 to guide the School until it is officially approved, at which time formal committees will be formed.

Advising within the concentrations will be handled by faculty with joint appointments to the School of Digital Sciences or by the advising staff of those affiliated units. The School of Digital Sciences can also serve as a focal point for coordinated marketing, recruiting, and advising of students in all of the "digital" programs at Kent State University at both the graduate and undergraduate level. This coordination can also begin in Spring 2011.

5. Degrees offered by the School of Digital Sciences

At the Baccalaureate level, the School of Digital Sciences will offer a Bachelor of Science degree with six Concentrations, a Bachelor of Arts degree, and a Minor. At the Masters level, the School of Digital Sciences will offer a Master of Science degree with five concentrations and a choice of Thesis or Non-Thesis options.

5.1. Bachelor of Science and Bachelor of Arts in Digital Sciences

The Bachelor of Science degree will consist of 30 credits of major requirements, 27 credits of concentration requirements, and 9 credits of electives in the Digital Sciences or related programs, for a total of 66 credits. The degree will also include 36 credits of Kent Core requirements, 18 credits of general electives, and 1 credit for Destination Kent State, for a total of 121 credits.

Six degree concentrations are offered by the Bachelor of Science degree. *Enterprise Architecture* graduates will be able to assist organizations in all sectors of the economy to review and improve their investments in technology, and to ensure that investments in digital information, applications, and technology are fully aligned with business goals and objectives. *Digital Systems Analysis* graduates will be able to consult with an organization's managers and users to understand the organization's computer system needs, and design a computer system to meet those needs. *Digital Science Cognition and Communication* graduates will be able to analyze the learning, teaching, communication, and training needs of an organization, and design hardware and software systems to meet those needs. *Digital Systems Telecommunication Networks* graduates will be able to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs. *Digital Systems Management and Consulting* graduates will be able to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes, and fundamentally transforming business processes in a company

The Bachelor of Arts degree, designed for a broader liberal arts experience, will consist of the same 30 credits of major requirements and 21 credits of electives in the Digital Sciences or related programs, for a total of 51 credits. The degree will also include 36 credits of Kent Core requirements, 33 credits of general electives (more than the Bachelor of Science degree), and 1 credit for Destination Kent State, for a total of 121 credits.

A hallmark of the Digital Sciences curriculum will be concentration-specific senior Capstone courses that can meet concurrently with senior-level courses in related disciplines and give both sets of students exposure in working on interdisciplinary projects as part of a multidisciplinary team.

5.2. Undergraduate Minor in Digital Sciences

For students in other disciplines who want some exposure to the digital sciences, a Digital Sciences minor will be offered. This minor will consists of the 4 freshman-level courses required for the major, plus two additional courses in the Digital Sciences or related programs, for a total of 18 credits.

5.3. Master of Science in Digital Sciences

The Master of Science degree will consist of 9 credits of major requirements (a choice of 3 courses from a list of 5 to allow multiple entry points into the degree), 9 credits of concentration requirements, and 14 credits of electives in the Digital Sciences or related programs, for a total of 32 credits. If the student chooses the Thesis option, 6 of the 14 elective credits will be replaced with 6 credits of Thesis I. Stronger undergraduates in a related discipline can earn this Master of Science degree together with their Bachelors degree in five years through Kent State University's combined BS / MS program.

The five degree concentrations offered by the Master of Science degree in the Digital Sciences are Enterprise Architecture, Digital Science Cognition and Communication, Digital Systems Software Development, Digital Systems Telecommunication Networks, and Digital Systems Management and Consulting. These are the same concentration areas as the Bachelors degrees, with the exception of Digital Systems Analysis, which is offered only at the undergraduate level.

6. Projected Budget

A projected budget for the School of Digital Sciences is attached, showing a partial startup year (FY'11), the first full year of operation (FY'12), and four following years. This initial budget is based on an entering class each year of 30 Bachelors students and 15 Masters students.

Digital Science (DSCI)

Project Profit & Loss/Cash Flow Statement

all figures listed in '000' increments

		Year FY11	*Year FY12*	*Year FY13*	*Year FY14*	*Year FY15*	*Year FY16*
Estimated Revenue							
Tuition and Fees	N/A	$ -	$ 80	$ 357	$ 601	$ 851	$ 1,102
State Share in Instruction	N/A	0	0	92	348	691	1,054
Other Income	N/A	0	0	0	0	0	0
Total Net Revenue *(Exhibit C)*		**$ -**	**$ 80**	**$ 449**	**$ 949**	**$ 1,542**	**$ 2,156**
Estimated Annual Expenses							
Salaries, Wages and Employee Benefits *(Exhibit C)*	N/A	$ 116	$ 344	$ 367	$ 378	$ 389	$ 401
Supplies and Other Expenses *(Exhibit C)*	N/A	32	32	33	34	34	35
Start-up Costs *(Exhibit C)*	N/A	0	0	0	0	0	0
Total Direct Expense		148	377	400	412	424	436
Academic Affairs Overhead	N/A	0	10	57	120	195	273
Administrative Overhead	N/A	0	25	140	296	481	673
Total Indirect Expense		0	35	197	416	676	946
Total Expense		**$ 148**	**$ 412**	**$ 597**	**$ 828**	**$ 1,100**	**$ 1,382**
Net Income (Deficit)		**$ (148)**	**$ (332)**	**$ (148)**	**$ 121**	**$ 442**	**$ 774**
Cumulative Net Income (Deficit)		*$ (148)*	*$ (480)*	*$ (628)*	*$ (507)*	*$ (65)*	*$ 709*

7. Planning the School of Digital Sciences

Kent State University's School of Digital Sciences has been in the planning stages since early 2010, though the bulk of the planning was done in the Fall 2010 semester.

Presentations on the School and its degree programs were made in person to the following groups on the dates indicated:

Department of Computer Science – Faculty Advisory Committee	6 October 2010
Provost's Operational Meeting (Provost & Deans)	22 October 2010
Department of Computer Science – Faculty Advisory Committee	3 November 2010
Department of Management Information Systems – Center for Information Systems	5 November 2010
Faculty Senate – Educational Policies Committee	15 November 2010
College of Arts and Sciences – Chairs and Directors Council	18 November 2010
School of Library Information Science – Faculty	10 December 2010
College of Technology – Computing Faculty	15 December 2010
College of Arts and Sciences – Chairs and Directors Council	16 December 2010
Provost's Chairs and Directors Council	17 December 2010
Department of Management Information Systems – Faculty	12 January 2011

Planning reports on the School, its degree programs, and the courses proposed, were sent by email to the following groups on the dates indicated:

Digital-Science-Affiliated Units (*)	27 October 2010
Digital-Science-Affiliated Units (*)	2 November 2010
Digital-Science-Affiliated Units (*)	2 December 2010
Digital-Science-Affiliated Units (*)	17 December 2010

(*) Refers here to the primary units involved in planning the School of Digital Sciences:

College of Arts and Sciences (Department of Computer Science)
College of Business Administration (Department of Management and Information Systems)
College of Communication and Information (School of Library and Information Sciences, School of Visual Communication Design, School of Journalism and Mass Communication, School of Communication Studies)
College of Technology
College of Education, Health, and Human Services (School of Lifespan Development and Educational Sciences

In addition to the Digital-Science-Affiliated Units listed above, strong indications of support for the School of Digital Sciences and its affiliated degrees from the Deans of the:

College of Architecture and Environment Design
College of the Arts
College of Nursing
College of Public Health
Honors College

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

REQUEST FOR APPROVAL
SUBMITTED BY:

KENT STATE UNIVERSITY

BACHELOR OF SCIENCE DEGREE
AND
BACHELOR OF ARTS DEGREE
IN
DIGITAL SCIENCES

10 March 2011
(expected date)

TABLE OF CONTENTS

Request **3**

Section 1: Introduction **3**

Section 2: Accreditation **4**
Institutional regional accreditation *4*
Results of the last accreditation review *4*
Notification of appropriate agencies *4*

Section 3: Academic Leadership—Institution **5**
Mission statement *5*
Organizational structure *5*

Section 4: Academic Leadership—Program **5**
Organizational structure *5*
Program development *7*
Collaboration with other Ohio institutions *13*

Section 5: Student Support Services **14**
Admission policies and procedures *14*
Student administrative services *15*
Student academic services *15*

Section 6: Curriculum **15**
Introduction *15*
Program goals and objectives *16*
Course offerings/descriptions *19*
Program sequence *26*
Alternate delivery options *26*
Off-site program components *26*

Section 7: Assessment and Evaluation **27**
Program assessment *27*
Measuring student success *28*

Section 8: Faculty **29**
Faculty appointment policies *29*
Program faculty *29*
Expectations for professional development/scholarship *30*
Faculty matrix *30*

Section 9: Library Resources and Information Literacy **31**
Library resources *31*
Information literacy *36*

Section 10: Budget, Resources and Facilities **37**
Resources and facilities *37*
Budget/financial planning *37*

Appendices Listing **39**

Signature Page **39**

REQUEST

Date of submission: 10 March 2011 (expected date)

Name of institution: Kent State University

Degree/degree program title: Bachelor of Arts and Bachelor of Science degrees in Digital Sciences

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Director, Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Delivery sites: Kent Campus

Date that the request was approved by the institution's governing board:
Approved by the Kent State University Faculty Senate on 14 February 2011, (expected date) and the Board of Trustees on 9 March 2011 (expected date)

Proposed start date: Fall 2011

Date Institution established: 1910

Institution's programs: Associate, bachelor's, master's, educational specialist, doctoral degrees (total 286 degree majors as of fall 2010)

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.

Licensure No
Endorsement No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University proposes to offer a Bachelor of Science and a Bachelor of Arts degree in Digital Sciences (a separate proposal will be sent simultaneously to the Regents Advisory Committee on Graduate Study [RACGS], proposing a Master of Science degree in Digital Sciences). These degrees will be offered though a new, interdisciplinary and independent School of Digital Sciences at Kent State. The school's mission is to foster a broad understanding of the "digital sciences" in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences will also serve as an incubator for research synergies among faculty in related disciplines and as a focal point for multi-disciplinary collaborations.

The BA and BS degrees will provide a broad overview of the digital sciences across traditional "digital" programs. Graduates of these programs will understand the role of digital sciences in society; have an appreciation of information ethics and social responsibility; understand the relationship between information processing, computational thinking and database systems, and the telecommunications infrastructure; and be familiar with design principles, project management, team dynamics and digital systems security. Six concentrations within the BS degree program, described later, will provide deeper knowledge in one or more domains.

The bachelor's and master's degrees proposed by the School of Digital Sciences are intended to be broad interdisciplinary programs. They will *complement* existing undergraduate and graduate degrees in Kent State's College of Arts and Sciences, College of Business Administration, College of Communication and Information, College of Technology, Regional College and College of Education, Health and Human Services.

The School of Digital Sciences and its proposed new degrees will also *complement* Kent State's Bachelor of Technical and Applied Studies degree in the Regional College (see separate proposal for revisions to the former Bachelor of Applied Studies degree). Overlap between the degrees is minimal, and the two programs offer a broad spectrum of job training to both traditional and non-traditional students on the Kent Campus and the university's seven Regional Campuses. Market need is seen for both programs.

SECTION 2: ACCREDITATION

2.1 Institutional regional accreditation

Original date of accreditation:	1915
Date of last review:	2007 - 2008
Date of next review:	2014 - 2015

2.2 Results of the last accreditation review

Kent State University was reaccredited by the North Central Association Higher Learning Commission on 28 February 2008 (www.kent.edu/aqip/upload/reaffirmation-of-accreditation-2008.pdf).

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.

No specialized accreditation is being requested for either the degree.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.
(www.kent.edu/president/mission-statement.cfm)

3.2 Organizational structure

The organizational structure for Kent State University can be found at www.kent.edu/president/upload/ksu_org_2010-2011_nov_1_2010.pdf.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

Kent State University's proposed BA and BS degrees in the Digital Sciences will be offered though a new, interdisciplinary School of Digital Sciences. As stated earlier, the mission of the School of Digital Sciences is to foster a broad understanding of the digital sciences in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences will also serve as an incubator for research synergies among faculty in related disciplines and as a focal point for multidisciplinary collaborations.

The School of Digital Sciences operates as a free-standing school at the university level, outside any of the existing colleges. Faculty in other schools and departments receive joint appointments to the school, but will otherwise remain in their home unit for budgetary purposes, reappointment, promotion, tenure, etc. As such, the school is unlikely to have any permanent faculty for the foreseeable future. The school has a full-time director and one full-time support staff member. Replicating the reporting structure for Kent State college deans, the director of the School of Digital Sciences reports to the university's provost and senior vice president for academic affairs.

The School of Digital Sciences will operate under Kent State's Responsibility Center Management (RCM) model, akin to any other academic unit at the university. RCM tuition income and State Subsidy for Instruction (SSI) for courses taught will go to the School of Digital Sciences; however, affiliated departments will be reimbursed for faculty workload assigned to Digital Sciences courses (full salary and benefits for credit hours taught), or faculty may choose to receive additional compensation for an overload assignment in accordance with their Collective Bargaining Agreement. The only other major expenses for the School of Digital Sciences will be the salary and benefits for the school director and one administrative assistant.

Courses taught in the School of Digital Sciences (i.e., DSCI course subject) will be taught by faculty who have received joint appointments to the School of Digital Sciences or who receive a term-teaching assignment for a Digital Sciences course. Staffing for those courses will be assigned by the director of the School of Digital Sciences, in conjunction with the chairs, directors and/or deans of the related disciplines. A Faculty Advisory Committee will advise the school director in this staffing. It is assumed that this course staffing will be assigned in a fair and equitable manner between all units affiliated with Digital sciences.

In addition to the Faculty Advisory Committee, the School of Digital Sciences will have a Graduate Studies Committee, a Curriculum Committee, a Steering Committee and an Industrial Advisory Committee. The Faculty Advisory Committee will be elected from faculty with joint appointments to the School of Digital Sciences, as will the Graduate Studies Committee. The Curriculum Committee will include representatives from similar committees of the affiliated units to aid in keeping the Digital Sciences curriculum in sync with those other units. The Steering Committee will consist of Kent State University deans and administrators, while the Industrial Advisory Committee will consist of representatives from local industry groups and companies.

Provisional committees will be formed during spring 2011 to guide the school until it is officially approved by the Kent State University Board of Trustees, at which time formal committees will be formed.

Student advising will be handled by faculty with joint appointments to the School of Digital Sciences and/or by the advising staff of those affiliated units. The School of Digital Sciences can also serve as a focal point for coordinated marketing, recruiting and advising of students in all of the “digital” programs at Kent State University at both the undergraduate and graduate levels. This coordination will also begin in spring 2011.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual’s CV/resume as an appendix item.

The director of the School of Digital Sciences administers the school and its degree programs. In accordance with university policy and Kent State University’s collective bargaining agreements with tenured/tenure-track/non-tenure-track faculty, the director acts as chief administrative officer and reports directly to the provost and senior vice president for academic affairs. He is responsible for recording, maintaining and implementing the policies and procedures specified in those documents through regular and thorough consultation with the school’s faculty, Faculty Advisory Committee, Graduate Studies Committee, Curriculum Committee, Steering Committee, and Industrial Advisory Committee.

The founding director of the School of Digital Sciences is Robert A. Walker, PhD, professor of computer science at Kent State University. (See Appendix A for Dr. Walker’s CV.)

Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

Establishment of the School of Digital Sciences and its proposed degree programs have been in the planning stages since early 2010, although the bulk of the planning was done in the fall 2010 semester.

Letters of support have been received from the following academic units:

- Center for Information Systems, College of Business Administration
- College of Technology
- Department of Management and Information Systems, College of Business Administration
- School of Communication Studies, College of Communication and Information
- School of Journalism and Mass Communication, College of Communication and Information
- School of Library and Information Sciences, College of Communication and Information
- School of Lifespan Development and Educational Sciences, College of Education, Health and Human Services
- School of Visual Communication Design, College of Communication and Information

In addition to responses from the digital-science-affiliated units listed above, indications of support for the School of Digital Sciences and its programs and courses have come from the deans of the following:

- College of Architecture and Environment Design
- College of the Arts
- College of Nursing
- College of Public Health
- Honors College

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

"The mission of Kent State University is to discover, create, apply and share knowledge…" begins the university's mission statement. An interdisciplinary program that brings together faculty and courses from five or more academic disciplines to share common interests in the digital sciences is fully in alignment with the mission of sharing knowledge. The Mission Statement also includes engaging students in "diverse learning environment" and "productive careers," both supported by the interdisciplinary nature and clear market need for the Bachelor of Science and Bachelor of Arts degrees in Digital Sciences.

One of the seven strategic goals in Kent State University's Mission Statement is to "focus on those we serve, especially our students." The proposed Digital Sciences degree programs, administered by the new interdisciplinary School of Digital Science, allows the selection of course requirements from a wide number of programs across the university. The result will be a nimble, agile degree that can change quickly with industry needs, instead of being restricted to a single discipline whose curricula are more nationally consistent but change more slowly.

This broader view results in a program that focuses on the students, their future employers and the state of Ohio, clearly in support of the following two university strategic goals:

- To promote excellence in research and creative endeavors
- To build and sustain relationships and economic development opportunities with our alumni, communities and businesses that foster success for them and for Ohio

Describe how the program aligns with the chancellor's strategic plan for higher education in Ohio.

The chancellor's Strategic Plan lists three goals for the University System of Ohio: graduating more students, keeping graduates in Ohio and attracting more talent to Ohio. The BA and BS degrees in Digital Sciences support of those goals as follows.

The undergraduate Digital Sciences programs will help graduate more students by developing an innovative new program to attract students who are not interested in the traditional computing degrees. Digital Sciences is not Computer Science—it will appeal to students who understand programming, but do not want to study algorithms, programming languages, operating systems, networks and other topics that comprise the skill set of a computer scientist. Similarly, Digital Sciences is not Computer Information Systems (Management and Information Systems)—it will appeal to students who want to learn about the use of computing in business, but do not want to study business topics in great depth. Digital Sciences will appeal to students who want a holistic broad view of the use of computing coupled with some exposure to one of those disciplines.

The undergraduate Digital Sciences programs will also help keep graduates in Ohio by training additional students in an area where over 28,000 new well-paying jobs are projected for the next decade (see the next section for employment projections). Through its Industrial Advisory Committee, the School of Digital Sciences will stay in regular contact with local chief information officers and information technology-hiring managers to help the School's graduates find local employment opportunities. With similar industrial committees already in place in Kent State University's College of Business Administration and College of Technology, the School of Digital Sciences is well positioned to begin creating its own Industrial Advisory Committee in the first half of 2011.

Finally, the undergraduate Digital Sciences programs will help attract more talent to Ohio by offering an innovative new program that spans traditional, historic disciplines. It is crucial that Ohio be seen as a leader in curricular innovation in digital sciences, rather than a follower of innovation in other states, particularly those in close geographic proximity. As described later in Section 4.3, the School of Computer Science at Carnegie Mellon University is an innovative leader in computing curricula. The University of Illinois has developed an interesting new summer program. Ohio must also be seen as a leader of innovation in digital sciences to attract students, faculty and employers to Ohio.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

According to the most recent long-term occupational employment projections from the U.S. Bureau of Labor Statistics, the two primary areas for employment growth over the next decade are public health and information technology. Computer-related occupations are projected to see strong employment growth as businesses increase their use of information technology to raise efficiency and reduce costs, and are projected to grow more than twice as fast as the average for all occupations. These computer-related occupations will account for over 750,000 new jobs nationally between 2008 and2018. While half of these new computer specialist jobs will be in the computer systems design industry, the other half will permeate virtually every sector of industry. (See www.bls.gov/oco/oco2003.htm for details.)

The state of Ohio accounts for 3.74 percent of the nation's jobs in computer and mathematical science occupations (at a mean annual wage of $68,700 in Ohio). Consequently, those 750,000 new jobs nationally could translate into over 28,000 new well-paying computer-related jobs in Ohio. Moreover, the most recent four-year report on Northeast Ohio's high-tech economy confirms that "growth in high-tech industries benefits all sectors of the region's workforce and is not limited to occupations with technical degrees," showing three non-high-tech jobs complement every one high-tech job in Northeast Ohio's high-tech industries. As a result, increased use of information technology could lead to 100,000 new jobs for Ohioans between 2008 and2018. (For this report, see www.nortech.org/Docs/NEO%20High-Tech%20Brief%202010%20FINAL%20web.pdf.)

Kent State's existing bachelor's degrees—Computer Science, Computer Information Systems, Applied Engineering with concentration In Computer Engineering Technology, and Technical and Applied Studies with concentration in Computer Technology—provide excellent training for many of these high-growth computing-related career paths. Seven of those career paths, with 2008-2018 growth rates and projected new national job openings from the U.S. Bureau of Labor Statistics report cited above, are the following:

- Computer Software Engineers (Applications)..... 34.0% = 175,100 new jobs
- Network Systems and Data Communications Analysts. 53.4% = 155,800 new jobs
- Computer Software Engineers (Systems Software) ..... 30.4% = 120,200 new jobs
- Computer Systems Analysts ..... 20.3% = 108,100 new jobs
- Network and Computer System Administrators..... 23.2% = 78,900 new jobs
- Computer Support Specialists ..... 13.8% = 78,000 new jobs
- Computer and Information Systems Managers ..... 16.9% = 49,500 new jobs

However, in many cases, these career paths are starting to require a broader view than what is provided by traditional computer-related degree programs. For a growing number of computer-related occupations, the career path will increasingly require broad multi-disciplinary training that provides exposure to business processes, information management, software development, telecommunications infrastructure and human factors.

Practitioners of those careers need the skills to analyze users' needs; to conceptualize a blueprint that defines the structure and operation of an organization (enterprise architecture); to guide the development of a digital software/hardware system; and to manage these complex systems. They must be comfortable working in multidisciplinary teams with computer scientists, computer engineers, business analysts, information architects, etc.; and they must have sufficient broad training to bridge the communication gap between disciplines.

Kent State's proposed BA and BS degrees in Digital Sciences will train students for these emerging new career paths. Existing university faculty experts in computer science, computer information systems, computer technology, educational sciences, information science and knowledge management, among other fields, will join together to provide the broad exposure required for these careers.

The Bachelor of Science degree in Digital Sciences offers six concentrations to prepare graduates for specific career paths as enterprise architects, computer system analysts, digital cognition analysts, application (software) architects, network system analysts and information technology officers. The Bachelor of Arts degree in Digital Sciences, in contrast, allows students to pursue other career paths within the digital sciences. With fewer major requirements and more general electives, the BA degree can also provide a broader liberal arts experience.

A survey of student interest in the Bachelor of Science and Bachelor of Arts in Digital Sciences was administered in freshman- and sophomore-level classes during the last week of classes in the fall 2010 semester (see appendix B for survey). Survey response was 613 students, with13 percent freshman, 42 percent sophomores and 45 percent juniors and seniors. Males accounted for 64 percent of the responders. The majority of the responses came from students majoring in Accounting (13 percent), Business Management (13 percent), Computer Science (nine percent), Computer Information Systems (nine percent), Finance (seven percent) and Marketing (seven percent).

Considering the program was unfamiliar to the students, the responses were encouraging, with 5.9 percent of the respondents "very interested" and 35.5 percent either "very interested" or "somewhat interested" in the new degree programs. For a question on the proposed Digital Sciences minor, 7.7 percent of the respondents were "very interested" and over half (50.4 percent) were either "very interested" or "somewhat interested." Interest in the major and minor among male respondents was roughly double that of female respondents.

The final question gauged the students' interest in each of the BS degree concentrations. Of the students who were "very interested" or "somewhat interested" in the major, interest was the highest in Multimedia Systems Technology[1] (18 percent), Digital Systems Software Development (18 percent) and Digital Systems Analysis (17 percent). Those were followed by Digital Systems Management and Consulting (11 percent), Enterprise Architecture (10 percent) and Digital Science Cognition and Communication (10 percent). Interest was roughly comparable across genders, with the highest three concentrations listed above always having the highest level of interest.

Based on this survey of student interest, and on the industrial survey described in the next section, total enrollment in the BA and BS degrees in Digital Sciences, combined, is conservatively projected at the following:

2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
30	60	90	120	150*

* Programs expected to stabilize at this number.

These projected enrollments are slightly higher than the number of declared undergraduate students in Kent State's Computer Information Systems (currently 117), and less than half the enrollment in the university's Computer Science (334). Attracting 30 students each academic year into the Digital Sciences baccalaureate programs is a conservative target. Based on evidence in Kent State's physical sciences disciplines, where both bachelor's degrees are typically offered, it is expected that 10 percent of the Digital Science students will choose to earn the Bachelor of Arts degree.

A severe lack of *gender diversity* is a nationally known problem in computer science and computer engineering. According to the Computing Research Association–Taulbee Survey of PhD-producing computer science and computer engineering departments in the United States and Canada, only 11.3 percent of 2008-2009 bachelor's graduates in computer science were women.

---

[1] Since the survey was administered, Multimedia Systems Technology has been renamed Digital Systems Telecommunications Networks to better reflect its content; therefore, the level of interest expressed in that concentration may be less definitive than the others. However, a survey of student interest in the Master of Science degree in Digital Sciences will be administered in senior classes early in the spring 2011 semester, which may help determine the level of student interest in that concentration.

At the master's level, the percentage is higher at 22.1 percent and is comparable at the PhD level at 20.8 percent. (See www.cra.org/resources/taulbee for the most recent Taulbee Survey.)

A lack of *ethnic diversity* is also a nationally known problem in computer science and computer engineering. While Kent State University has been successful in attracting international students from China, India and the Middle East, and there is good representation of those students in the university's computing programs, there remains a lack of ethnic diversity among domestic students.

Kent State University has recently increased its efforts to improve both gender and ethnic diversity at the graduate and undergraduate levels (see www.kent.edu/diversity), and the School of Digital Sciences will coordinate its own efforts with the university. Further, the School of Digital Sciences can serve as a focal point to coordinate diversity programs in all of the "digital" programs at Kent State University at the graduate and undergraduate levels.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

To gauge industrial interest and local employment opportunities in the proposed School of Digital Sciences and its degree programs, an electronic survey was sent to information technology-hiring managers in local industry. A link to this survey was sent to industrial members of the Center for Information Systems (the faculty and industry advisory group for Kent State University's Department of Management and Information Sciences), to the member companies of the Northeast Ohio Software Association (NEOSA) and to NEOSA's affiliated chief information officers and information technology-hiring managers.

To date (as of 15 January 2011), 54 responses to the industrial survey have been received. Respondents included representatives from Allstate Insurance, ASW Global, BrandMuscle, Ernst & Young, Fifth Third Bank, Goodyear, Hyand Software, KeyBank, Little Tykes, Parker Hannifin, Progressive Insurance, Davey Tree, Sherwin-Williams and Timken. These respondents have 1547 current employees, expect to hire 480 more (31 percent increase) over the next three years, and expect to replace 382 (25 percent increase) due to retirements or departures. Respondents stated that their expected additional needs and expected replacements would be, in order of need: computer programmers, computer software engineers (applications), computer support specialists and computer software engineers (systems software).

Interest in the Bachelor of Science concentrations was strong, with over half of the respondents describing themselves "very interested" or "somewhat interested" in every concentration. Interest in Digital Systems Software Development was the highest (80 percent), followed by Digital Systems Analysis (77 percent), Enterprise Architecture (70 percent), Multimedia Systems Technology[2] (70 percent), Digital Systems Management and Consulting (67 percent and Digital Science Cognition and Communication (52 percent).

[2] Since the survey was administered, Multimedia Systems Technology has been renamed Digital Systems Telecommunications Networks to better reflect its content; therefore, the level of interest expressed in that concentration may be less definitive than the others.

Of those who responded to the open-ended question, “How do you feel this major compares to related majors at Kent State?” 10 respondents (53 percent) gave supportive comments, including the following:

- Much broader, which is what I think businesses are looking for in IT graduates.
- As a tech professional I am glad to see the addition of more technical-based administration and management options.
- I like the notion of enabling vertical focus areas for students. While not trying to spill into 'tech school' space, the theoretical thought patterns of IT (e.g. development) are so evolved, it is of enormous benefit to real IT shops to have people trained and graded on their ability to comprehend these patterns.
- The usability and cognition track will likely have some courses that should be required for anyone who really wants to get into software development as a career.
- It would be very competitive.

To another open-ended request for advice in designing the Digital Sciences programs, respondents placed emphasis strong communication skills among students; more applicable and practical content, including internships, as well as a balance of leadership and technical education; and continual interaction with industry on curriculum. See Appendix C for a full analysis of the survey response.

In addition to the industrial survey, letters of support have been received from the following information technology companies and organizations (see Appendix D for letters of support):

- Northeast Ohio Council on Higher Education (NOCHE): Director Ann Womer Benjamin praises the program’s “breadth and inherent relationship with the business community,” and says it “has the potential to attract more students and yield more graduates in Northeast Ohio.”

- Northeast Ohio Software Association (NEOSA): Executive Director Brad Nellis says he is “quite excited” to see the “multidisciplinary approach to this degree program,” and offers support on “behalf of NEOSA and its nearly 900 information technology business members.” He adds, “I believe that graduates of this School’s degree programs will have strong technical skills as well as a strong business foundation, enabling those students to compete for jobs effectively and more importantly, be valuable team members of their respective employers.”

- Portage County Information Technology Services: Chief Information Office Brian D. Kelly says we must “embrace innovative endeavors such as the proposed School of Digital Sciences to ensure that those entering the IT workforce of the 21st century are well-equipped and prepared to be good stewards of this age.” “…the proposed School of Digital Sciences will be of great benefit to future students and to the University.”

- Timken Company: Daniel E. Muller, senior vice president for strategy and CIO, says the program “should produce graduates with a much broader exposure to the variety of digital technologies that are available and in use today”; and that the graduates “should be able to contribute much faster in the workplace and be more flexible to enter a variety of information technology positions at the Timken Company or other organizations in Northeast Ohio.” He ends by saying, “this interdisciplinary training, in addition to traditional degree programs at Kent State, is needed in the workplace of today.”

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

No specialized accreditation is being requested for either the Bachelor of Science or Bachelor of Arts degree in Digital Sciences.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institutions within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

This new multidisciplinary School of Digital Sciences and associated degrees being proposed by Kent State University is innovative and unique, not only within Ohio but also nationally. Many programs—state- and nation-wide—combine computer science with one other program, usually computer engineering, computer information systems or information science. Two such programs close to Kent State University are at Cleveland State University and Youngstown State University.

While there are no programs doing so in Ohio, two programs in other states that have been particularly successful in aggregating several computing units together are Carnegie Mellon University's School of Computer Science and Georgia Tech's College of Computing. Both of these programs follow the traditional college-and-school structure. Another example, though organized differently and not on the same scale, is the Data Science Summer Institute at the University of Illinois, which will be in its fourth year this coming summer.

However, bringing together faculty from over half a dozen units into an interdisciplinary school that offers broad degrees integrating aspects from all those programs—while at the same time leaving them in their home unit to pursue disciplinary research and teaching—breaks new ground and is a unique feature of this proposed School of Digital Sciences and its programs. The organization as an interdisciplinary school rather than a traditional college is a key feature that can, even in challenging economic times, encourage and reward wide participation and cooperation throughout the university.

On the engineering side of digital sciences, nearby Carnegie Mellon University's Department of Electrical and Computer Engineering recently eliminated its separate Bachelor of Science degrees in Electrical Engineering and Computer Engineering, and replaced them with a single Bachelor of Science degree in Electrical and Computer Engineering. Carnegie-Mellon's rationale was that the old traditional discipline boundaries had blurred and no longer served a useful purpose, and that students were better served with a degree that could offer both breadth and depth across the entire field. Moreover, the university acknowledged that many of its graduates move into areas outside electrical and computer engineering after graduation; for those students, electrical and computer engineering will serve as the new "liberal arts." (See www.ece.cmu.edu/news/currents/currents_f10.pdf for details.)

At Kent State University, the School of Digital Sciences and its degree programs can blur the boundaries as well, add breadth across multiple disciplines, and provide yet another "new liberal arts" experience.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

No other institutions collaborated on this proposal, although representatives of Kent State University's seven Regional Campuses have been involved in the development of this proposal.

SECTION 5: STUDENT SUPPORT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The Bachelor of Science and Bachelor of Arts degrees in Digital Sciences both follow Kent State University's standard admission requirements, as described in the 2010 University Catalog (www.kent.edu/catalog/2010/admission) and below:

Freshmen entering Kent State must submit a high school transcript and American College Test (ACT) or Scholastic Assessment Test (SAT) scores. Kent State requires that students take the writing section of the ACT. Students are excused from this test score requirement only if they have been graduated from high school for three or more years or if they are 21 or older at the time of their first enrollment. These test scores are essential in determining students' admission status and academic aptitudes; assisting in academic advising; and helping to determine scholarship eligibility.

Admission Requirements at the Kent Campus: Kent State University's freshman admission policy differentiates among students with varying degrees of preparation for college studies. The students most likely to be admitted and succeed at the Kent Campus are those who will have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a minimum high school 2.50 grade point average and whose composite ACT score is 21 or better (combined SAT score of 980 in critical reading and math).

Students who do not meet the above criteria but who have graduated with a cumulative grade point average of at least 2.20 (on a scale of 4.00) at a chartered or accredited high school or have passed the General Educational Development (GED) Examinations may be admitted. High school course selection, class rank, recommendations and ACT/SAT scores will be closely examined for such students in making admissions decisions.

Admission Requirements at the Regional Campuses: Admission to the Regional Campuses is handled through the Admissions Office at any of the seven Regional Campuses. Admission is open to anyone with a high school diploma or its equivalent. Part-time early admission opportunities are available for qualified high school students in consultation with an advisor. In programs with special admission requirements, admission decisions and judgments are made by the director of the program following normal faculty consultative procedures and take into account factors such as life experience, level of motivation and concern for under-represented groups in the program, as well as such indicators as GPA or ACT score.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree. The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses. Advanced Placement, CLEP credit and Kent State's Credit-by-Exam is awarded for general education requirements and electives in the program.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Current university student administrative services will suffice to meet the needs of the proposed programs.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Current university student academic services will suffice to meet the needs of the proposed programs.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog.

The Bachelor of Science and Bachelor of Arts degrees in the Digital Sciences provide a broad overview across traditional "digital" programs. Graduates will understand the role of digital sciences in society; have an appreciation of information ethics and social responsibility; understand the relationship between information processing, computational thinking and database systems, and the telecommunications infrastructure; and be familiar with design principles, project management, team dynamics, and digital systems security.

The Bachelor of Arts degree program is designed for a broad liberal arts experience. The Bachelor of Science degree program offers six concentrations to provide deeper knowledge in one or more specific domains:

- Enterprise Architecture provides students the skills to assist organizations in all sectors of the economy to review and improve their investments in technology; and to ensure that investments in digital information, application, and technology are fully aligned with business goals and objectives.
- Digital Systems Analysis provides students the skills to consult with an organization's managers and users to understand the organization's computer system needs, and design a computer system to meet those needs.
- Digital Science Cognition and Communication provides students the skills to analyze the learning, teaching, communication and training needs of an organization, and design hardware and software systems to meet those needs.
- Digital Systems Software Development provides students the skills to analyze the software system needs of an organization's computer system, and coordinate the design, maintenance and expansion of a software system to meet those needs.
- Digital Systems Telecommunication Networks provides students the skills to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs.
- Digital Systems Management and Consulting provides students the skills to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes and fundamentally transforming business processes in a company

The Bachelor of Science degree program also will contain concentration-specific senior capstone courses that can meet concurrently with senior-level courses in related disciplines and give students exposure in working on interdisciplinary projects as part of a multidisciplinary team.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The proposed baccalaureate programs in the Digital Sciences will provide a broad overview across traditional "digital" programs. A graduate of the school's undergraduate programs will understand the role of digital sciences in society; have an appreciation of information ethics and social responsibility; understand the relationship between information processing, computational thinking and database systems, and the telecommunications infrastructure; and be familiar with design principles, project management, team dynamics and digital systems security.

The BA degree program allows students to pursue general career paths within the digital sciences field. With fewer major requirements and more general electives, it can also provide a broader liberal arts experience. The BS degree program, in contrast, offers six concentrations with deeper knowledge in a specific domain to prepare students for specific a specific career path.

The **Enterprise Architecture** concentration, offered in both BS and MS degree programs, will prepare graduates for careers as a chief enterprise architect, business architect, information architect, application (software) architect or technology architect.

- Enterprise Architecture graduates will be able to assist organizations in all sectors of the economy to review and improve their investments in technology, and to ensure that investments in digital information, applications and technology are fully aligned with business goals and objectives. They will know how to develop detailed blueprints of an organization's current state, to work with the stakeholders to prepare a vision of a future architecture, to prepare an implementation roadmap, and to execute technology and business change.

- The undergraduate Enterprise Architecture concentration covers enterprise architecture, information systems in business, network infrastructure, web design, programming, data structures and human computer interaction. The graduate concentration adds a deeper understanding of business architecture, application (software) architecture, and information architecture.

The **Digital Systems Analysis** concentration, offered in the BS degree program only, will prepare graduates for a career as a computer system analyst.

- Digital Systems Analysis graduates will be able to consult with an organization's managers and users to understand the organization's computer system needs and design a computer system to meet those needs. They will know how to use techniques such as cost and feasibility analyses, process and data modeling and requirements planning to help the organization's managers assess feasibilities for implementing in-house or off-the-shelf technologies.

- The Digital Systems Analysis concentration covers enterprise architecture, information systems in business, information auditing, large computer systems, web design, programming, software quality assurance and human computer interaction.

The **Digital Science Cognition and Communication** concentration, offered in both BS and MS degree programs, will prepare students for a career as a digital cognition analyst or human computer interaction analyst.

- Digital Science Cognition and Communication graduates will be able to analyze the learning, teaching, communication and training needs of an organization, and design hardware and software systems to meet those needs. They will know how to use the principles, theories and research-based outcomes of how people interact and communicate with and through technology to improve the usability of hardware, software and training within an organization.

- The undergraduate Digital Science Cognition and Communication concentration covers general psychology, cognitive psychology, cognition in technology, technology and learning, visual communication design, technological tools in education, programming and human computer interaction. The graduate concentration adds a deeper understanding of instructional design, managing technological change, simulation games in education and virtual reality.

The **Digital Systems Software Development** concentration, offered in both BS and MS degree programs, will prepare graduates for careers as an application (software) architect, computer systems software engineer or software developer.

- Digital Systems Software Development graduates will be able to analyze the software system needs of an organization's computer system, and coordinate the design, maintenance and expansion of a software system to meet those needs. They will understand the role of software development in relationship to information management and the technology infrastructure in an enterprise environment. They will be able to work with chief enterprise architects, information architects and technology architects to design software systems in support of business goals, and work with software engineers as they build those software systems.

- The undergraduate Digital Systems Software Development concentration covers enterprise architecture, web design, programming and data structures, software engineering, cognition in technology and human computer interaction. The graduate concentration covers application architecture, software engineering, programming, and data structures. (Programming and data structures can be replaced with additional material on enterprise architecture and software development for students already familiar with programming.)

The **Digital Systems Telecommunication Networks** concentration, offered in both BS and MS degree programs, will prepare graduates for careers as a technology architect, network system analyst, data communication analyst or telecommunication specialist.

- Digital Systems Telecommunication Networks graduates will be able to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs. They will understand how to design hardware systems and the supporting communication infrastructure to transport and store the converged voice, video and data traffic required by a modern multimedia system. They will be able to work with chief enterprise architects, information architects and application (software) architects to design that communication infrastructure.

- The undergraduate Digital Systems Telecommunication Networks concentration covers digital design, web design, programming, network infrastructure, networks and telecommunication, networking theory and network management. The graduate concentration adds a deeper understanding of ethics and technology, wireless networks and systems engineering.

The **Digital Systems Management and Consulting** concentration, offered in both BS and MS degree program, will prepare graduates for a career as an information technology officer, management information system director, information technology project manager or computer system consultant.

- Digital Systems Management and Consulting graduates will be able to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes and fundamentally transforming business processes in a company. They will know how to oversee the technical operations of an organization, and will be able create, re-engineer and integrate technology-enabled solutions with an understanding of how users interact and communicate with technology.

- The undergraduate Digital Systems Management and Consulting concentration covers enterprise architecture, business intelligence, healthcare information, information auditing, network infrastructure, large computer systems, cognition in technology and human computer interaction. The graduate concentration adds a deeper understanding of system development, database management and information security.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

BA in Digital Sciences

The BA degree program is minimum 121 credit hours, comprising 30 credits in the core, 37 credits in the Kent Core (general education), 21 credits of advisor-approved electives in digital sciences or related areas and 33 credits of general electives.

Course (name / number)	Cr Hr	Major Core	General Education (Kent Core)	Elective	OTM TAG CTAG	New / Existing Course
DIGITAL SCIENCES COURSES						
DSCI 10010 Society, Culture and the Digital Sciences	3	■				New
DSCI 10410 Information Ethics and Social Responsibility	3	■				New
DSCI 13210 Design Processes and Principles	3	■				New
DSCI 24410 Digital Information Management and Processing	3	■				New
DSCI 31510 Global Project Management and Team Dynamics	3	■				New
DSCI 31610 Digital Systems Security	3	■				New
OTHER REQUIREMENTS						
MIS 44045 Information Systems Management	3	■				Existing
TECH 10001 Information Technology	3	■				Existing
TECH 36411 Requirements Engineering and Analysis	3	■				New
KENT CORE						
Kent Core Composition	6		■		OTM	Existing
Kent Core Mathematics and Critical Reasoning	3		■		OTM	Existing
Kent Core Humanities and Fine Arts	9		■		OTM	Existing
Kent Core Social Sciences	3		■		OTM	Existing
Kent Core Basic Sciences (one lab)	6-7		■		OTM	Existing
Kent Core Additional	6		■		OTM	Existing
US 10097 Destination Kent State: First Year Experience	1		■			Existing
Advisor-Approved Electives	21			■		Existing/New
General Electives	28			■		Existing

BS in Digital Sciences

The BS degree program is minimum 121 credit hours, comprising 33 credits in the core, 21-26 credits in the six concentrations, 37 credits in the Kent Core (general education), 9 credits of advisor-approved electives in related areas and 18-21 credits of general electives.

Course (name / number)	Cr Hr	Major Core	Concen-tration	General Education (Kent Core)	Elective	OTM TAG CTAG	New / Existing Course
DIGITAL SCIENCES COURSES							
DSCI 10010 Society, Culture and the Digital Sciences	3	■					New
DSCI 10310 My Story on the Web	3		■				New
DSCI 10410 Information Ethics and Social Responsibility	3	■					New
DSCI 13210 Design Processes and Principles	3	■					New
DSCI 13410 Cognition in Technology	3		■				New
DSCI 15310 Computational Thinking and Programming	3		■				New
DSCI 16010 Telecommunications Infrastructure	3		■				New
DSCI 21010 Enterprise Architecture	3		■				New
DSCI 23310 Human-Computer Interaction	3		■				New
DSCI 24410 Digital Information Management and Processing	3	■					New
DSCI 31510 Global Project Management and Team Dynamics	3	■					New
DSCI 31610 Digital Systems Security	3	■					New
DSCI 40910 Capstone in Digital Sciences	3	■					New
OTHER REQUIREMENTS							
CS 23021 Computer Science I: Programming and Problem Solving	4		■				Existing
CS 23022 Discrete Structures for Computer Science	3		■				Existing
CS 33001 Computer Science II: Data Structures and Abstraction	4		■				Existing
CS 43005 Introduction to Database System Design	3				■		Existing
CS 43901 Software Engineering	3		■				Existing
MIS 24163 Principles of Management	3		■				Existing
MIS 34036 Large Systems Technology	3		■				Existing
MIS 34054 Using Information Systems for Solving Business Problems	3		■				Existing
MIS 34065 Quality Assurance	3		■				Existing
MIS 34161 Managerial and Technological aspects of Healthcare Systems Management	3		■				New
MIS 34162 Managing Healthcare Systems Operations	3		■				New
MIS 44043 Data Base Management Systems	3				■		Existing
MIS 44045 Information Systems Management	3	■					Existing
ITEC 47413 Digital Video in Education	3		■				Existing
ITEC 47427 Technology and Learning	3		■				Existing
PSYC 30445 Cognitive Psychology	3		■				Existing
TECH 10001 Information Technology	3	■					Existing
TECH 26301 Computer Networks I	3		■				New
TECH 33222 Digital Design for Computer Engineering	3		■				Existing
TECH 36302 Computer Networks II	3		■				New
TECH 36411 Requirements Engineering and Analysis	3	■					New
TECH 46311 Wireless Networks and Telecommunications	3		■				New

Course (name / number)	Cr Hr	Major Core	Concen-tration	General Education (Kent Core)	Elective	OTM TAG CTAG	New / Existing Course
TECH 46350 Network Management and Design	3		■				New
VCD 14001 Visual Design Literacy	3		■				Existing
KENT CORE							
Kent Core Composition	6			■		OTM	Existing
Kent Core Mathematics and Critical Reasoning	3			■		OTM	Existing
Kent Core Humanities and Fine Arts	9			■		OTM	Existing
Kent Core Social Sciences (not PSYC)	3			■		OTM	Existing
Kent Core Basic Sciences (one lab)	6-7			■		OTM	Existing
Kent Core Additional	6			■		OTM	Existing
Kent Core Social Sciences	3-6			■		OTM	Existing
PSYC 11762 General Psychology	3		■	■		OTM TAG	Existing
US 10097 Destination Kent State: First Year Experience	1			■			Existing
Advisor-approved Electives	9				■		Existing
General Electives	18-21				■		Existing

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items.

Courses marked ■ are new. See Appendix E for syllabi for new courses.

CS 23021 Computer Science I: Programming and Problem Solving
Computer science programming concepts including algorithm development and problem solving strategies focused on procedural abstraction. High-level programming concepts including data types, expressions, program structures, functions, parameter passing, scope, extent, arrays and recursion. *Prerequisite(s): At least C (2.0) in MATH 11009 or 11010, or equivalent math placement score (MATH placement beyond MATH 11010).*

CS 23022 Discrete Structures for Computer Science
Discrete structures for computer scientists with a focus on mathematical reasoning, combinatorial analysis, discrete structures, algorithmic thinking, applications and modeling. Specific topics include logic, sets, functions, relations, algorithms, proof techniques, counting, graphs, trees, Boolean algebra, grammars and languages.
Prerequisite(s): Minimum grade of C (2.0) in MATH 11010 or equivalent math placement score (MATH placement beyond MATH 11010).

CS 33001 Computer Science II: Data Structures and Abstraction
Computer science concepts and problem solving focusing on data structure and abstraction. Object-oriented concepts and programming including encapsulation, information hiding, object design, generics, polymorphism and an introduction to inheritance. Dynamic memory structures including dynamic arrays, pointers, linked-lists and the use of recursion for problem solving. Abstract data types including stacks, queues, lists, trees and graphs.
Prerequisite(s): C (2.0) or better in CS 23021 Computer Science I: Programming and Problem Solving.

CS 43005 Introduction to Database System Design
An introduction to the basic theoretical aspects of database systems: file organization, search methodologies, language design and performance evaluation techniques. Initial modeling concepts and their use in hierarchical, network, relational and object-oriented database designs. *Prerequisite(s): minimum C (2.0) grade in CS 33001 Computer Science II: Data Structures and Abstraction and junior standing.*

CS 43901 Software Engineering
An introduction to software engineering concepts: life cycle models; modeling languages; requirements analysis; specification; design; testing; validation; project management and maintenance. Prerequisite: minimum C (2.0) grade in CS *33001 Computer Science II: Data Structures and Abstraction*. *Prerequisite(s): minimum C (2.0) grade in CS 33001 Computer Science II: Data Structures and Abstraction.*

- **DSCI 10010 Society, Culture and the Digital Sciences**
  A survey course intended to give Digital Science students a broad understanding of society, culture, and the digital sciences. This course helps students understand not only the impact of digital sciences on culture and society, but also the impact of culture and society on the development and adoption of digital sciences. Topics to be discussed will include relationship and identify formation and maintenance, the relationship between Digital Science and race, gender, culture, and globalization.

- **DSCI 10310 My Story on the Web**
  A first course in understanding the Web's impact on our private and public lives. The course investigates web site design, storytelling, multimedia, intellectual property, ethical considerations, and social media. It helps the student develop practical website design skills for presenting and navigating both textual and multimedia content. Students build their own website that presents their story. The website is in effect an online multimedia resume in which the student presents their accomplishments, skills, interests, and objectives.

- **DSCI 10410 Information Ethics and Social Responsibility**
  Investigates ethical and societal responsibility issues related to information technology including tensions between legal and ethical values; access and control of intellectual property; the US Patriot Act as it relates to private and public records; ethical vendor management; the digital divide, outsourcing, and green computing; and network security and protections (e.g., viruses, protecting minors, cyberbullying). In addition, bias in information retrieval and indexing, information seeking behaviors, and professional codes of ethics will be explored.

- **DSCI 13210 Design Processes and Principles**
  Introduces students to the discipline of design, including general design models and procedures, rational and creative models of design, and design as problem solving. Specific design contexts are introduced including information design, graphics and visual design, architectural design, and educational design.

- **DSCI 13410 Cognition in Technology**
  Introduces students to the basics in human cognition as they affect technology and as technology affects human cognition. The course addresses designing technologies to fit and enhance cognition, augmenting cognition with technology, and cognitive tools, as well as the impact of technology on various cognitive processes. The course leverages both traditional and online course delivery.

- **DSCI 15310 Computational Thinking and Programming**
  An introductory, broad, and hands-on coverage of basic aspects of computational thinking with emphasis on problem solving using a high-level programming language.

- **DSCI 16010 Telecommunications Infrastructure**
  Provides a broad overview of communication infrastructures for the public switch telephone network, wireless networks, and data networks. Other topics covered include security, network management and monitoring.

- **DSCI 21010 Enterprise Architecture**
  Enterprise Architectures facilitates the alignment of IT and IS investment decisions with business goals. Enterprise architecture is increasingly used in the industry as a result of the continued emergence of new technologies and ongoing pressures to reengineer business processes to achieve improved efficiency and greater customer focus. Enterprise architecture identifies the main components of an organization and the ways in which these components work together. The components include performance and strategy, people, business capabilities, applications, technology, knowledge and information, as well as financial and other resources. *Prerequisite(s): sophomore standing.*

- **DSCI 23310 Human-Computer Interaction**
  A survey course intended to give Digital Science students a broad foundation of HCI principles and perspectives that will be relevant across multiple digital science concentrations. The course focuses on both understanding HCI, through the presentation of major concepts, issues and principles in HCI across the full-spectrum of the user-centered design process (research, sketching, prototyping, evaluation, etc.), and doing HCI, with a focus on the user, needs and task analysis, and sketching, prototyping, and evaluation. *Prerequisite(s): sophomore standing.*

- **DSCI 24410 Digital Information Management and Processing**
  Presents a holistic view of information management including the external and internal information environment. The course covers the history of information management, information industry and markets, internal information politics, behaviors, and cultures, information management policies, processes and technologies. *Prerequisite(s): DSCI 10010 Society, Culture and the Digital Sciences; and DSCI 10410 Information Ethics and Social Responsibility.*

- **DSCI 31510 Global Project Management and Team Dynamics**
  Explains to technical and non-technical students alike what it takes to lead teams and projects from start to finish. Students will learn the critical and common challenges of leading projects and managing teams, studying diagrams and war stories of successes and failures using practical tools and methods. *Prerequisite(s): MIS 44045 Information Systems Management.*

- **DSCI 31610 Digital Systems Security**
  The real threat to information system security comes from people, not computers. Students in this course will understand human, behavioral and managerial factors to deal with personal computer security, social engineering, cyberthreats and risk management. *Prerequisite(s): DSCI 22510 Management of Digital Systems and DSCI 24410 Digital Information Management and Processing.*

- **DSCI 40910 Capstone in Digital Sciences**
  This capstone project course provides an integrative experience, bringing together aspects of the student's required coursework in the major and concentration. Students will work in project teams, whenever possible together with senior project courses in Digital Science affiliated programs or capstone project teams from other Digital Sciences concentrations. *Prerequisite(s): DSCI 31510 Global Project Management and Team Dynamics, DSCI 31610 Digital Systems Security, TECH 36411 Requirements Engineering, either CS 43005 Introduction to Database System Design or MIS 44043 Data Base Management Systems, and senior standing.*

ITEC 47413 Digital Video in Education
Design/production of instructional TV programming. Planning and scripting techniques. Hands-on experience with TV equipment. Students will digitize video footage, learn nonlinear editing techniques and export productions to tape/CD.

ITEC 47427 Technology and Learning
Overview of technology used in education. Focuses on implementing and facilitating learner-centered curriculum with computer technology. Students develop Web-based instructional materials.

MIS 24163 Principles of Management
Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. Serves as an introduction to many upper level business courses. *Prerequisite(s): Sophomore standing or above.*

MIS 34036 Large Systems Technology
An introduction to the use of large computer systems; experience with job control language, utilities, teleprocessing monitors, execution languages and job streams. *Prerequisite(s): MIS 24060 Systems Analysis I.*

MIS 34054 Using Information Systems for Solving Business Problems
This course is a continuation of MIS 24053 and provides students with further study of use of information systems in solving business problems. *Prerequisite(s): minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; not open to computer information systems (CIS) majors.*

MIS 34065 Quality Assurance
Introduction to importance of quality assurance and tools used to accomplish better quality in goods and services. Topics: TQM, Six Sigma, quality philosophies, sampling plans and statistical process control, ISO, quality competition and awards. *Prerequisite(s): minimum 2.50 cumulative GPA and MIS 34060.*

- **MIS 34161 Managerial and Technological Aspects of Healthcare Systems Management**
  Introduces students to the main components of health care information technology, with emphasis on the components that distinguish the health care delivery system from other business enterprises. It will prepare them as clinical managers and consultants who must rely upon or manage information technology to accomplish their objectives.

- **MIS 34162 Managing Healthcare Systems Operations**
  Operational process management, cost-control and productivity is critical to cost-effective healthcare. The course covers topics in improving operations such as patient flow, quality (concepts and mechanics) and process improvement. Students will become familiar with methods and resources for implementing change in a health care setting, such as a hospital or outpatient clinic. The course provides skills to assess current hospital operations and to identify the appropriate tools to address various functional areas, useful for managers, consultants, clinical providers and others. Process improvement methods such as lean thinking, six sigma, statistical tools, flowcharting, queuing models and other tools will be covered. Health care settings beyond the hospital, such as outpatient clinics, will be included.

MIS 44043 Data Base Management Systems
The design, implementation and management of database management systems within organizations are studied from both theoretical and applied perspectives.
Prerequisite(s): MIS 24060 Systems Analysis I.

MIS 44045 Information Systems Management
Management of information systems resources and the IS function. Topics include IS planning for global, national and inter-organizational commerce. IS architecture development and strategic alignment, information technology portfolio and risk management, project management, management of technical employees and management of technology customer issues. *Prerequisite(s): MIS 24060 Systems Analysis I; and one of the following computer information systems (CIS) major requirement courses: MIS 44042 or 44043 or 44048 and CIS major.*

PSYC 11762 General Psychology
Introduction to the scientific approach to understanding human behavior and mental processes, such as emotions, perceptions and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior, the experience of emotion and psychological disorders.

PSYC 30445 Cognitive Psychology
Covers the mental processes that underlie human thought and behavior, such as, attention, memory, comprehension, reasoning, problem solving and language. Considers established and current theoretical models, research methods and experimental results..
Prerequisite(s): PSYC 11762.

TECH 10001 Information Technology
Introduction to the operation and use of computer systems in technology-related applications. Laboratory assignments include the use of microcomputers for solving technical problems.

- **TECH 26301 Computer Networks I**
Fundamentals of personal computer networks. Topics include network standards, protocols, configuration, topologies, administration, hardware, and basic network troubleshooting fundamentals. *Prerequisite(s): TECH 21021 Survey of Electricity and Electronics.*

TECH 33222 Digital Design for Computer Engineering
Introduction to digital design. The operation and use of digital devices and components as used in microprocessors and digital computers. Topics include binary arithmetic operations, Boolean algebra, logic gates, combinational and sequential logic, buffers, registers, memory devices, counters, latches, timers, comparators, encoders, decoders, multiplexers, and demultiplexers. *Prerequisite(s): TECH 21021 Survey of Electricity and Electronics.*

- **TECH 36302 Computer Networks II**
Advanced concepts in personal computer networks. Topics include WANS; router and switch operation, programming, and configuration; intermediate TCPIP; and network administration. Also includes network hardware and software fault analysis, diagnostics, and troubleshooting fundamentals. *Prerequisite(s): TECH 26301 Technology of Networking I.*

- **TECH 36411 Requirements Engineering and Analysis**
  This course describes Requirements Engineering concepts for practical systems. Topics covered include identifying stakeholders and how to work with them effectively, requirements elicitation techniques, requirements engineering in the Problem Domain, developing Use-Case scenarios, reference models, systems requirements specifications, validating and prototyping requirements and case study presentations by Industry SMEs. Some knowledge of a programming language or good analytical background is assumed. Prerequisite may be waived for students with industry experience in software development or consent from the instructor. *Prerequisite(s): DSCI 15310 with minimum C grade.*

- **TECH 46311 Wireless Networks and Telecommunications**
  Course covers the technology and infrastructure for wireless networks. Topics covered include transmission fundamentals, wireless communication technology, cellular networks, mobile IP and WAP, Wi-Max, Wireless LAN technology and Wi-Fi. *Prerequisite(s): TECH 33010 Computer Hardware and TECH 36302 Technology of Networking II.*

- **TECH 46350 Network Management and Design**
  Course describes techniques to maintain and improve the performance of a telecommunications and data networks. Students will use software packages to monitor the real-time performance of a network and to diagnose various networking problems. Topics include the five stacks of network management (fault management, configuration management, performance management, security management, and accounting management). Examples of current specific network management products are reviewed. *Prerequisite(s): TECH 36302 Technology of Networking II.*

VCD 14001 Visual Design Literacy
Examines the topics visual communication design theory, two-dimensional graphic design, environmental graphic design, typography, illustration, photographic illustration and interactive media. Introduction to how and why professionals in the field of visual communication design create meaning and context through their work. Students explore the language of visual communication, how it is influenced by form, content and context.

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

See semester-by-semester sequencing in Appendix F.

6.5 Alternative delivery options (please check all that apply):

☐ More than 50% of the program will be offered using a fully online delivery model
☐ More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

Not applicable at this time for the BA and BS degrees in Digital Sciences.

6.6 Off-site program components (please check all that apply):

☐ Co-op/Internship/Externship ☐ Student Teaching ☐ Other
☐ Field Placement ☐ Clinical Practicum

Not applicable for the BA and BS degrees in Digital Sciences.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Name of the unit/position responsible for direction assessment efforts

The director of the School of Digital Sciences will coordinate the assessment of the BA and BS degrees in Digital Sciences.

Description of any committees or groups that assist the units

The director will be assisted by the school's Curriculum Committee and Faculty Advisory Committee, by the faculty who have joint appointments to the School of Digital Sciences, and by the faculty teaching courses in which assessment instruments are administered. Assessment directors in affiliated departments, schools and programs (Computer Science, Computer Information Systems, Library Information Science, Technology, Instructional Technology, etc.) will also be consulted to share "best practices" across those units. All program assessment at Kent State University is performed under the Academic Quality Improvement Program (AQIP) program, and is coordinated at the university level by the associate provost for quality initiatives and curriculum.

Description of the measurements used

An exit survey will be given to graduating seniors to get their feedback on the program, the quality of instruction, the curriculum, etc. An alumni survey is given by the university to students one year after graduation to assess their preparation. The School of Digital Sciences' Industrial Advisory Committee will be surveyed to get their feedback on the program from an industrial perspective, and on the quality of job preparation for any graduates of the program that committee members have hired.

Students in the BS degree program are required to complete a capstone course their final year. This course is an integrative experience to bring together components of the Digital Sciences major requirements and concentration requirements, and will assess the overall mastery that the students have achieved.

Frequency of data collection

Exit surveys of graduating seniors will be administered at the end of each semester. The university's alumni schedule is administered each semester. The school's Industrial Advisory Committee will be surveyed at the end of each academic year and consulted in regular meetings (currently planned for twice per semester).

Frequency of data sharing

Assessment data is collected once each semester or year as described above, analyzed in detail at the end of the spring semester, reported to the faculty of the School of Digital Sciences and collected by the university for AQIP reporting each summer.

How the results are used to inform the institution and the program

Assessment results will be considered by the school's Curriculum Committee, Faculty Advisory Committee and Industrial Advisory Committee, and used to guide curriculum revisions.

7.2 Measuring student success

Name of the unit/position responsible for directing these efforts

The director of the School of Digital Sciences will coordinate the assessment of the BA and BS degrees in Digital Sciences.

Description of any committees or groups that assist the unit

The director will be assisted by the school's Curriculum Committee and Faculty Advisory Committee, by the faculty who have joint appointments to the School of Digital Sciences, and by the faculty teaching courses in which assessment instruments are administered. Assessment directors in affiliated departments, schools and programs (Computer Science, Computer Information Systems, Library Information Science, Technology, Instructional Technology, etc.) will also be consulted to share "best practices" across those units. All program assessment at Kent State University is performed under the Academic Quality Improvement Program (AQIP) program, and is coordinated at the university level by the associate provost for quality initiatives and curriculum.

Description of the measurements used

The school will administer exit surveys in the two sophomore-level courses (DSCI 24410 Digital Information Management and Processing and DSCI 31610 Management of Digital Systems) to assess the students' mastery of course and major objectives mid-way through the degree. In addition, the senior-level capstone course in the BS degree program (DSCI 40910 Capstone in Digital Sciences) will be used assess the combined mastery of major and concentration objectives. Grades in individual courses will be used to assess the students' performance in that course.

Frequency of data collection and sharing

Course exit surveys will be administered at the end of each semester when the course is offered. Assessment data is collected once each semester or year as described above, analyzed in detail at the end of the spring semester, reported to the faculty of the School of Digital Sciences and collected by the university for AQIP reporting each summer.

How the results are used to inform the student as they progress through the program

Students can view their final course grade for an individual course online using the university's FlashLine system and, in many cases, can see their intermediate grades in a course online through VISTA/Blackboard. The university's Graduation Planning System tracks student degree progress and identifies key dates by which courses must be completed for the student to graduate in four years. The School of Digital Sciences' undergraduate advisors will also assist students in this process.

Initiatives used to track student success after program completion

An alumni survey is given by the university to students one year after graduation to assess their preparation. The School of Digital Sciences will keep in contact with graduates through the school's social media channels (LinkedIn, Facebook, Twitter, etc.) and through the university's Alumni Association and Office of Institutional Advancement.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Faculty in other academic units at Kent State will receive joint appointments to the School of Digital Sciences, but will otherwise remain in their home departments for budgetary purposes, reappointment, tenure and promotion, etc.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Given the interdisciplinary nature of the program, required faculty credentials vary between courses. The table in Section 8.4 shows the mapping between Digital Sciences-affiliated academic units and courses.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

University Policy specifies 24 credit hours as the academic year workload for full-time tenured or tenure-track faculty. The Collective Bargaining Agreement between Kent State University and the tenured and tenure-track faculty allows overload assignments during the academic year at 1/24 of base annual contract salary for each workload hour, but states that instructional overload assignments are “neither a regular expectation nor an obligation of employment of a faculty member.”

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

No additional faculty will be needed to begin the proposed programs.

8.2 Program faculty

Provide the number of <u>existing faculty members</u> available to teach in the proposed program.

Full-time:	50+ faculty in the 12 units listed in Section 8.4*
Less than full-time:	TBD*

Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.

Full-time:	0*
Less than full-time:	0*

* These numbers do not include faculty for the Kent Core and First Year Experience course.

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/ scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

Faculty with joint appointments or term-teaching assignments will teach Digital Sciences courses, but will otherwise remain in their home unit for purposes of professional development and scholarship.

8.4 Faculty matrix

Academic unit where appointment of faculty resides	Faculty credentials	Title of the course(s) taught in the program
College of Architecture and Environmental Design	*Master's or higher, in architecture or related discipline, rank of assistant professor or higher*	DSCI 13210 Design Processes and Principles
College of Technology	Master's with six or more years of experience in the computer design field, or PhD and rank of assistant professor or higher	DSCI 10010 Society, Culture, and the Digital Sciences DSCI 15310 Computational Thinking and Programming DSCI 16010 Telecommunications Infrastructure
Department of Computer Science (College of Arts and Sciences)	PhD, rank of assistant professor or higher	DSCI 10010 Society, Culture, and the Digital Sciences DSCI 10310 My Story on the Web DSCI 10410 Information Ethics and Social Responsibility DSCI 15310 Computational Thinking and Programming DSCI 16010 Telecommunications Infrastructure DSCI 23310 Human-Computer Interaction DSCI 31610 Digital Systems Security
Department of History (College of Arts and Sciences)	PhD, rank of assistant professor or higher	DSCI 10010 Society, Culture and the Digital Sciences
Department of Management and Information Sciences (College of Business Administration)	PhD, rank of assistant professor or higher	DSCI 10310 My Story on the Web DSCI 10410 Information Ethics and Social Responsibility DSCI 15310 Computational Thinking and Programming DSCI 16010 Telecommunications Infrastructure DSCI 31510 Global Project Management and Team Dynamics DSCI 31610 Digital Systems Security
Department of Philosophy (College of Arts and Sciences)	PhD, rank of assistant professor or higher	DSCI 10410 Information Ethics and Social Responsibility
School of Communication Studies (College of Communication and Information)	PhD, rank of assistant professor or higher	DSCI 10010 Society, Culture, and the Digital Sciences DSCI 23310 Human-Computer Interaction
School of Journalism and Mass Communication (College of Communication and Information)	*PhD, rank of assistant professor or higher*	DSCI 10310 My Story on the Web DSCI 13210 Design Processes and Principles
School of Lifespan Development and Educational Sciences (College of Education, Health, and Human Services)	*PhD, rank of assistant professor or higher*	DSCI 10010 Society, Culture, and the Digital Sciences DSCI 10410 Information Ethics and Social Responsibility DSCI 13210 Design Processes and Principles DSCI 13410 Cognition in Technology DSCI 23310 Human-Computer Interaction

Academic unit where appointment of faculty resides	Faculty credentials	Title of the course(s) taught in the program
School of Library and Information Science (College of Communication and Information)	PhD, rank of assistant professor or higher	DSCI 10010 Society, Culture, and the Digital Sciences DSCI 10410 Information Ethics and Social Responsibility DSCI 13410 Cognition in Technology DSCI 21010 Enterprise Architecture DSCI 23310 Human-Computer Interaction DSCI 24410 Digital Information Management and Processing DSCI 61010 Enterprise Architecture DSCI 62010 Business Architecture DSCI 64010 Data Architecture DSCI 65010 Application and Technology Architecture
School of Visual Communication Design (College of Communication and Information)	*PhD, rank of assistant professor or higher*	DSCI 10310 My Story on the Web DSCI 13210 Design Processes and Principles

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program). Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

Kay Downey, collection management librarian at Kent State Universities Library, performed a collection assessment report for the proposed School of Digital Sciences and its degree programs. Her report is included here.

Summary

The proposed School of Digital Sciences is a multi-disciplinary program that will rely heavily on information resources currently utilized by the Department of Computer Science, Department of Management and Information Systems, the School of Library and Information Science (Information Architecture and Knowledge Management program), the School of Visual Communication Design and the School of Journalism and Mass Communication. As such, University Libraries currently owns, subscribes or otherwise provides access to resources needed to support the proposed Digital Sciences programs for both undergraduate- and graduate-level study.

Books (Print and Electronic)

Over the past three years, Kent State University Libraries has acquired more than 1,860 new books/e-books at the “advanced academic” and “professional” levels supporting undergraduate- and graduate-level programs for disciplines related to the Digital Sciences (E.g., computer science; visual communication design; library and information science; management and information systems; information architecture and knowledge management; and teaching, learning and curriculum studies).

In addition to Kent State's local collection, OhioLINK's Electronic Book Center (EBC) provides access to:

- Safari Books Online Electronic books in computer science, information technology, business and related fields from O'Reilly, Pearson and other informational technology and business publishers.
- NetLibrary of electronic books on many academic subjects; includes thousands of titles purchased by OhioLINK, as well as thousands of public-domain e-books.

Interlibrary loan and OhioLINK services are available for access to materials not currently available in Kent State's collection.

Journals

University Libraries provides access to local print and electronic subscriptions, preferring electronic format whenever possible. Full-text journal articles are also available through the JSTOR (Journal Storage) archive, OhioLINK's Electronic Journal Center (EJC), open source journals, and a host of other full-text databases and indexing resources. The overall journal collection includes more than 13,000 titles acquired locally or in cooperation with OhioLINK.

University Libraries provides adequate access to journal publications for each of the schools related to the Digital Sciences. Access to resources not available on site can be obtained via Interlibrary Loan and Document Delivery services.

Current journal counts in University Libraries and OhioLINK collections
Communication and Mass Media (182)
Computer Science (987)
Electrical and Computer Engineering
Information Technology (88)
Technology - General (331)
Library and Information Science (629)
Medical and Biomedical Informatics (38)
Newspapers (193)
Theory and Practice of Education (1088)
Visual Arts (394)
Journals in Digital Science-related disciplines in University Libraries and OhioLINK collections
Advanced technology libraries
Advances in librarianship
AI magazine
Algorithmica
Annual review of information science and technology
Computer and information systems abstracts
Computer graphics world
Computers and education
Computers in higher education economics review
Computers in libraries
Computing
Computing in science and engineering
Computing reviews
DttP: a quarterly journal of government information practice and perspective
EContent
Education for information
Exposes / Seminaire Bourbaki
Higher-order and symbolic computation
IEEE annals of the history of computing
IEEE communications magazine
IEEE computer architecture letters

Journals in Digital Science-related disciplines in University Libraries and OhioLINK collections *cont.*
Information society
Information standards quarterly
Information systems research: ISR
Information technology and libraries
International Conference on Computers in Education
International journal of computer integrated manufacturing
International journal of computer systems science and engineering
International journal of data warehousing and mining
International journal of organizational analysis
Internet reference services quarterly
IT professional
Journal of academic librarianship
Journal of management information systems : JMIS
Journal of organizational and end user computing : an official publication of the Information Resources Management Association
Journal of quality technology
Journal of research and practice in information technology
Journal of scientific computing
Journal of supercomputing
Journal of the American Mathematical Society
Journal of the American Statistical Association
Journal of the Medical Library
Journal of the Operational Research Society
Knowledge management research and practice: KMRP
Knowledge organization
Learning and leading with technology
Library Journal Net connect
Library resources and technical services
Library technology reports
Managing information

IEEE Computer Graphics and Applications
IEEE Computer Society
IEEE concurrency
IEEE design and test of computers
IEEE distributed systems online
IEEE intelligent systems
IEEE internet computing
IEEE journal on selected areas in communications
IEEE micro
IEEE multimedia
IEEE network
IEEE pervasive computing
IEEE security and privacy
IEEE software
IEEE transactions on affective computing
IEEE transactions on circuits and systems I, Regular papers
IEEE transactions on circuits and systems II, Express briefs
IEEE transactions on communications
IEEE transactions on computer-aided design of integrated circuits and systems
IEEE transactions on computers
IEEE transactions on dependable and secure computing
IEEE transactions on haptics
IEEE transactions on knowledge and data engineering
IEEE transactions on learning technologies
IEEE transactions on mobile computing
IEEE transactions on parallel and distributed systems
IEEE transactions on pattern analysis and machine intelligence
IEEE transactions on robotics
IEEE transactions on services computing
IEEE transactions on software engineering
IEEE transactions on systems, man, and cybernetics Part A
IEEE transactions on systems, man, and cybernetics Part B
IEEE transactions on visualization and computer graphics
IEEE/ACM transactions on computational biology and bioinformatics
Proceedings of the International Conference on Parallel Processing
MIS quarterly: management information systems
New generation computing
Proceedings / IAPR International Conference on Pattern Recognition
Proceedings of the AAAI Conference on Artificial Intelligence
Proceedings of the American Mathematical Society
Research on technological innovation, management and policy
Research technology management
SIAM journal on computing
SIAM journal on control and optimization
SIAM journal on control and optimization
SIAM journal on discrete mathematics: a publication of the Society for Industrial and Applied Mathematics
SIAM journal on imaging sciences SIAM journal on mathematical analysis
SIAM journal on mathematical analysis
SIAM journal on matrix analysis and applications: a publication of the Society for Industrial and Applied Mathematics / SIAM
SIAM journal on matrix analysis and applications
SIAM journal on numerical analysis: a publication of the Society of Industrial and Applied Mathematics
SIAM journal on numerical analysis
SIAM journal on optimization: a publication of the Society for Industrial and Applied Mathematics
SIAM journal on optimization
SIAM journal on scientific computing: a publication of the Society for Industrial and Applied Mathematics
SIAM journal on scientific computing
SIAM news: a publication of Society for Industrial and Applied Mathematics
SIAM review
SIAM review
Technometrics

Databases

Subscription databases for Digital Science related disciplines are well represented in the UL library collection and the OhioLINK collection.

- **ACM Digital Library (Association for Computing Machinery)** Provides bibliographic information, abstracts, index terms, reviews, and the full-text for ACM conference proceedings journals, magazines, and newsletters.
- **Compendex (1884 - Current)** Comprehensive interdisciplinary engineering database, index and abstracts from over 5,000 international journals, conference papers and proceedings, and technical reports.
- **Computers & Applied Sciences Complete** Computers & Applied Sciences Complete covers the spectrum of the applied sciences, representing knowledge on traditional engineering challenges and providing material for research concerning the business and social implications of new technology. This resource incorporates Computer Science Index, Computer Source, Information Science & Technology Abstracts, Internet & Personal Computing Abstracts, and provides indexing and abstracting for academic journals, professional publications, and other reference sources.

- **Gartner Group Research Reports (2001 - Current)** Provides access to the Gartner Group Research Reports, covering information technology (IT) and product evaluations.
- **IEEE Computer Society** Selective access to full-text of numerous journals, magazines, transactions and proceedings in computer science and related areas.
- **Inspec (1969 - Current)** Scientific and technical literature in physics, electrical engineering, electronics, communications, control engineering, computers and computing, and information technology; also has significant coverage in areas such as materials science, aeronautics, oceanography, nuclear engineering, geophysics, biomedical engineering and biophysics.
- **Academic Search Complete** Provides full text for more than 4,000 scholarly publications covering academic areas of study including social sciences, humanities, education, computer sciences, engineering, language and linguistics, arts & literature, medical sciences, and ethnic studies.
- **ERIC (EBSCO) (1966 - Current)** Educational information from journals, magazines, books, conferences, and governmental agencies
- **Library Literature and Information Science (1966 - Current)** Library Literature and Information Science indexes key library and information science periodicals, books, chapters within books, conference proceedings, selected state journals, library school theses, and pamphlets.
- **MathSciNet (1940 - Current)** Mathematical Reviews and Current Mathematical Publications produced by the American Mathematical Society.
- **Zentralblatt MATH** Zentralblatt MATH abstracting and reviewing service in pure and applied mathematics, containing 2.0 million entries drawn from more than 2300 serials and journals and covers the period from 1868 - present by the recent integration of the Jahrbuch database (JFM).
- **AccessScience** Science and technology encyclopedia that provides full-text access to articles, research updates, dictionary terms, biographies, weekly updates on hot topics and discoveries, a student resource guides, and links to related sites.
- **FAITS - Faulkner Advisory for Information Technology Studies** Reports on IT topics such as technology management, IT infrastructure, wireless communications, networking, security, telecommunications, enterprise systems, the Internet, and more. Includes technical reports and standards, market information, news, and tutorials, as well as links to relevant online resources.
- **Science Online** Science Online from Facts On File (not the journal Science published by AAAS) presents information on a broad range of scientific disciplines through extensive definitions, essays, diagrams, biographies, and experiments.
- **Business & Industry (1994 - 2006)** Multi-industry business database with a strong global focus on company, product and industry information.
- **Business Source Complete** Full text for more than 10,300 serials, scholarly publications covering all disciplines of business including marketing, management, economics, finance, accounting, and MIS. Additional materials include country economic reports, case studies company profiles, SWOT analyses and industry reports.
- **EconLit (1969 - Current)** Covers the international literature on economics, economic development, forecasting, and history; fiscal and monetary theory; business and public finance; international, healthcare, regional and urban economics
- **Factiva** International business and company news, includes full text news reports from more than 10,000 sources from 159 countries and available in 22 languages.

- **I/B/E/S: Institutional Brokers Estimates System (Level II)** The Institutional Brokers Estimates System database includes historical earnings estimates for 35,000 companies around the globe. Forecast items include earnings, sales, revenue, dividends, net income, EBITDA, with US coverage back to 1976 and International coverage back to 1987.
- **IBIS World** Provides detailed information about industries. Offers lengthy research reports on industry markets, brief reports on business environments, and company profiles.
- **LexisNexis Academic** Contains the full-text of newspapers for the past 20 years, federal and state case law and legislative materials, law reviews, company news and financial information, medical and health information, general information sources
- **Simmons National Consumer Survey / Choices 3** Presents data on the product/service-buying and media-using characteristics of a carefully selected, representative sample of 15,000+ U.S. adults, 18 years of age and over. Sample is projected onto the total U.S. adult population. Offers the capability to crosstab demographic characteristics with types or brands of products.
- **Standard & Poor's Netadvantage** An online source of comprehensive business and investment information

Services

The Kent State University Libraries provides access to an online catalog, research databases, consortial collections, web-based services (such as online tutorials), subject guides, electronic reserves, interlibrary loan services and online document request and delivery. Professional library staff are available to the university community, for personalized research and training services that assist researchers in locating, retrieving and evaluating information.

Statistical Software

University Libraries manage the Statistical and Qualitative Software Consulting Service; it manages the campus-wide licenses to several packages (SPSS, SAS, AMOS, EQS, NVIVO) and also works to coordinate group purchases. It has a campus-wide license for SPSS for faculty/staff and graduate students with a teaching/research appointment.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

Though this interdisciplinary School is composed of faculty from affiliated units, as course materials are developed for the School and its degree program, those faculty may have special library needs in teaching new Digital Science courses. To ensure adequate library support for the Digital Sciences program, University Libraries recommends the school be allocated library funding in the amount of $10,000 ($4,000 for books/ebooks and $6,000 for journal and database subscriptions) to support library acquisitions for the proposed program. University Libraries will try to fund the new allocation from the library collections budget reserves or, if that is not feasible due to budget cuts/revisions, UL will create the new fund by reallocating existing dollars from the appropriate related departments.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

Information literacy begins with the following freshman-level classes required for the Bachelor of Science and Bachelor of Arts degree in Digital Sciences:

- DSCI 10010 Society, Culture, and the Digital Sciences
- DSCI 10410 Information Ethics and Social Responsibility
- TECH 10001 Information Technology

Information literacy is also provided by University Libraries Instructional Services, which collaborates with faculty and teaching assistants across the university, by working with students one-on-one and in classes, and by offering engaging and innovative courses. University Libraries Instructional Services has created systematic approaches to some of the more important curricular programs and needs of the university: first year experience, college writing (skill modules), high school outreach, distance learning and plagiarism education.

University Libraries Instructional Services also offers an Information Literacy Plan for Undergraduate Education, which is available to all Kent State undergraduates. The plan is built around three levels of contact with students—each addressing ascending skills. (For details, see www.library.kent.edu/files/IL_Plan_for_Under_Grad_Ed_v2.pdf.)

Level I instruction aids students in their transition from high school to college, supporting student success and retention. Instruction at this level seeks to:

- Reduce anxiety toward academic libraries and college-level research
- Create awareness of key services and resources available through the library (reference desk, multimedia support, tutoring, etc.)
- Use information ethically (plagiarism, style manuals)

Level II instruction focuses on basic information skills and resources. Instruction at this level teaches students to:

- Identify information needs and retrieve relevant information
- Analyze topic statements and formulate search strategies
- Search for and retrieve books and scholarly articles
- Evaluate information found on the public web
- Use information ethically (plagiarism, style manuals)

Level III instruction builds on Level II skills by applying them within the context of the students' major field of study. Instruction at this level focuses on:

- Increasing student awareness and use of resources within their discipline
- Advanced searching skills
- Using bibliographic management utilities (e.g., RefWorks)
- Defining the publication cycle of their discipline
- Emphasizing critical evaluation of all sources

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

No additional resources are anticipated at this time. Classrooms, computer labs and technology will be supplied by the university, by the department/schools affiliated with Digital Sciences, or by other units as arranged by the School of Digital Sciences.

10.2 Budget/financial planning

Complete the table on the next page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	35	87	149	219
Head-count part time	0	0	0	0
Full Time Equivalent (FTE) enrollment	35	87	149	219
II. Projected Program Income				
Tuition (paid by student or sponsor)	48,389	121,700	208,719	302,180
Expected state subsidy	0	48,785	174,515	344,283
Externally funded stipends, as applicable	0	0	0	0
Other income (if applicable, describe in narrative section below)	0	0	0	0
Total Projected Program Income	48,389	170,485	383,233	646,462
III. Program Expenses				
New Personnel • Instruction (technical, professional, general education) Full: 0 Part-time: 16 • Non-instruction (indicate roles in narrative section below) Full: 2 Part-time: 0	207,781	214,014	220,434	227,047
New facilities/building/space renovation	0	0	0	0
Scholarship/stipend support	0	0	0	0
Additional library resources	0	0	0	0
Additional technology or equipment needs	0	0	0	0
Other expenses (if applicable, describe in narrative section below)	28,651	25,049	25,550	26,061
Total Projected Expense	236,432	239,063	245,984	253,108

Budget Narrative:

The first three years of program operation are based on the following assumptions:

- The undergraduate program, consisting of the BS and BS degrees, in Digital Sciences is based on student FTE, so the designation between part-time and full-time is not taken into account in this financial plan.
- Tuition is based on current levels with a 0 percent increase, and state subsidy is calculated using an average SSI rate for BES 3, BES 4 and STEM 3.
- Instruction is calculated using faculty from existing departments, assuming a single faculty member will be assigned to teach each course.
- The program includes only two full-time staff members: the school director and administrative assistant.
- Expenses carried in the financial plan are for supplies, telephone, advertising and miscellaneous.

Based on the current projections, the program becomes self sufficient in its third year.

APPENDICES LISTING

Appendix	Description
A	Curriculum vitae for Robert A. Walker, PhD, director of the School of Digital Sciences
B	Undergraduate survey of interest in the proposed degree programs
C	Employment market analysis for Digital Sciences graduates
D	Letters of support from informational technology companies and organizations
E	Syllabi for new courses required in the programs
F	Semester-by-semester sequencing ("roadmap") for the programs

---

Kent State University is committed to supporting the delivery of the Digital Sciences degree programs. If Kent State decides in the future to close either of the programs, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

signature to come

Lester A. Lefton, PhD
President, Kent State University

Digital Sciences - B.A. Program Requirements

Kent State University Catalog 2011 - 2012 > Colleges and Programs > School of Digital Sciences > Undergraduate Programs > Digital Sciences - B.A. Program Requirements

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (30 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	CS MIS	43005 44043	Introduction to Database System Design (3) ***or*** Data Base Management Systems (3)	3
	DSCI	10010	Society, Culture and the Digital Sciences	3
	DSCI	10410	Information Ethics and Social Responsibility	3
	DSCI	13210	Design Processes and Principles	3
	DSCI	24410	Digital Information Management and Processing	3
WIC	DSCI	31510	Global Project Management and Team Dynamics *	3
	DSCI	31610	Digital Systems Security	3
	MIS	44045	Information Systems Management	3
	TECH	10001	Information Technology	3
	TECH	36411	Requirements Engineering and Analysis	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (90-95 credits)**			
Type	**Course**		**Title**	**Credits**
	Kent Core Composition			6-8
	Kent Core Mathematics and Critical Reasoning			3-5
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (must be from two disciplines)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Additional (must be from two categories)			6
	Advisor-Approved Electives in Digital Sciences or Related Area			21
	General Electives			33
			MINIMUM TOTAL	**121**

* A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

Digital Sciences - B.S. Program Requirements

Kent State University Catalog 2011 - 2012 > Colleges and Programs > School of Digital Sciences > Undergraduate Programs > Digital Sciences - B.S. Program Requirements

- **Digital Science Cognition and Communication Concentration**
- **Digital Systems Analysis Concentration**
- **Digital Systems Management and Consulting Concentration**
- **Digital Systems Software Development Concentration**
- **Digital Systems Telecommunication Networks Concentration**
- **Enterprise Architecture Concentration**

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**T Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (33 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	CS MIS	43005 44043	Introduction to Database System Design (3) ***or*** Data Base Management Systems (3)	3
	DSCI	10010	Society, Culture and the Digital Sciences	3
	DSCI	10410	Information Ethics and Social Responsibility	3
	DSCI	13210	Design Processes and Principles	3
	DSCI	24410	Digital Information Management and Processing	3
WIC	DSCI	31510	Global Project Management and Team Dynamics *	3
	DSCI	31610	Digital Systems Security	3
	DSCI	40910	Capstone in Digital Sciences	3
	MIS	44045	Information Systems Management	3
	TECH	10001	Information Technology	3
	TECH	36411	Requirements Engineering and Analysis	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (55-60 credits)**			
Type	**Course**		**Title**	**Credits**
	Kent Core Composition			6-8
	Kent Core Mathematics and Critical Reasoning			3-5
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Additional (must be from two categories)			6
	Advisor-Approved Electives in Digital Sciences or Related Area			9
	General Electives			11-21
IV.	**CONCENTRATION REQUIREMENTS (27-32 credits)**			
	Digital Science Cognition and Communication (27)			
	Digital Systems Analysis (30)			
	Digital Systems Management and Consulting (30)			
	Digital Systems Software Development (32)			
	Digital Systems Telecommunication Networks (30)			
	Enterprise Architecture (32)			
			MINIMUM TOTAL	**121**

* A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

Digital Science Cognition and Communication Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (24 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	DSCI	13410	Cognition in Technology	3
	DSCI	15310	Computational Thinking and Programming	3
	DSCI	23310	Human-Computer Interaction	3
	ITEC	47413	Digital Video in Education	3
	ITEC	47427	Technology and Learning	3
KSS/DD	PSYC	11762	General Psychology	3
	PSYC	30445	Cognitive Psychology	3
	VCD	14001	Visual Design Literacy	3
II. ADDITIONAL PROGRAM REQUIREMENTS (3 credits)				
Type	**Course**		**Title**	**Credits**
	Kent Core Social Sciences (cannot be a PSYC course)			3
			TOTAL	27

Digital Systems Analysis Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (24 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	DSCI	10310	My Story on the Web	3
	DSCI	15310	Computational Thinking and Programming	3
	DSCI	21010	Enterprise Architecture	3
	DSCI	23310	Human-Computer Interaction	3
	MIS	34036	Large Systems Technology	3
	MIS	34054	Using Information Systems for Solving Business Problems	3
	MIS	34065	Quality Assurance	3
	MIS	34161	Managerial and Technology Aspects of Healthcare Systems Management	3
II. ADDITIONAL PROGRAM REQUIREMENTS (6 credits)				
	Kent Core Social Sciences (must be from two disciplines)			6
			TOTAL	30

Digital Systems Management and Consulting Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (24 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	DSCI	16010	Telecommunication Infrastructure	3
	DSCI	13410	Cognition in Technology	3
	DSCI	21010	Enterprise Architecture	3
	DSCI	23310	Human-Computer Interaction	3
	MIS	24163	Principles of Management	3
	MIS	34036	Large Systems Technology	3
	MIS	34161	Managerial and Technology Aspects of Healthcare Systems Management	3
	MIS	34162	Managing Healthcare Systems Operations	3
II. ADDITIONAL PROGRAM REQUIREMENTS (6 credits)				
	Kent Core Social Sciences (must be from two disciplines)			6
			TOTAL	30

Digital Systems Software Development Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (26 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	CS	23021	Computer Science I: Programming and Problem Solving	4
	CS	23022	Discrete Structures for Computer Science	3
	CS	33001	Computer Science II: Data Structures and Abstractions	4
	CS	43901	Software Engineering	3
	DSCI	10310	My Story on the Web	3
	DSCI	13410	Cognition in Technology	3
	DSCI	21010	Enterprise Architecture	3
	DSCI	23310	Human-Computer Interaction	3
II. ADDITIONAL PROGRAM REQUIREMENTS (6 credits)				
	Kent Core Social Sciences (must be from two disciplines)			6
			TOTAL	32

Digital Systems Telecommunication Networks Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (24 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	DSCI	10310	My Story on the Web	3
	DSCI	15310	Computational Thinking and Programming	3
	DSCI	16010	Telecommunication Infrastructure	3
	TECH	26301	Computer Networks I	3
	TECH	33222	Digital Design for Computer Engineering	3
	TECH	36302	Computer Networks II	3
	TECH	46311	Wireless Networks and Telecommunications	3
	TECH	46350	Network Management and Design	3
II. ADDITIONAL PROGRAM REQUIREMENTS (6 credits)				
	Kent Core Social Sciences (must be from two disciplines)			6
			TOTAL	30

Enterprise Architecture Concentration

For semester-by-semester course sequencing for this program, view the 2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (26 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	CS	23021	Computer Science I: Programming and Problem Solving	4
	CS	23022	Discrete Structures for Computer Science	3
	CS	33001	Computer Science II: Data Structures and Abstractions	4
	DSCI	10310	My Story on the Web	3
	DSCI	16010	Telecommunication Infrastructure	3
	DSCI	21010	Enterprise Architecture	3
	DSCI	23310	Human-Computer Interaction	3
	MIS	34054	Using Information Systems for Solving Business Problems	3
II. ADDITIONAL PROGRAM REQUIREMENTS (6 credits)				
	Kent Core Social Sciences (must be from two disciplines)			6
			TOTAL	32

KENT STATE UNIVERSITY

Roadmap: Digital Sciences - Bachelor of Arts

[DS-BA-DS]
School of Digital Sciences
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
DSCI 10010 Society, Culture and the Digital Sciences	**3**			■	
TECH 10001 Information Technology	**3**			■	
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]					
DSCI 10410 Information Ethics and Social Responsibility	**3**			■	
DSCI 13210 Design Processes and Principles	**3**			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]					
DSCI 24410 Digital Information Management and Processing	**3**			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
General Elective (lower or upper division)	3				
Semester Four: [15 Credit Hours]					
MIS 44045 Information Systems Management	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
General Elective (lower or upper division)	3				
Semester Five: [15 Credit Hours]					
DSCI 31510 Global Project Management and Team Dynamics	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
TECH 36411 Requirements Engineering and Analysis	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Electives in Digital Sciences or Related Area	6				Consult DSCI advisor
Semester Six: [15 Credit Hours]					
CS 43005 Introduction to Database System Design *or* MIS 44043 Data Base Management Systems	**3**	■		■	
DSCI 31610 Digital Systems Security	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
General Elective (lower or upper division)	3				

KENT STATE UNIVERSITY

Roadmap: Digital Sciences - Bachelor of Arts

[DS-BA-DS]
School of Digital Sciences
Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [15 Credit Hours]					
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
General Electives (upper division)	12	■			
Semester Eight: [15 Credit Hours]					
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
General Electives (upper division)	12	■			Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or general electives	DSCI 31510	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	May fulfill diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Roadmap: Digital Sciences - Digital Systems Analysis - Bachelor of Science

[DS-BS-DS-DSA]
School of Digital Sciences
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
DSCI 10010 Society, Culture and the Digital Sciences	**3**			■	
TECH 10001 Information Technology	**3**			■	
DSCI 10310 My Story on the Web	3			■	
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]					
DSCI 10410 Information Ethics and Social Responsibility	**3**			■	
DSCI 13210 Design Processes and Principles	**3**			■	
DSCI 15310 Computational Thinking and Programming	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]					
DSCI 24410 Digital Information Management and Processing	**3**			■	
DSCI 21010 Enterprise Architecture	3			■	
DSCI 23310 Human-Computer Interaction	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
MIS 44045 Information Systems Management	**3**	■		■	
MIS 34036 Large Systems Technology	3	■		■	
MIS 34054 Using Information Systems for Solving Business Problems	3	■		■	
MIS 34065 Quality Assurance	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]					
DSCI 31510 Global Project Management and Team Dynamics	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
TECH 36411 Requirements Engineering and Analysis	**3**	■		■	
MIS 34161 Managerial and Technology Aspects of Healthcare Systems Management	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
Semester Six: [15 Credit Hours]					
CS 43005 Introduction to Database System Design *or* MIS 44043 Data Base Management Systems	**3**	■		■	
DSCI 31610 Digital Systems Security	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor

KENT STATE UNIVERSITY

Roadmap: Digital Sciences - Digital Systems Analysis - Bachelor of Science

[DS-BS-DS-DSA]
School of Digital Sciences
Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [15 Credit Hours]					
DSCI 40910 Capstone in Digital Sciences	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
General Electives (lower or upper division)	6				
Semester Eight: [15 Credit Hours]					
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (9 credits upper division)	12	■			Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or general electives	DSCI 31510	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	May fulfill diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Roadmap: Digital Sciences – Digital Science Cognition and Communication – Bachelor of Science

[DS-BS-DS-DSCC]
School of Digital Sciences
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
DSCI 10010 Society, Culture and the Digital Sciences	**3**			■	
TECH 10001 Information Technology	**3**			■	
DSCI 13410 Cognition in Technology	3			■	
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]					
DSCI 10410 Information Ethics and Social Responsibility	**3**			■	
DSCI 13210 Design Processes and Principles	**3**			■	
PSYC 11762 General Psychology	3			■	Fulfills Kent Core Social Sciences and domestic diversity
VCD 14001 Visual Design Literacy	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]					
DSCI 24410 Digital Information Management and Processing	**3**			■	
DSCI 15310 Computational Thinking and Programming	3			■	
DSCI 23310 Human-Computer Interaction	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
MIS 44045 Information Systems Management	**3**	■		■	
ITEC 47413 Digital Video in Education	3	■		■	
PSYC 30445 Cognitive Psychology	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
General Elective (lower or upper division)	3				
Semester Five: [15 Credit Hours]					
DSCI 31510 Global Project Management and Team Dynamics	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
TECH 36411 Requirements Engineering and Analysis	**3**	■		■	
ITEC 47427 Technology and Learning	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
Semester Six: [15 Credit Hours]					
CS 43005 Introduction to Database System Design *or* MIS 44043 Data Base Management Systems	**3**	■		■	
DSCI 31610 Digital Systems Security	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor

Roadmap: Digital Sciences - Digital Science Cognition and Communication - Bachelor of Science
[DS-BS-DS-DSCC]
School of Digital Sciences
Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [15 Credit Hours]					
DSCI 40910 Capstone in Digital Sciences	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
General Electives (lower or upper division)	6				
Semester Eight: [15 Credit Hours]					
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (upper division)	12	■			Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or general elective / PSYC 11762	DSCI 31510	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	May fulfill global diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credits fulfilled in this major with PSYC 11762; second course may fulfill global diversity requirement (cannot be in PSYC)	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill global diversity requirement	6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Roadmap: Digital Sciences - Digital Systems Management and Consulting - Bachelor of Science

[DS-BS-DS-DSMC]
School of Digital Sciences
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
DSCI 10010 Society, Culture and the Digital Sciences	**3**			■	
TECH 10001 Information Technology	**3**			■	
DSCI 13410 Cognition in Technology	3			■	
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]					
DSCI 10410 Information Ethics and Social Responsibility	**3**			■	
DSCI 13210 Design Processes and Principles	**3**			■	
DSCI 16010 Telecommunication Infrastructure	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]					
DSCI 24410 Digital Information Management and Processing	**3**			■	
DSCI 21010 Enterprise Architecture	3			■	
MIS 24162 Principles of Management	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
MIS 44045 Information Systems Management	**3**	■		■	
DSCI 23310 Human-Computer Interaction	3			■	
MIS 34036 Large Systems Technology	3	■		■	
MIS 34161 Managerial and Technology Aspects of Healthcare Systems Management	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]					
DSCI 31510 Global Project Management and Team Dynamics	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
TECH 36411 Requirements Engineering and Analysis	**3**	■		■	
MIS 34162 Managing Healthcare Systems Operations	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
Semester Six: [15 Credit Hours]					
CS 43005 Introduction to Database System Design *or* MIS 44043 Data Base Management Systems	**3**	■		■	
DSCI 31610 Digital Systems Security	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor

KENT STATE UNIVERSITY

Roadmap: Digital Sciences - Digital Systems Management and Consulting - Bachelor of Science

[DS-BS-DS-DSMC]
School of Digital Sciences
Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [15 Credit Hours]					
DSCI 40910 Capstone in Digital Sciences	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area (upper division)	3	■			Consult DSCI advisor
General Electives (lower or upper division)	6				
Semester Eight: [15 Credit Hours]					
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (upper division)	12	■			Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or general electives	DSCI 31510	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	May fulfill diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Roadmap: Digital Sciences – Digital Systems Software Development – Bachelor of Science

[DS-BS-DS-DSSD]
School of Digital Sciences
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
DSCI 10010 Society, Culture and the Digital Sciences	**3**			■	
TECH 10001 Information Technology	**3**			■	
DSCI 10310 My Story on the Web	3			■	
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]					
DSCI 10410 Information Ethics and Social Responsibility	**3**			■	
DSCI 13210 Design Processes and Principles	**3**			■	
CS 23021 Computer Science I: Programming and Problem Solving	4			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [16 Credit Hours]					
DSCI 24410 Digital Information Management and Processing	**3**			■	
CS 23022 Discrete Structures for Computer Science	3			■	
DSCI 13410 Cognition in Technology	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [16 Credit Hours]					
MIS 44045 Information Systems Management	**3**	■		■	
CS 33001 Computer Science II: Data Structures and Abstraction	4	■		■	
DSCI 21010 Enterprise Architecture	3			■	
DSCI 23310 Human-Computer Interaction	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]					
DSCI 31510 Global Project Management and Team Dynamics	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
TECH 36411 Requirements Engineering and Analysis	**3**	■		■	
CS 43901 Software Engineering	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
Semester Six: [15 Credit Hours]					
CS 43005 Introduction to Database System Design *or* MIS 44043 Data Base Management Systems	**3**	■		■	
DSCI 31610 Digital Systems Security	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor

Roadmap: Digital Sciences - Digital Systems Software Development - Bachelor of Science
[DS-BS-DS-DSSD]
School of Digital Sciences
Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [15 Credit Hours]					
DSCI 40910 Capstone in Digital Sciences	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area (upper division)	3	■			Consult DSCI advisor
General Electives (upper division)	6	■			
Semester Eight: [13 Credit Hours]					
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (5 credits upper division)	10	■			Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or general electives	DSCI 31510	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	May fulfill diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Roadmap: Digital Sciences - Digital Systems Telecommunication Networks - Bachelor of Science

[DS-BS-DS-DSTN]
School of Digital Sciences
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
DSCI 10010 Society, Culture and the Digital Sciences	**3**			■	
TECH 10001 Information Technology	**3**			■	
DSCI 10310 My Story on the Web	3			■	
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]					
DSCI 10410 Information Ethics and Social Responsibility	**3**			■	
DSCI 13210 Design Processes and Principles	**3**			■	
DSCI 16010 Telecommunication Infrastructure	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]					
DSCI 24410 Digital Information Management and Processing	**3**			■	
DSCI 15310 Computational Thinking and Programming	3			■	
TECH 26301 Computer Networks I	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15Credit Hours]					
DSCI 44045 Information Systems Management	**3**	■		■	
TECH 33222 Digital Design for Computer Engineering	3	■		■	
TECH 36302 Computer Networks II	3	■		■	
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]					
DSCI 31510 Global Project Management and Team Dynamics	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
TECH 36411 Requirements Engineering and Analysis	**3**	■		■	
TECH 46311 Wireless Networks and Telecommunications	3	■		■	
TECH 46350 Network Management and Design	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Six: [15 Credit Hours]					
CS 43005 Introduction to Database System Design *or* MIS 44043 Data Base Management Systems	**3**	■		■	
DSCI 31610 Digital Systems Security	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor

KENT STATE UNIVERSITY

Roadmap: Digital Sciences - Digital Systems Telecommunication Networks - Bachelor of Science

[DS-BS-DS-DSTN]
School of Digital Sciences
Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [15 Credit Hours]					
DSCI 40910 Capstone in Digital Sciences	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
General Electives (3 credits upper division)	6	■			
Semester Eight: [15 Credit Hours]					
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (upper division)	12	■			Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or general electives	DSCI 31510	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	May fulfill diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

KENT STATE UNIVERSITY

Roadmap: Digital Sciences – Enterprise Architecture – Bachelor of Science

[DS-BS-BD-ENAR]
School of Digital Sciences
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
DSCI 10010 Society, Culture and the Digital Sciences	**3**			■	
TECH 10001 Information Technology	**3**			■	
DSCI 10310 My Story on the Web	3			■	
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]					
DSCI 10410 Information Ethics and Social Responsibility	**3**			■	
DSCI 13210 Design Processes and Principles	**3**			■	
DSCI 16010 Telecommunication Infrastructure	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [16 Credit Hours]					
DSCI 24410 Digital Information Management and Processing	**3**			■	
CS 23021 Computer Science I: Programming and Problem Solving	4			■	
CS 23022 Discrete Structures for Computer Science	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [16 Credit Hours]					
MIS 44045 Information Systems Management	**3**	■		■	
CS 33001 Computer Science II: Data Structures and Abstractions	4	■		■	
DSCI 21010 Enterprise Architecture	3			■	
DSCI 23310 Human-Computer Interaction	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]					
DSCI 31510 Global Project Management and Team Dynamics	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
TECH 36411 Requirements Engineering and Analysis	**3**	■		■	
MIS 34054 Using Information Systems for Solving Business Problems	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor
Semester Six: [15 Credit Hours]					
CS 43005 Introduction to Database System Design *or* MIS 44043 Data Base Management Systems	**3**	■		■	
DSCI 31610 Digital Systems Security	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area	3				Consult DSCI advisor

KENT STATE UNIVERSITY

Roadmap: Digital Sciences - Enterprise Architecture - Bachelor of Science
[DS-BS-BD-ENAR]
School of Digital Sciences
Catalog Year: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [15 Credit Hours]					
DSCI 40910 Capstone in Digital Sciences	**3**	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Elective in Digital Sciences or Related Area (upper division)	3	■			Consult DSCI advisor
General Electives (upper division)	6	■			
Semester Eight: [13 Credit Hours]					
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (5 credits upper division)	10	■			Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or general electives	DSCI 31510	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	May fulfill diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement	6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

DIGITIAL SCIENCES COURSES

DSCI	10010	Society, Culture and the Digital Sciences (3)	New
DSCI	10310	My Story on the Web (3)	New
DSCI	10410	Information Ethics and Social Responsibility (3)	New
DSCI	13210	Design Process and Principles (3)	New
DSCI	13410	Cognition in Technology (3)	New
DSCI	15310	Computational Thinking and Programming (3)	New
DSCI	16010	Telecommunications Infrastructure (3)	New
DSCI	21010	Enterprise Architecture (3)	New
DSCI	23310	Human-Computer Interaction (3)	New
DSCI	24410	Digital Information Management and Processing (3)	New
DSCI	31510	Global Project Management and Team Dynamics (3) [writing intensive]	New
DSCI	31610	Digital Systems Security (3)	New
DSCI	40910	Capstone in Digital Sciences (3)	New

Name: Therese E Tillett Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001883 **Date:** 10-DEC-10

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 10010

Course Title: Society, Culture, and the Digital Sciences

Title Abbreviation: Society Culture and Dig Sci

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: Undergraduate	**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): A survey course intended to give Digital Science students a broad understanding of society, culture, and the digital sciences. This course helps students understand not only the impact of digital sciences on culture and society, but also the impact of culture and society on the development and adoption of digital sciences. Topics to be discussed will include relationship and identify formation and maintenance, the relationship between Digital Science and race, gender, culture, and globalization.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Course introduction

3	Defining Society, Culture, and the Digital Sciences
3	Studying Impact and Change
3	Overview of Technology and History
3	Digital Sciences and Ethics, Standards and the Government
3	Digital Sciences and Race
3	Digital Sciences and Gender
3	Mediating Relationships with and through Digital Sciences
3	Mediating Culture with and through Digital Sciences
3	Creating and Maintaining Identity with and through Digital Sciences
3	Understanding the role of Web 2.0 Technologies
3	Understanding the role of other Digital Tools
3	The Geography of Technology
3	Digital Sciences and Globalization
3	The Future Relationship between Digital Sciences, Culture, and Society

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Potential: Basalla, G. (1988), The Evolution of Technology, Cambridge University Press; Bruce, B.C. (1993), Innovation and social change, In B.C. Bruce, J.K. Peyton, & T. Batson (eds.), Network-based classrooms, 9-32, Cambridge University Press.

Writing Expectations: Homeworks, quizzes, and exams

Instructor(s) expected to teach: Faculty from Communication Studies; History; Lifespan Development and Educational Sciences; Library and Information Science; Computer Science; Technology

Instructor(s) contributing to content: Jae Eun Chung (COMS), Matthew Crawford (HIST), Richard Ferdig (LDES), Albert Ingram (LDES), Frank Lambert (LIS), Gwenn Volkert (CS), Lowell Zurbuch (Technology)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course in the proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course in the proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from COMS, HIST, LDES, LIS, CS, and HIST developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001854

Date: 07-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 10310

Course Title: My Story on the Web

Title Abbreviation: My Story on the Web

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: Undergraduate	**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): A first course in understanding the Web's impact on our private and public lives. The course investigates web site design, storytelling, multimedia, intellectual property, ethical considerations, and social media. It helps the student develop practical website design skills for presenting and navigating both textual and multimedia content. Students build their own website that presents their story. The website is in effect an online multimedia resume in which the student presents their accomplishments, skills, interests, and objectives.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction, History of Web, Open Standards

9	HTML, CSS, FTP
3	Storytelling
6	User Interface Design, Website Navigation
3	Intellectual Property Considerations, Ethics regarding use of IP
6	Website Content, in particular Multimedia, HTML5, Flash, etc.
3	Ethics, Security, Privacy
6	The Web in Business, Education, Journalism, Science, Government
6	Social Media, Web marketing, Search Engine Optimization

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Jennifer Niederst Robbins, Web Design in a Nutshell, Third Edition, O'Reilly, 2006, ISBN: 978-0-596-00987-8; Robin Williams, The Non-Designer's Design Book, Third Edition, 2008, ISBN: 978-0-321-53404-0

Writing Expectations: Homework, project (resume web site), exams.

Instructor(s) expected to teach: Faculty from Computer Science; Management and Information Systems; Visual Communication Design; Journalism and Mass Communication

Instructor(s) contributing to content: Geoff Steinberg (MIS), Janet Formichelli (MIS), Paul Wang (CS), AnnMarie LeBlanc (VCD), Jacqueline Marino (JMC), Josh Talbott (JMC)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from CS, MIS, VCD, and JMC developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001833

Date: 04-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 10410

Course Title: Information Ethics and Social Responsibility

Title Abbreviation: Info Ethics and Social 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: Undergraduate	**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 ethical and societal responsibility issues related to information technology including tensions between legal and ethical values; access and control of intellectual property; the US Patriot Act as it relates to private and public records; ethical vendor management; the digital divide, outsourcing, and green computing; and network security and protections (e.g., viruses, protecting minors, cyberbullying). In addition, bias in information retrieval and indexing, information seeking behaviors, and professional codes of ethics will be explored.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
	catalysts for change: interaction between technological change and

3	societal change; computer and information literacy as a human right
6	ethical systems: Relativism, cultural values, Divine command, etc.; Kantianism, utilitarianism, social contract theory, etc.; feminism; tensions between ethical values and theories; legal and ethical tensions
6	intellectual property: property rights, trade secrets, trademarks, patents, copyrights, fair use, software; information as a right and a public good; access to information; censorship in US and globally; intellectual freedom versus censorship
3	privacy: public information, public records; government surveillance including US Patriot Act
6	vendor management ethics: conflict sourcing of technology; vendor selection and sourcing ethics; governance and vendor relationship management; crafting requests for proposals, service and operational level agreements; managing vendors on the cloud
6	global context: ethics of offshoring and outsourcing contracts; digital divide and imbalances between the information rich and information poor; green ethics and green computing
6	computer and network security: email spam, ubiquity of the web, social networks; pornography, protecting minors, sexting, cyberbullying; administrative rights, responsibilities, and liabilities; viruses, worms, trojan horses, online voting
6	information content, authority, and biases: errors in data entry, retrieval, and software; bias in information retrieval systems and indexing; ethical issues in interaction design; illusion of information and authorities vs pseudo-authorities; problematic information seeking behavior
3	professional codes of ethics: definition of professional, computer-related codes of ethics; codes of ethics in conduction with other ethical theories studied

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Potential textbooks: Ethics for the Information Age, Fourth Edition, Michael J. Quinn, Pearson Addison Wesley, , 2011, ISBN-13: 978-0-13-213387-6, ISBN-10: 0-13-213387-3

Writing Expectations: Homework, essays, exams

Instructor(s) expected to teach: Faculty from Computer Science; Lifespan Development and Educational Sciences; Library and Information Science; Management and Information Systems; Philosophy

Instructor(s) contributing to content: Robert Walker (CS), Pratim Data (MIS), Thomas Froehlich (LIS), Cindy Kovalik (LDES)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course in the proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course in the proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from CS, MIS, LIS, and LDES developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001861

Date: 07-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 13210

Course Title: Design Processes and Principles

Title Abbreviation: Design Process and Principles

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: Undergraduate	**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 the discipline of design, including general design models and procedures, rational and creative models of design, and design as problem solving. Specific design contexts are introduced including information design, graphics and visual design, architectural design, and educational design.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
1	Course Introduction
3	What is Design
3	Common Elements in Various Design

	Disciplines
2	General Design Models and Procedures
3	Rational Models of Design and their Critics
3	Creative Models of Design and their Critics
3	Design as Problem Solving
1	Exam
2	Design in Different Disciplines
3	Information Design
3	Graphics and Visual Design
3	Architectural Design
2	Educational Design
3	Educational Design
1	Exam
1	Form Design Problem Teams
6	Teamwork on Design Problems
2	Team Presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: William Lidwell, Kritina Holden, and Jill Butler, Universal Principles of Design; Edward Tufte, The Visual Display Of Quantitative Information; Edward Tufte, Envisioning Information

Writing Expectations: Exams and design problems

Instructor(s) expected to teach: Faculty from Visual Communication Design; Journalism and Mass Communication; Lifespan Development and Educational Sciences; Architecture and Environmental Design

Instructor(s) contributing to content: Jason Turnidge (AED), Albert Ingram (LDES), Karl Fast (LIS), Dave Robins (LIS)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course in the proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course in the proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from LIS, LDES, and AED developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001863 **Date:** 07-DEC-10

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 13410

Course Title: Cognition in Technology

Title Abbreviation: Cognition in Technology

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: Undergraduate	**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 the basics in human cognition as they affect technology and as technology affects human cognition. The course addresses designing technologies to fit and enhance cognition, augmenting cognition with technology, and cognitive tools, as well as the impact of technology on various cognitive processes. The course leverages both traditional and online course delivery.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
1	Introduction
4	Basics of Human Cognition

2	Tools, Technologies, and Human Capabilities
4	How might human cognitive processes affect technology? Perception, Memory, Reasoning, Creativity, Others
3	Case Studies, Labs
2	Designing technologies to fit and enhance cognition: Ergonomics and related issues
2	Case Studies, Labs
1	Exam
2	Augmenting cognition with technology: General Issues
5	Cognitive Tools
3	Case Studies, Labs
3	Augmenting group cognition: Communications and Collaboration
3	Case Studies, Labs
2	How do modern digital technologies affect cognition?
2	Attention and Working Memory
2	Long Term Memory
3	Reasoning, Creativity, Problem Solving
1	Exam

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Peter Gardenfors and Petter Johansson (Eds.) Cognition, Education, and Communication Technology; Herre Van Oostendorp, Cognition in a Digital World

Writing Expectations: Exams and experiments

Instructor(s) expected to teach: Faculty from Lifespan Development and Educational Sciences; Library and Information Science

Instructor(s) contributing to content: Albert Ingram (LDES), Catherine Smith (LIS)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from LDES and LIS developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001834 **Date:** 04-DEC-10

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 15310

Course Title: Computational Thinking and Programming

Title Abbreviation: Comp Thinking and Programming

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: Undergraduate	**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 introductory, broad, and hands-on coverage of basic aspects of computational thinking with emphasis on problem solving using a high-level programming language.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
1	Class preliminaries, syllabus, course expectations, software.
1	Installing and running class software.
	Computational thinking: (a) what

4	computers can do: repetition, storing numbers, branching, arithmetic (comparing and logic); (b) algorithms described in English; (c) top down design: breaking problems down into subproblems to produce an algorithm
3	Loops, problems that use loops, break and continue: (a) build on computational thinking discussion to introduce iteration in algorithms; (b) introduce simple loops in programs
3	Containers (strings and lists) and problems using strings and lists: (a) introduce algorithms written in English using strings and lists, (b) use strings and lists to write programs based on algorithms discussed
3	Branching (if-then-else) and problems using if-then-else: (a) introduce the need for branching in algorithms; (b) use if-then else, break and continue , and loops in programs
3	Branching (procedures) and problems using procedures: (a) discuss reusability and program clarity; (b) discuss procedures in top down design.
3	Branching (procedures) and problems using procedures: possibly other containers like sets or dictionaries
3	Top down design revisited: breaking problems down into computable modules
3	Problems using procedures
3	Containers (files) and problems using files
3	Containers: problems using structures and classes
6	Containers: using libraries; problems using structures and classes
6	Exams and reviews

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Python Programming for the Absolute Beginner, 3rd Edition, by Michael Dawson, Course Technology PTR; How to Think Like a Computer Scientist, by Allen B. Downey, Cambridge University Press

Writing Expectations: Quizzes, tests, exams and programming assignments

Instructor(s) expected to teach: Faculty from Computer Science; Management and Information Systems; Technology

Instructor(s) contributing to content: Arden Ruttan (CS), Augustine Samba (Technology), Feodor Dragan (CS)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from CS and

Technology developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001856 **Date:** 07-DEC-10

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 16010

Course Title: Telecommunications Infrastructure

Title Abbreviation: Telecom Infrastructure

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: Undergraduate	**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 broad overview of communication infrastructures for the public switch telephone network, wireless networks, and data networks. Other topics covered include security, network management, and monitoring.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Telecom History, Regulations and Services
6	Transmission Media and Network

	Topologies
3	Multiplexing, Switching and Network Devices
3	Cellular Communications and Fixed Wireless
3	Authentication
3	Ethernet
3	Wireless LANs and PANs
6	TCP-IP Architecture & Protocols
3	Network Monitoring & Management
3	Security Threats and Attacks
3	Security Hardware and Software
3	Security Polices & Procedures including Disaster Recovery
3	Emerging Technologies

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: The Essential Guide to Telecommunications, 4E, by Annabel Z. Dodd, ISBN-10: 0131487256, ISBN-13: 9780131487253; Introduction to Telecommunications, 2E , by Martha Rosengrant, ISBN-10: 0131126156, ISBN-13: 9780131126152

Writing Expectations: Homework, test and exam

Instructor(s) expected to teach: Faculty from Computer Science; Management and Information Systems; Technology

Instructor(s) contributing to content: Augustine Samba (Technology), Catherine Bakes (MIS)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from MIS and Technology developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001890

Date: 13-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 21010

Course Title: Enterprise Architecture

Title Abbreviation: Enterprise Architecture

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: Undergraduate	**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): Enterprise Architectures facilitates the alignment of IT and IS investment decisions with business goals. Enterprise architecture is increasingly used in the industry as a result of the continued emergence of new technologies and ongoing pressures to reengineer business processes to achieve improved efficiency and greater customer focus. Enterprise architecture identifies the main components of an organization and the ways in which these components work together. The components include performance and strategy, people, business capabilities, applications, technology, knowledge and information, as well as financial and other resources.

Prerequisites (edited): Sophomore standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
	History and Overview of Enterprise

3	Architecture
3	Enterprise architecture frameworks and emerging standards
6	Enterprise Architecture methodologies, models, processes and activities
3	Strategic and Performance Level Processes and Artifacts including heat mapping
3	Business Architecture Processes and Artifacts
3	Information and Data Architecture Processes and Artifacts
3	Application Architecture Processes and Artifacts
3	Technology Architecture Processes and Artifacts
3	Defining future state, current state and roadmaps
3	Evaluating Progress: Enterprise architecture maturity models
3	Enterprise architecture documentation strategies
3	Enterprise architecture governance models, roles and responsibilities
3	Designing effective enterprise architecture initiatives
3	Organizational change management models

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Potential: Marc Lankhorst et al, Enterprise Architecture at Work: Modeling, Communication and Analysis, Springer-Verlag, 2009; Mario Godinez and Eberhard Hechler, The Art of Enterprise Information Architecture, IBM Press, 2010

Writing Expectations: Homeworks, quizzes, and exams

Instructor(s) expected to teach: Faculty from Library and Information Science

Instructor(s) contributing to content: Denise Bedford (LIS)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from LIS developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001857

Date: 07-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 23310

Course Title: Human-Computer Interaction

Title Abbreviation: Human Computer Interaction

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: Undergraduate	**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): A survey course intended to give Digital Science students a broad foundation of HCI principles and perspectives that will be relevant across multiple digital science concentrations. The course focuses on both understanding HCI, through the presentation of major concepts, issues and principles in HCI across the full-spectrum of the user-centered design process (research, sketching, prototyping, evaluation, etc.), and doing HCI, with a focus on the user, needs and task analysis, and sketching, prototyping, and evaluation.

Prerequisites (edited): Sophomore Standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
1	Course introduction
2	User-centered design and why HCI

	matters
6	Human capabilities: cognitive & perceptual theories
6	Human factors, ergonomics, motor control, and physical concerns
3	Interaction styles
2	Designing interfaces, interaction, and experiences
2	UCD process and methods
3	User and needs analysis
3	Task and functional analysis
7	Design principles and guidelines
1	Sketching vs. prototyping
2	Sketching techniques
2	Prototyping techniques
3	Evaluation methods
2	The next decade of HCI

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Potential textbooks: Designing Interactive Systems, by David Benyon, Phil Turner & Susan Turner; Designing the User Interface, 5th ed, by Ben Shneiderman & Catherine Plaisant; Human-Computer Interaction, 3rd ed, by Alan Dix, Janet Finlay, ...

Writing Expectations: Homeworks, quizzes, and exams

Instructor(s) expected to teach: Faculty from Computer Science; Lifespan Development and Educational Sciences; Communication Studies; Library and Information Science; Information Architecture and Knowledge Management

Instructor(s) contributing to content: Karl Fast (LIS), Richard Ferdig (LDES), Angela Guercio (CS), Junghyun Kim (COMS), Dave Robins (IAKM)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for some concentrations in proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from CS, LDES, COMS, LIS, and IAKM developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001889

Date: 12-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 24410

Course Title: Digital Information Management and Processing

Title Abbreviation: Digital Info Mgmt and Process

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: Undergraduate	**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): Presents a holistic view of information management including the external and internal information environment. The course covers the history of information management, information industry and markets, internal information politics, behaviors, and cultures, information management policies, processes and technologies.

Prerequisites (edited): DSCI 10010 Society, Culture, and the Digital Sciences; DSCI 10410 Information Ethics and Social Responsibility

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	History and Overview of Information Management

3	Information Politics: Information Federalism; Information Feudalism; Information Democracy; Information Anarchy; Information Monarchy
6	Information Behaviors and Culture: Personal Information Environments; Team Information Environments; Organizational Information Environments; Attributes of information behaviors and engagement; Information behavior Management
3	Overview of Information Industry and Markets: Information Industry Breakdown; Economic Characteristics of Information Products; Bundling, Versioning, Segmentation; Current and future economic trends
3	Information Standards and Standards Processes: Types of Information Standards; National and International Standards; Types of Standards Organizations; Standards Processes; Compatibility and Complementarity Issues
3	Organizational Information Strategies, Policies and Principles: Policies for strategic and non-strategic information management; Access policies, Disclosure policies, Preservation and migration policies; Digital Information Governance Models
6	Information Engineering and Modeling: Information Content vs. Structures and Packages; Single-Source Digital Information Construction; Dynamic and Static Content Models
6	Managing Information from a Process Perspective: steps in the information management process, including capture, creation, metadata, master data, information organization, access and use management, information user management
3	Information Management Practices and Procedures: Document Management, Records Management, Web Content Management, Digital Asset and Media Management, Social Media Content Management
3	Information Management Technologies including EDMS, ERMS, CMS, DAM
3	Information Management Roles and Responsibilities including professional competencies, job profiles, professional associations
3	Final Examination

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Potential: Thomas Davenport, Information Ecology, Oxford University Press, 1997; Azad Adam, Implementing Electronic Document and Electronic Records Management Systems, Taylor & Francis Group, 2008.

Writing Expectations: Homeworks, quizzes, and exams

Instructor(s) expected to teach: Faculty from Library and Information Science

Instructor(s) contributing to content: Denise Bedford (LIS)

Proposal Summary

Explain the purpose for this proposal:
This will be a required course in the proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.
Explain how this proposal affects program requirements and students in your unit:
This will be a required course in the proposed Digital Sciences BS and BA degrees.
Explain how this proposal affects courses, program requirements and student in other units:
This course can serve as an elective for other units.
Explain how this proposal affects enrollment and staffing:
New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.
Units consulted (other departments, programs or campuses affected by the proposal):
The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from LIS developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001837

Date: 05-DEC-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, 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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 31510

Course Title: Global Project Management and Team Dynamics

Title Abbreviation: Globl Proj Mgmt and Team Dynam

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:**
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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Explains to technical and non-technical students alike what it takes to lead teams and projects from start to finish. Students will learn the critical and common challenges of leading projects and managing teams, studying diagrams and war stories of successes and failures using practical tools and methods.

Prerequisites (edited): DSCI 22510 Management of Digital Systems

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Project Management in context of Outsourcing, Offshoring, and Globalization: From Collocated to Captive Centers

9	Project Management in the context of Outsourcing, Offshoring, and Globalization: Global State of Information Security; Hidden Costs of Offshore Outsourcing; Case Study: Cathay Pacific
9	Global Project Analysis and Delivery: Statement of Work (SOW); Work Breakdown Structure (WBS); Project Plan, PERT and Gantt charts; The PMO; Lifecycle Methodologies and Frameworks; Team Exercise: Lost at Sea
12	Global Project Analysis and Delivery: Project Modularization, Activity-based-costing (ABC), budgeting; Project Modeling and Reengineering; Contracts, RFPs, SLAs, and OLAs; 14 reasons why projects fail; 10 Capabilities of Project Managers
6	Global Project Management: Project integration, kill-points, controls, close-outs, and handoffs; Vendor selection, RFPs, and Vendor Negotiation and Contracting; Building Successful Global Teams (1, 2, and 3); Case: ERP Integration Project
3	Presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Making Things Happen: Mastering Project Management (Theory in Practice), by Scott Berkun, O'Reilly Media, 2008, ISBN-10: 0596517718, ISBN-13: 978-0596517717

Writing Expectations: Quizzes, exams, statements of work, project plan, status reports, and project completion summary reports

Instructor(s) expected to teach: Faculty from Management and Information Systems; Library and Information Science

Instructor(s) contributing to content: Pratim Datta (MIS), Ryan Conlon (MIS), Raj Chowdhary (TECH)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course in the proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course in the proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units. A course proposal will also be submitted by MIS and the two courses will be cross-listed.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from MIS and Technology developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/12/2011	Robert A Walker	Approved
1/12/2011	Donald R Williams	Returned To Prior Approver
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001848 **Date:** 06-DEC-10

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 31610

Course Title: Digital Systems Security

Title Abbreviation: Digital Systems Security

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: Undergraduate	**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 real threat to information system security comes from people, not computers. Students in this course will understand human, behavioral and managerial factors to deal with personal computer security, social engineering, cyberthreats and risk management.

Prerequisites (edited): DSCI 24410 Digital Information Management and Processing; DSCI 22510 Management of Digital Systems

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
	Introduction to Security: History of Information Security; Critical Characteristics of Information;

3	Security Models; Securing IS components; SDLC (Software Development LifeCycle) and Secure SDLC - Careers in Information Security (CISA and CISSP)
7	User-Level Information Security: Malware Threats and Attacks; Protecting against vulnerabilities; Tools and Techniques to protect users (software and hardware)
6	Security Technology and Cryptography: Firewalls and Wireless Security; Intrusion Detection; Scanning and Analysis; Access Control; Cryptography
7	Organization-Level Information Security: Business Needs; Cyberattacks - Threats and Attacks; Measuring, analyzing and controlling threats; Cases (iPremier, Cyberattack, TJ Maxx)
6	Risk Assessment Security: Identifying Assets and Risks; Risk Assessment and Control; IS Security Policies, Standards, and Practices; Business Continuity Planning; Cases
7	Legal and Ethical Aspects of Issues: Laws; Ethics and Morality; Liability, Contracts, Torts; Contracts and Laws in Outsourcing and Offshoring; Creating Ethical RFPs, SLAs, and EULAs; Cases
6	Managing and Auditing IT Security: Project Management; Technical Non-Technical Aspects; Separation of Duties; SOX, COSO and COBIT
3	Team Presentation of Security Topics: The Security Landscape

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Principles of Information Security, 3rd edition, by Michael E. Whitman and Herbert J. Mattord, Course Technology, 2007, ISBN-10: 1423901770, ISBN-13: 978-1423901778

Writing Expectations: Quizzes and exams

Instructor(s) expected to teach: Faculty from Computer Science; Management and Information Systems

Instructor(s) contributing to content: Michael Rothstein (CS), Pratim Datta (MIS), Steven Schindler (MIS)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course in the proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course in the proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from CS and MIS developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001987

Date: 08-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 40910

Course Title: Capstone in Digital Sciences

Title Abbreviation: Capstone in Digital Sciences

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: Undergraduate	**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 capstone project course provides an integrative experience, bringing together aspects of the student's required coursework in the major and concentration. Students will work in project teams, whenever possible together with senior project courses in Digital Science affiliated programs or capstone project teams from other Digital Sciences concentrations.

Prerequisites (edited): DSCI 31510 Global Project Management and Team Dynamics, TECH 36411 Requirements Engineering, and Senior standing.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Discussion of course goals

6	Project and team selection
9	Project planning and timetable development
21	Project development
6	Project presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: None

Writing Expectations: Project plan, status reports, final project report, project presentation.

Instructor(s) expected to teach: Faculty from Computer Science; Management and Information Systems; Technology; Information Architecture and Knowledge Management; Library and Information Science; Lifespan Development and Educational Sciences;

Instructor(s) contributing to content: Robert A. Walker (CS), Ye Zhao (CS), Pratim Datta (MIS), Ryan Conlon (MIS)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course in the proposed Digital Sciences BS degree.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course in the proposed Digital Sciences BS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course can be run concurrently with capstone or senior level project courses in other units to allow both sets of students to work together on projects in multidisciplinary teams.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

None outside DSCI; no encroachment is envisioned.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/12/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/12/2011	Robert A Walker	Approved
1/12/2011	Robert A Walker	Approved
1/12/2011	Robert A Walker	Submitted

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management and Information Systems

TO: Dr. Robert Walker, *Professor*, Department of Computer Science

FROM: O. Felix Offodile

DATE: January 18, 2011

SUBJECT: Statement of none encroachment—School of Digital Sciences

---

Thank you for the opportunity to review your proposal to establish the School of Digital Sciences (DSCI). Your committee should be commended for your diligence in coming up with a very thoughtful and innovative proposal in such a short period of time.

We have collaborated with your committee to resolve concerns we have on some courses in the proposal, with the provisions noted below. Therefore, we are in support of the proposal. Our belief is that the school will provide long-term benefits to KSU if it is marketed to recruit students who otherwise may not have enrolled at KSU.

As we noted during our discussions, the following courses are similar to existing courses in the Department of Management & Information Systems (M&IS) and we have jointly agreed to the following resolution:

1. DSCI will **stop** the course workflow for the following proposed course:
   - DSCI 22510: Management of Digital Systems.
   - DSCI will replace all references to that course with references to this MIS course:
     - MIS 44045: Information Systems Management
   - M&IS will allow sophomore DSCI students to take MIS 44045 without having the MIS prerequisites.

2. DSCI will **modify** the course workflow for the following proposed course:
   - DSCI 31510: Global Project Management and Team Dynamics
   - In that workflow, DSCI will acknowledge your plans to submit a MIS version of this course (M&IS 44007: Project Management & Team Dynamics) in the future, at which point we will **cross-list** the course between DSCI and M&IS.

- Also, the Chair of M&IS Department and the Director of School of DSCI will consult with university officials to find an appropriate mechanism under RCM to assign both RCM income and expenses for the two sections of such a cross-listed course to a single department—in this case to the Management & Information Systems Department.

However, we have not had any discussions with the College of Technology regarding the following courses which are similar to corresponding courses offered in the M&IS Department:

3. TECH 26301: Technology of Networking I and TECH 36302: Technology of Networking II. These courses are almost identical to M&IS 44042: Communications & Networking; thus an **encroachment**.

4. TECH 46350: Network Management & Design and TECH 56350: Network Management & Design, but for the different course numbers are one and the same course both in description and content, and are similar to M&IS 44049: Network Management, also an **encroachment**.

5. TECH 46311: Wireless Networks & Telecommunications and TECH 56311 Wireless Networks & Telecommunications, but for the different course numbers are one and the same course both in description and content, and are similar to M&IS 44042: Communications & Networking; also an **encroachment**.

We see these Technology courses as unnecessary replication of efforts, especially in this time of austere economic exigencies.

January 3, 2011

Robert Walker, PhD.
College of Arts and Sciences
Department of Computer Science
Kent State University
Kent, OH

RE: Support for School of Digital Sciences from Center for Information Systems

Dear Dr. Walker,

Dr. Walker, I am in support of the new Digital Sciences courses and new majors that are proposed (with some suggestions below). There is clear need both in business and other organizations for college graduates with knowledge and training in the technologies that pervade our society today. In addition, as I tell many freshmen and sophomores at the business school, technology jobs will continue to grow very quickly in the upcoming years. This represents an opportunity for them, especially if they are technology inclined.

The majors offered by the university today are old and entrenched and based on needs from a bygone era. Our world has changed dramatically in the last 25 years driven mostly by technology. Almost every job today has a technology component that requires some knowledge of computers and how they interact. With this increased emphasis on technology, many more jobs exist that support all organizations. The new Digital Sciences majors will give graduates the needed knowledge, training, and leadership skills to thrive in the future.

How can a university change to meet the new needs? It seems that many of the college degrees today have requirements that are very difficult to change. The business majors, for example, all have pre-business requirements (a whole host of required classes). For many of the jobs in demand now, students don't really need all of these classes. Unfortunately, because they are part of the degree, they are required. Trying to change these underlying requirements would be very hard since they have been required for years and years and are entrenched in the thinking, college, and the "culture". Similar requirements apply to the majors offered by other colleges as well. Change within the colleges would be fought tooth and nail. Unfortunately, RCM will probably make this more difficult.

The idea of starting *tabula rasa* with a new school avoids all of the organization resistance that would occur within any one school. If the concept is solid the enrollments should grow quickly. In essence "the market will decide." To the extent other majors have become irrelevant; they will die of their own accord over time. In this case, RCM will help drive the process (as it should).

I highly encourage you to start small (3 concentrations maximum) and grow based on demand / market need. Focusing on concentrations where there is the highest demand first will be important for

longer term success. This can be determined by asking employers what they need and then providing it. My experience has been that the employers will be very direct and clear in expressing their needs. Unfortunately it may not be what you are planning or have already contemplated.

Give the market what they want (not what DSCI wants). In addition, keep it simple for the students to navigate their class schedule toward the degree. This will improve graduation rates and retention. Making it complicated with too many requirements (like many of today's majors) will cause student frustration and ultimate failure.

The Center for Information Systems supports this new approach. Unfortunately given the dynamics of Universities, some resistance to this change is inevitable. People will feel threatened by the change and be asking WIIIIFM (What is in it for me). You need to lay out how these new DSCI majors will help the faculty in other colleges "win" too. The natural human tendency is to resist and fear the change when we would all be better off embracing and enjoying the changes.

Please let us know how we can be of assistance. Thanks for involving us in the process, we appreciate it.

Sincerely,

Ryan J. Conlon
Adjunct, College of Business, M&IS Department
CIS Executive Committee

P.S. In your list of Other Concentration Requirements for the BS degree, you have "Technology of Networking I" and "Technology of Networking II" courses, i.e., TECH 26301 and 36302. There are already courses taught in the CoB that you may wish to replace these with, i.e., M&IS 44042 and M&IS 44049.

Similarly, in your list of Concentration Requirements for the MS degree, you have a "Networks and Telecommunication" (TECH 56350) course. I recommend replacing that course with BaD 64081.

From: "BUBENZER, DONALD" <dbubenze@kent.edu>
Subject: **Digital Sciences Proposal**
Date: January 12, 2011 2:19:40 PM EST
To: "walker@cs.kent.edu" <walker@cs.kent.edu>

Robert-I have received feedback from the undergraduate curriculum committee of the College of Technology (CoT) via Darwin Boyd that we do not see encroachment problems with the Digital Sciences School Proposal or coursework. We are pleased to be a part of this new venture and appreciative of CoT inclusion and your work. Thank you. Don

FROM: Irene Edge and Ruth Watson, Co-Lead COMT

DATE: December 17, 2010

RE: Digital Sciences Proposal

The Computer Technology faculty has reviewed the proposal for the formation of a new School of Digital Sciences and its proposed degrees. We support the proposal and believe that the Computer Technology concentrations within the Bachelor of Technical and Applied Studies (formerly the Bachelor of Applied Studies) and the School of Digital Sciences proposal are identifiably unique and both are necessary to meet the needs of our diverse audiences.

Students at Kent State University will benefit from the broad array of options available to them.

From: "HARIDAKIS, PAUL" <pharidak@kent.edu>
Subject: **RE: Digital Sciences overview documents**
Date: January 12, 2011 4:27:52 PM EST
To: "WALKER, ROBERT" <rawalke1@kent.edu>

Dear Dr. Walker:

The purpose of this letter is to provide the School of Communication Studies' support for the proposed Digital Sciences program. Due to assurances that the program will include a body of classes in the School of Communication Studies, rather than encroachment, the program guarantees inclusion of the School of Communication Studies in a program in which my School desires to participate. Accordingly, I am pleased to provide the School's support for your proposal.

Very Truly Yours,

Paul Haridakis
Professor and Interim Director
School of Communication Studies

10 January 2011

Robert Walker, PhD
Department of Computer Science
351 Math & CS Building
Kent State University
Kent, OH 44242-0001

Dear Bob,

I am writing with regard to the proposed new School of Digital Sciences. Thank you for meeting with me for lunch in November and for answering questions our faculty had at the December FAC meeting of SLIS.

I want to assure you of our School's support for the undergraduate Digital Sciences degree plans. We will be pleased to work with you on future development of the B.S. and B.A. in Digital Sciences curricula. We accept your invitation to have a representative on your D.S. Curriculum Committee. With such dialog continuing, it should be possible for you to add the Digital Information Design and Management concentration you wish to include in the B.S./B.A. degree offerings.

We are also willing to work with you on development of the Master of Science (Digital Sciences) degree program. That is the area that most closely relates to our School's M.L.I.S. and M.S. (IAKM) degree programs. A concern of ours is that it is possible that the shorter 32-hour M.S. in Digital Sciences will be more attractive to some prospective students than our 42-hour M.S. (IAKM) degree. We hope that this does not result in any loss of seats in our program. Your desire to work with our College and School on properly positioning the different degree options available to students who come to Kent State is welcome. As you say in your November 23, 2010 email to me, all of us hope that effective and clear advertising "will attract even more students to all of these programs".

I appreciate your sensitivity to our current program and course offerings and to ongoing development of our degree programs. For example, you have said that you would be happy to deactivate courses that might overlap with our Knowledge Management degree offerings (e.g., courses in Business Architecture, Application Architecture, Enterprise Architecture, etc.), recognizing our expertise in those areas, and strengthening your own M.S. in D.S. degree by sending students to our version of such courses. I also note with appreciation that in the

December 16, 2010 iteration of the proposal for the D.S. School, you identify the course DSCI 65010 as "Application & Technology Architecture", rather than "Information Architecture" which it was called in the December 1, 2010 iteration. That is helpful in avoiding confusion with our well-established Information Architecture degree program.

I wish you well in the establishment of the School of Digital Sciences. We look forward to collaborating with you on the development of this initiative.

Sincerely,

Don A. Wicks, PhD
Interim Director

dwicks@kent.edu
330-672-8535

From: "LEBLANC, ANNMARIE" <aleblanc@kent.edu>
Subject: **Re: gentle reminder: need DSCI statement of support**
Date: January 14, 2011 9:33:00 AM EST
To: "Robert A. Walker" <walker@cs.kent.edu>

Dear Dr. Walker:

Please accept this memo as a School of Visual Communication Design endorsement of the proposed Digital Sciences program. The strength of this support is due to the comprehensive nature of the proposed curriculum. Documentation details the inclusion of courses and expertise from related disciplines and therefore poses no encroachment.

Sincerely,

AnnMarie LeBlanc / Director / School of Visual Communication Design
Kent State University / 231 Art Building, Kent, Ohio 44242
ph: 330.672.7856 / fax: 330.672.9714 / aleblanc@kent.edu

From: "Dellman-Jenkins, Mary" <mdellman@kent.edu>
Subject: **RE: Digital Sciences update: proposed school, degrees, concentrations**
Date: December 8, 2010 5:56:08 PM EST
To: "WALKER, ROBERT" <rawalke1@kent.edu>

Robert,
Please consider this brief email documentation that the Instructional Technology program supports/endorses the Digital Sciences proposal.

Mary Dellmann-Jenkins
Director, School of Lifespan Development and Educational Sciences

Northeast Ohio Council on Higher Education
1422 Euclid Avenue, Suite 840 / Cleveland OH 44115 / www.noche.org

January 6, 2011

Robert Walker
Kent State University
351 Math & CS Building
Kent, OH 44242

Dear Dr. Walker:

The Northeast Ohio Council on Higher Education ("NOCHE") strongly supports your new Digital Sciences program. This comprehensive program exposes students to software development, business processes, ethics in technology, database management, and other critical technological subjects.

One of our program managers, Sean McKinniss, recently attended Dr. Pratta's presentation about the new program. Sean reported that it is a fascinating and innovative program that could serve as a model for other schools. Moreover, because of the program's breadth and inherent relationship with the business community, students could have more experiential learning opportunities. NOCHE, of course, strongly supports experiential learning because it helps develop Northeast Ohio's talent. Finally, because this program is unique and cutting-edge, it has the potential to attract more students and yield more graduates in Northeast Ohio.

All of these opportunities combined can have a positive and lasting effect on our region's vitality. With thriving health care, IT, and entrepreneurial communities, for example, Northeast Ohio will benefit greatly from the new Digital Sciences program. It is in this spirit that we submit this letter of support.

Best regards,

Ann Womer Benjamin

The Higbee Building
100 Public Square, Suite 210
Cleveland, OH 44113

NEOSA®
The COSE Technology Network

Northeast Ohio Software Association

P 216. 592. 2321
F 216. 621. 6013
www.neosa.org

January 7, 2011

Dr. Robert A. Walker
Professor
Kent State University
Department of Computer Science
Kent, Ohio 44242

Dear Dr. Walker;

Thank you for sharing information on the University's proposed plan to develop its new School of Digital Sciences. I was quite excited to see the extent to which the University has gone to ensure a multidisciplinary approach to this degree program.

Strong technology skills are clearly a must for current graduating students who wish to pursue a career in information technology. However, we hear quite consistently from our constituents, IT entrepreneurs and IT executives, about the importance of business understanding by their staff and teams.

Those strong technical skills by team members are critical to an organization's success, whether that organization is the IT department at a large company or the team of developers at a small IT firm. Therefore, those team members must also be able to translate busines needs into technology solutions, that is, understand how a technology solves a business problem.

Additionally, team work and the value of working in teams is also critical. Virtually all work done in the IT arena these days is accomplished in a team environment. Team members must understand how to work together to achieve a goal, but also understand how their team's work helps or fits with the overall organization's goals.

On behalf of NEOSA and its nearly 900 information technology business members, I would like to offer this letter of support for your efforts at creating a School of Digital Sciences. I believe that graduates of this School's degree programs witll have strong technical skills as well as a strong business foundation, enabling those students to compete for jobs effectively and more importantly, be valuable team members of their respective employers.

I'm looking forward to seeing this school developed and implemented; please do not hesitate to contact me if NEOSA can be of any assistance in your efforts.

Sincerely yours

Brad Nellis
Executive Director
NEOSA, The Cose Technology Network

Information Technology Services

Brian D. Kelley
CIO

Brenda Cumpston
Manager

Janet Esposito
Administrator

January 4, 2011

Dr. Robert Walker, Chair
KSU Digital Sciences Task Force
Kent State University
Kent, OH 44242

RE: Letter of Support for the School of Digital Sciences

Dear Dr. Walker:

It is my pleasure to submit this letter of support for Kent State University's proposed new School of Digital Sciences. The information age that we find ourselves in is bringing new challenges and demands and we must embrace innovative endeavors such as the proposed School of Digital Sciences to ensure that those entering the IT workforce of the 21st century are well-equipped and prepared to be good stewards of this age.

As a KSU graduate, faculty member, and public sector chief information officer, I strongly feel that the proposed School of Digital Sciences will be of great benefit to future students and to the University.

Respectfully submitted,

Brian D. Kelley, CIO
Portage County Information Technology Services

WWW.CO.PORTAGE.OH.US
449 South Meridian Street * P.O. Box 1217 * Ravenna, Ohio 44266-1217 * (330) 297-3584 (p) * (330) 298-3949 (f) * (800) 772-3799 (toll free)
An Equal Opportunity Employer

TIMKEN
Where You Turn

Daniel E Muller
Senior Vice President –
Strategy and CIO

January 3, 2011

Dr. Robert A. Walker, Professor
Kent State University
Department of Computer Science
351 Math & Computer Science Building
Kent, OH 44242

Re: Support for Kent State University's
New Digital Sciences Program: "School of Digital Sciences"

Dear Dr. Walker:

I strongly endorse the new Digital Sciences program at Kent State. This program should produce graduates with a much broader exposure to the variety of digital technologies that are available and in use today. These graduates should be able to contribute much faster in the workplace and be more flexible to enter a variety of information technology positions at The Timken Company or other organizations in Northeast Ohio.

This interdisciplinary training, in addition to traditional degree programs at Kent State, is needed in the workplace of today.

Sincerely,

The Timken Company
Mail Code: GNE-23
1835 Dueber Avenue, S.W.
P.O. Box 6927
Canton, OH 44706-0928 U.S.A.

Telephone: (330) 471-6406
Facsimile: (330) 471-4041

daniel.muller@timken.com

-----Original Message-----
From: Jane Fullerton
Sent: Wednesday, November 24, 2010 12:26 PM
To: TILLETT, THERESE; Shane Degarmo
Cc: Jane Fullerton; Stephanie Davidson
Subject: Re: Letter of Intent - BA/BS Digital Sciences

Dear Therese,

This looks good. Please move forward with the development of the full proposal. A few things that should be clarified within the full proposal:

- Clearly describe the BA option vs BS option (requirements, etc.) and note the difference that this might make in choice of career/job or future education. What options will be open to the BA student? I'm not concerned about the BA option, but the stronger case can be made for the BS. I'm assuming that one option might be for the BA to be a dual major for a student already seeking a BS in computer science or a related field. I'm assuming that this degree might also be attractive as a 2 + 2 degree completion for the associate degree student? If not, this might be an area to explore and would certainly make the degree more appealing.

-Will the School of Digital Sciences be a totally separate entity and report directly to the Provost? If not, what academic unit will serve as the host for the new school. It might be helpful in the full proposal to talk about the future plans for the School (beyond just a baccalaureate and master's degree). This does not need to be a long description -- but more detail will be helpful in the final review.

-The proposal talks about the existing degrees in computer science and projects an image that these degrees provide an excellent background for computer science, systems engineering and administrators -- but don't offer a broad enough approach to the discipline. The letter of intent notes the following: "For a growing number of computer-related occupations, the career path will increasingly require broad multi-disciplinary training that provides exposure to business processes, information management, software development and hardware design." If this is the case, why not revise the existing programs to provide this perspective? If a broader perspective is required, will the existing programs be revised -- even as the new program provides the broader background. The proposal will need to distinguish between the existing degrees and the new program -- and provide more insight into this issue for the discipline.

Thanks -- if some of this didn't make sense, it's probably due to pre-Thanksgiving chaos -- so let me know if you need more explanation.

Have a good holiday!

Jane

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Jan-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department School of Digital Sciences

College

Degree Minor (non degree)

Program Name **Digital Sciences** Program Code **DS**

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

Proposal Establish Program

Description of proposal:
Establish a minor in Digital Sciences

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

Current total credit hours: Proposed total credit hours 18

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

This minor will be offered though a new School of Digital Sciences, which will offer BS, BA, and MS degrees. It will complement existing programs in the Arts and Sciences, Business Administration, Communication and Information, Technology, and Education, Health, and Human Services.

The Minor in Digital Sciences gives students some exposure to the "big picture" of the digital sciences across traditional "digital" programs. Graduates with the minor will understand the role of digital sciences in our society, have an appreciation of information ethics and social responsibility, understand the telecommunications infrastructure, and be familiar with design principles.

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

The Digital Science Task Force included representatives from Arts and Sciences (Department of Computer Science), Business Administration (Department of Management and Information Systems), Communication and Information (schools of Library and Information Sciences, Visual Communication Design, and Journalism and Mass Communication, as well as the Information Architecture and Knowledge Management program), Technology, and Education, Health, and Human Services (School of Lifespan Development and Educational Sciences). The chair/director of each department/school listed above was contacted, asked for any comments, concerns, or questions, and asked for a statement of support and non-encroachment.

REQUIRED ENDORSEMENTS

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

_____ ____/____/____
College Dean

_____ ____/____/____
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary for the Establishment of Minor in Digital Sciences at Kent State University

11 January 2011

1. Summary

A minor in Digital Sciences is proposed, This minor will be offered by a proposed new School of Digital Sciences, which will also offer a Bachelor of Science and Bachelor of Arts degree in the Digital Science, and a Master of Science in the Digital Sciences.

2. School of Digital Sciences Mission

A new interdisciplinary School of Digital Sciences is proposed, which will offer a Bachelor of Science and Bachelor of Arts degree in the Digital Science, an undergraduate minor, and a Master of Science in the Digital Sciences. The mission of the School of Digital Sciences (SDS) will be to foster a broad understanding of the digital sciences in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences will also serve as an incubator for research synergies among faculty in related disciplines and as a focal point for multi-disciplinary collaborations.

Graduates of the School of Digital Sciences will see the "big picture" of the digital sciences across traditional "digital" programs and will gain experience working in multi-disciplinary teams. A graduate of the School will understand the role of digital sciences in our society; have an appreciation of information ethics and social responsibility; understand the relationship between information processing, computational thinking and database systems, and the telecommunications infrastructure; and be familiar with design principles, project management, team dynamics, and digital systems security.

The School of Digital Sciences will offer BS, BA, and MS degrees in the Digital Sciences, as well as an undergraduate minor. It will *complement* existing programs in the College of Arts and Sciences (the Department of Computer Science), the College of Business (the Department of Management and Information Systems), the College of Communication and Information (the Schools of Library and Information Sciences, Visual Communication Design, and Journalism and Mass Communication, and the Information Architecture and Knowledge Management program), the College of Technology, and the College of Education, Health, and Human Services (the School of Lifespan Development & Educational Sciences), among others.

The School of Digital Sciences, and its proposed new degrees, will also *complement* a proposed update to the Computer Technology concentration in the Bachelor of Technical and Applied Studies (formerly the Bachelor of Applied Studies), which is now part of Kent State University's Regional College. Overlap between the degrees offered by the School of Digital Sciences and the BTAS/BAS-COMT degree is minimal, and the two programs offer a broad spectrum of job training to both traditional and non-traditional students on the Kent Campus as well as Kent State University's seven Regional Campuses. Market need is seen for both programs.

3. Market Need

According to the most recent long-term occupational employment projections from the U.S. Bureau of Labor Statistics, the two primary areas for employment growth over the next decade are public health and information technology. Computer-related occupations are projected to see strong employment growth as businesses increase their use of information technology to raise efficiency and reduce costs, and are projected to grow more than twice as fast as the average for all occupations. These computer-related occupations will account for over 750,000 new jobs nationally between 2008-2018. While half of these new computer specialist jobs will be in the computer systems design industry, the other half will permeate virtually every sector of industry. (See http://www.bls.gov/oco/oco2003.htm for details.)

The state of Ohio accounts for 3.74 percent of the nation's jobs in computer and mathematical science occupations (at a mean annual wage of $68,700 in Ohio). Consequently, those 750,000 new jobs nationally could translate into over 28,000 new well-paying computer-related jobs in Ohio. Moreover, the most recent four-year report on Northeast Ohio's high-tech economy confirms that "growth in high-tech industries benefits all sectors of the region's workforce and is not limited to occupations with technical degrees," showing three non-high-tech jobs complement every one high-tech job in Northeast Ohio's high-tech industries. As a result, increased use of information technology could lead to 100,000 new jobs for Ohioans between 2008-2018. (For this report, see http://www.nortech.org/Docs/NEO%20High-Tech%20Brief%202010%20FINAL%20web.pdf)

Kent State's existing computing degrees provide excellent training for many of these high-growth computing-related career paths. Seven of those career paths, with 2008-2018 growth rates and projected new national job openings from the Bureau of Labor Statistics report cited above, are the following:

Computer Software Engineers (Applications)	34.0% = 175,100 new jobs
Network Systems and Data Communications Analysts	53.4% = 155,800 new jobs
Computer Software Engineers (Systems Software)	30.4% = 120,200 new jobs
Computer Systems Analysts	20.3% = 108,100 new jobs
Network and Computer System Administrators	23.2% = 78,900 new jobs
Computer Support Specialists	13.8% = 78,000 new jobs
Computer and Information Systems Managers	16.9% = 49,500 new jobs

However, in many cases these career paths are starting to require a broader view than that provided by traditional computer-related degree programs. For a growing number of computer-related occupations, the career path will increasingly require broad multi-disciplinary training that provides exposure to business processes, information management, software development, telecommunications infrastructure, and human factors.

Practitioners of those careers will need the skills to analyze users' needs, plan an enterprise architecture, guide the development of a digital software/hardware system, and manage these complex systems. They must be comfortable working in multidisciplinary teams with computer scientists, computer engineers, business analysts, information architects, etc., and must have sufficiently broad training to bridge the communication gap between disciplines.

Kent State University's proposed degrees in the Digital Sciences will train students for these emerging new career paths. Existing university faculty experts in computer science, computer information systems, computer technology, educational sciences, information science, and knowledge management, among other fields, will join together to provide the broad exposure required for these careers. Students graduating from the Digital Sciences program will be prepared for careers as enterprise architects, computer system analysts, digital cognition analysts, application (software) architects, network system analysts, and information technology officers.

A student survey of interest in the School's proposed Bachelor of Science and Bachelor of Arts degrees was administered in freshman and sophomore classes during the last week of classes in the Fall 2010 semester. Slightly over 600 surveys were returned for the survey of interest in the Bachelors programs. 5.9% of the respondents were "Very Interested" in the major, and 35.5% were either "Very Interested" or "Somewhat Interested"—a very encouraging response for a new degree unfamiliar to the students. A student survey of interest in the School's Masters degree is planned for senior classes early in the Spring 2011 semester.

An electronic survey of information technology (IT) hiring managers in local industry was used to gauge local employment opportunities and interest in the new School and its degree programs. A link to this survey was sent to industrial members of the Center for Information Systems (the faculty and industry advisory group for MIS), to the member companies of NEOSA (formerly called the Northeast Ohio Software Association), and to their affiliated CIOs and IT hiring managers. 45 responses to the industrial survey have been received so far.

The response to the proposed School and degrees from these local companies was very positive, with several respondents entering comments praising the breadth of the program compared to traditional degrees. Many comments suggest an emphasis on practice and practicality, communication, and management rather than focusing solely on deep technical skills.

In addition to the industrial survey, *external letters of support* have been received for Kent State University's proposed School of Digital Sciences and associated degrees. Ann Womer Benjamin, Director of the Northeast Ohio Council on Higher Education (NOCHE), praises the program's "breadth and inherent relationship with the business community" and says it "has the potential to attract more students and yield more graduates in Northeast Ohio".

Brad Nellis, Executive Director of the Northeast Ohio Software Association (NEOSA), says he is "quite excited" to see the "multidisciplinary approach to this degree program", and offers support on "behalf of NEOSA and its nearly 900 information technology business members." He says "I believe that graduates of this School's degree programs will have strong technical skills as well as a strong business foundation, enabling those students to compete for jobs effectively and more importantly, be valuable team members of their respective employers."

Brian Kelley, CIO for Portage County, says we must "embrace innovative endeavors such as the proposed School of Digital Sciences to ensure that those entering the IT workforce of the 21st century are well-equipped and prepared to be good stewards of this age", and that "the proposed School of Digital Sciences will be of great benefit to future students and to the University". Daniel Muller, Senior VP Strategy and CIO of Timken, says the program "should produce graduates with a much broader exposure to the variety of digital technologies that are available and in use today" and that the graduates "should be able to contribute much faster in the workplace and be more flexible to enter a variety of information technology positions at The Timken Company or other organizations in Northeast Ohio". He ends by saying: "This interdisciplinary training, in addition to traditional degree programs at Kent State, is needed in the workplace of today."

This new multidisciplinary School of Digital Sciences and associated degrees being proposed by Kent State University is innovative and unique, not only within Ohio but nationally. Many programs — both inside and outside Ohio — combine Computer Science with one other program, usually Computer Engineering, Computer Information Systems, or Information Science. Two such programs close to Kent State University are at Cleveland State University and Youngstown State University.

However, bringing together faculty from *multiple* units into an interdisciplinary school—while at the same time leaving them in their home unit to pursue disciplinary research and teach—breaks new ground and is a unique feature of this proposed School of Digital Sciences and its associated degrees. While there are no comparable programs in Ohio, two programs in other states that have been particularly successful in aggregating multiple computing units together are Carnegie Mellon University's School of Computer Science and Georgia Tech's College of Computing. Compared to those two, Kent State's School of Digital Sciences will be even broader, and will be organized as an interdisciplinary school rather than a traditional college to encourage wide participation throughout the university. Another indication of national interest in broader programs is the Data Science Summer Institute at the University of Illinois, which will be in its fourth year this coming summer.

4. Assessment Plan

Assessment of the minor in Digital Sciences will performed under the Academic Quality Improvement Program (AQIP) program, which is coordinated at the university level by Dr. Stephane Booth, Associate Provost for Quality Initiatives and Curriculum.

The minor will be assessed through an exit survey, and alumni survey, and through consultations with the School's Industrial Advisory Committee. An exit survey will be given to graduating seniors who earn the minor to get their feedback on the program, the quality of instruction, the curriculum, etc. An alumni survey is given by the university to students one year after graduation to assess their preparation. The School's Industrial Advisory Committee will be surveyed to get their feedback on the program from an industrial perspective, and on the quality of job preparation for any graduates of the program that they have hired.

Assessment results will be considered by the School's Curriculum Committee, Faculty Advisory Committee, and Industrial Advisory Committee and used to guide curriculum revisions.

5. Undergraduate Minor in Digital Sciences

For students in other disciplines who want some exposure to the digital sciences, a Digital Sciences minor will be offered. This minor will consists of the 4 freshman-level courses required for the major, plus two additional courses in the Digital Sciences or related programs, for a total of 18 credits.

The four required courses are the following:

DSCI 10010 Society, Culture, and the Digital Sciences
A survey course intended to give Digital Science students a broad understanding of society, culture, and the digital sciences. This course helps students understand not only the impact of digital sciences on culture and society, but also the impact of culture and society on the development and adoption of digital sciences. Topics to be discussed will include relationship and identify formation and maintenance, the relationship between Digital Science and race, gender, culture, and globalization.

DSCI 10410 Information Ethics and Social Responsibility
Investigates ethical and societal responsibility issues related to information technology including tensions between legal and ethical values; access and control of intellectual property; the US Patriot Act as it relates to private and public records; ethical vendor management; the digital divide, outsourcing, and green computing; and network security and protections (e.g., viruses, protecting minors, cyberbullying). In addition, bias in information retrieval and indexing, information seeking behaviors, and professional codes of ethics will be explored.

DSCI 13210 Design Processes and Principles
Introduces students to the discipline of design, including general design models and procedures, rational and creative models of design, and design as problem solving. Specific design contexts are introduced including information design, graphics and visual design, architectural design, and educational design.

TECH 10001 Information Technology
Introduction to the operation and use of computer systems in technology-related applications. Laboratory assignments include the use of microcomputers for solving technical problems.

6. Planning the School of Digital Sciences and Degrees

Kent State University's School of Digital Sciences and its degree programs has been in the planning stages since early 2010, though the bulk of the planning was done in the Fall 2010 semester.

Presentations on the School and its degree programs were made in person to the following groups on the dates indicated:

Department of Computer Science – Faculty Advisory Committee	6 October 2010
Provost's Operational Meeting (Provost & Deans)	22 October 2010
Department of Computer Science – Faculty Advisory Committee	3 November 2010
Department of Management Information Systems – Center for Information Systems	5 November 2010
Faculty Senate – Educational Policies Committee	15 November 2010
College of Arts and Sciences – Chairs and Directors Council	18 November 2010
School of Library Information Science – Faculty	10 December 2010
College of Technology – Computing Faculty	15 December 2010
College of Arts and Sciences – Chairs and Directors Council	16 December 2010
Provost's Chairs and Directors Council	17 December 2010
Department of Management Information Systems – Faculty	12 January 2011

Planning reports on the School, its degree programs, and the courses proposed, were sent by email to the following groups on the dates indicated:

Digital-Science-Affiliated Units (*)	27 October 2010
Digital-Science-Affiliated Units (*)	2 November 2010
Digital-Science-Affiliated Units (*)	2 December 2010
Digital-Science-Affiliated Units (*)	17 December 2010

(*) Refers here to the primary units involved in planning the School of Digital Sciences:

College of Arts and Sciences (Department of Computer Science)
College of Business Administration (Department of Management and Information Systems)
College of Communication and Information (School of Library and Information Sciences, School of Visual Communication Design, School of Journalism and Mass Communication, School of Communication Studies)

College of Technology
College of Education, Health, and Human Services (School of Lifespan Development and Educational Sciences

In addition to the Digital-Science-Affiliated Units listed above, strong indications of support for the School of Digital Sciences and its affiliated degrees from the Deans of the:

College of Architecture and Environment Design
College of the Arts
College of Nursing
College of Public Health
Honors College

Digital Sciences - Minor

SCHOOL: School of Digital Sciences
address to be determined
E-mail: *to be determined*
Tel: *to be determined*
Fax: *to be determined*
Web: *to be determined*

DIGITAL SCIENCES MINOR REQUIREMENTS (18 credits):			
Course		**Title**	**Credits**
TECH	10001	Information Technology	3
DSCI	10010	Society, Culture, and the Digital Sciences	3
	10410	Information Ethics and Social Responsibility	3
	13210	Design Processes and Principles	3
Elective Courses* *6 credit hours from Digital Sciences (DSCI) courses.*			**6**
		TOTAL	**18**

Minimum cumulative 2.00 GPA required for graduation.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **8-Dec-10** Curriculum Bulletin _____

Effective Date **Fall 2011** Approved by EPC _____

Department	**Undergraduate Studies**
College	**US - Undergraduate Studies**
Proposal	**Establish Course**
Course Subject	**US- Undergraduate Studies** Course Number **20007**
Course Title	**Life Beyond KSU**
Minimum Credits	**01** Maximum Credits **01**

Checked items are new or revised

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

Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites; teacher education licensure):
This course provides a consistent way for colleges to assist students who have not completed the DKS: First Year Experience orientation course (US 10097) requirement and are near to graduation. The Rule for Recalculation of the First-Year Grade Point Average policy will apply to this course.

Units consulted (other departments, programs or campuses affected by this proposal):
This course was developed at the request of the Consistency Committee led by College of Business, Assistant Dean, and Elizabeth Sinclair. In previous years when students did not complete the DKS: FYE orientation course they were assigned random projects that if completed would fulfill the orientation requirement. Many colleges expressed concern that random projects did not meet student need nor was it an adequate replacement for the orientation requirement.

REQUIRED ENDORSEMENTS

Greg Blaze LD — 12/9/10
Department Chair / School Director / Campus Dean

_____ ___/___/___
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

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

BASIC DATA SHEET

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

Preparation Date **8-Dec-10** Requested Effective Term **Fall 2011**

Course Subject **US** Course Number **20007**

Course Title **Life Beyond KSU**

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

Slash Course / / Cross-listed with Cross-list Banner code _____
4/5, 4/5/7 or 6/8 NOTE: To be completed by Curriculum Services.

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

Contact Hours Per Week
☐ Lecture Minimum Hours ☐ to ☐ or Maximum Hours
☐ Laboratory Minimum Hours ☐ to ☐ or Maximum Hours
☒ Other Minimum Hours **01.00** ☒ to ☐ or Maximum Hours **1**
NOTE: Contact hours should be per week.

Repeat Status **RP - Course may be repeated**
If repeats, course limit **1** OR maximum hours **1**

Course Level **UG - Undergraduate**

Grade Rule **B - Letter**

Schedule Type(s) **LEC - Lecture**

Course Attribute(s) **none**

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

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite
Course(s) **none**
NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s) **none**

Corequisite(s) **none**

COMPLETED BY CURRICULUM SERVICES
OBR Program Code _____
OBR Subsidy Code _____
OBR Course Level _____
CIP Code _____

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

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

Catalog Description **This course will equip students with the knowledge and tools critical for entering the professional world through research and application of career-related concepts and activities. This course is reserved for students who have not successfully completed the Destination Kent State: First Year Experience orientation course.**
(do not include prerequisites)

Complete the following only if applicable:
Previous Title

Previous Subject Previous Number

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

Content Outline (include contact hours for each section)

Contact Hours	Outline
2.00	**Course overview; course pretest; completion of self-assessment activity**
2.00	**Research of careers of interest**
1.00	**Overview and application of financial literacy concepts**
2.00	**Research of employers of interest**
2.00	**Conduct an informational interview**
3.00	**Completion of a cover letter, resume, and mock interview**
3.00	**Creation of a career plan and completion of the course post-test**

15.00 Total Contact Hours

Textbook(s) Used in this Course	**none**
Writing Expectations	**Students are expected to complete a 2 page summary, 7 page plan based on course research and activities, a resume and cover letter**
Instructor(s) Expected To Teach	**Adjunct Faculty**
Instructor(s) Contributing to Content	**Eboni Pringle**

REQUIRED ENDORSEMENT

Greg Blase 12/9/10

Department Chair / School Director / Campus Dean

Life Beyond KSU

Kent State University, Fall Semester 2010
October 25-December 12, 2010
US 20095: Section 3

Faculty Instructor: Meghan Factor
Office: Student Success Programs, Olson Hall
Phone: 330-672-8726
Email: mfactor@kent.edu
Office Hours: Monday – Friday, 8 a.m. -5 p.m. by appointment

Course Outcomes

1. Students will clarify their career goals and identify resources to assist them in reaching their stated goals.
2. Students will gain an understanding of services and opportunities available through Kent State University and identify how these services and opportunities can support their future.
3. Students will gain insight into the financial decisions they will need to make as they transition from Kent State to their future career.

Course Requirements:

Satisfactory completion and submission of all course assignments will result in a total of 100 points. Individual assignment points can be found in the parenthesis.

1. Completion of Syllabus Review Questionnaire **(5)**
2. Completion of the Self-Assessment portion of COLLAGE. **(5)**
3. Completion of Pre-Test Questionnaire **(5)**
4. One mandatory meeting with Pamela Jones for discussion of goals. Preparation questions prior to the interview. Submit signed document. (Additional meeting may be required.) **(5)**
5. Completion of Career Research assignment. **(10)**
6. Completion of Financial Literacy Worksheet **(10)**
7. Completion of Employer Research Worksheet **(10)**
8. Completion of Informational Interview and a 2 page Summary of Informational Interview **(10)**
9. Completion of a Resume and Cover Letter that has been reviewed and critiqued by a Career Services Representative. **(5)**
10. Completion of a Mock Interview with either an Employer of Interest or a Career Services Representative. **(10)**
11. Completion of 7 page Life Beyond KSU Synthesis Project. **(20)**
12. Completion of Course Post-Test **(5)**

Course Rubric

All assignments will be graded using the following point guidelines.

5 Point Scale

1 point	3 points	5 points
Student did not clearly articulate thoughts. Student did not follow assignment instructions or provide appropriate responses.	**Student provides simple explanations that do not indicate a reflection of the material.**	**Student submits completed work that is very thoughtful and indicates a reflection of the assignment.**

10 Point Scale

1 point	5 points	10 points
Student did not clearly articulate thoughts. Student did not follow assignment instructions or provide appropriate responses.	**Student provides simple explanations that do not indicate a reflection of the material. Spelling and grammatical errors.**	**Student submits completed work that is very thoughtful and indicates a reflection of the assignment.**

20 Point Scale

1 point	10 points	20 points
Student did not clearly articulate thoughts. Student did not follow assignment instructions or provide appropriate responses.	**Student provides simple explanations that do not indicate a reflection of the material. Spelling and grammatical errors.**	**Student submits completed work that is very thoughtful and indicates a reflection of the assignment.**

Additional Expectations

- Submit all assignments on time to blackboard vista. All assignments are due by midnight on Sunday of each week (ex. the first assignment is due on Sunday, October 31st)
- Late assignments will receive point deductions and will not be accepted more than one week past the due date.
- Time guidelines for scheduling required meetings have been provided and should be scheduled as early in the course as possible. Failure to schedule required meetings in a timely manner is not a sufficient excuse for not completing the assignment on time. Alterations to the assignment will not be made based on your failure to schedule required meetings.
- Submit your own work on all assignments unless otherwise stipulated. The highest level of academic integrity is expected: cheating and plagiarism violates University policy.
- All papers must be double-spaced and **ELEVEN** size **TIMES NEW ROMAN** font. Margins should be **ONE** inch on each side.
- There will be a Discussion Posting by the instructor and students regarding Frequently Asked Questions for each week of the course. As assignments or topics need clarification, a posting will be created to address the question. Please check these postings when you have a question about assignments or topics.

Grading

	94 to 100 = A	90 to 93 = A-
87 to 89 = B+	84 to 86 = B	80 to 83 = B-
77 to 79 = C+	74 to 76 = C	70 to 73 = C-
67 to 69 = D+	64 to 66 = D	Under 64 = F

The last day to withdraw from this course or to process a Complete Term Withdrawal (formerly referred to as exiting the university) is November 6, 2010.

Students With Disabilities

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Accessibility Services (SAS), in the DeWeese Health Center (330-672-3391).

Document Submission Instructions

Unless otherwise noted all documents will need to be submitted via blackboard vista. If you would like to learn more about submitting assignments via blackboard vista, please utilize the “Assignments” PDF under System Tools in the Online Orientation. The Online Orientation materials are located in the Start Here folder.

Life Beyond KSU Course Calendar: Topics by Week

Week	Topic	Assignment	Due Date
1	-Course Syllabus Orientation -VISTA Online Orientation -COLLAGE Self Assessment -Course Pre-Test -Schedule appointments for future assignments	*Review the course syllabus *Take the Syllabus Test *Complete the Course Pre-Test *Read the COLLAGE instructions and Complete the COLLAGE Self Assessment *Read the Coaching Assignment Instructions and schedule a meeting with Pamela Jones to discuss your collage results and coaching questions *E-mail your completed coaching questions to Pamela Jones. *Read the Informational Interview Details and e-mail Nancy Schiappa (Alumni Relations) to get connected with an alumni in your selected field or similar.	October 31
2	Career Research	*Career Research Worksheet: Use at least 3 resources complete the Career Worksheet for two careers of interest. *Contact Career Services to set up a mock interview. *Meet with Pamela Jones this week. Bring your Collage results and Coaching Questions. Submit your scanned proof of meeting with Pamela and the answers to your coaching questions.	November 7
3	Financial Literacy	*Read the materials/links provided in the Week 3 folder *Complete the Important Financial Practices Assignment	November 14
4	Employer Research	*Employer Research Worksheet: Using at least 3 sources complete the Employer Research worksheet for two employers. *Update your resume and prepare a Cover Letter for one of the two employers you have chosen. To complete the assignment in week 6: Resume and Cover Letter Critique, you will need to attend Drop In Hours at the Career Services Center.	November 21
5	Alumni Relations	*Informational Interview: Working with Alumni Relations, identify an alumnus employed in a career of interest and conduct an informational interview. Write a 2 pg summary of the information you learned from the interview. Contact and the scheduling of an appointment with the alumnus must be completed no later than the second week of the course.	November 28
6	Career Service Center	*Cover Letter and Resume: Submit a cover letter and resume that has been critiqued and approved by a Career Services Center representative. Submit to Career Services Center for review no later than one week prior to due date. *Mock Interview: Working with Career Services Center complete a mock interview with a Career Services representative. Interview must be scheduled no later than the 2nd week of course.	December 5
7	Synthesis Project Post Test	*Create a plan for life beyond KSU: Submit a 7 page paper outlining what information you have learned and how you will utilize this information for your future. Complete Post-Test Questionnaire	December 12

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: December 17, 2010

The University Requirements Curriculum Committee has approved the following course as a Kent Core course, effective Fall 2011. You will recall that labs for existing Kent Core courses are not subject to the moratorium currently in effect.

PHY 10003, Laboratory Experience in Biology, 1 cr. hr.

Basic course material is included in the electronic workflow. Those materials and the Kent Core questionnaire and sample syllabus are attached.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, Arts and Sciences
URCC

KENT STATE UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Mary Ann Haley, Assistant Dean of Curriculum

Date: December 7, 2010

Subject: Kent Core Lab for January 24, 2010 EPC Meeting

The following was approved by the College of Arts and Sciences Curriculum Committee at our December 2, 2010 meeting:

A. DEPARTMENT OF POLITICAL SCIENCE BACHELOR OF ARTS

1. Establish Course: PHY 21431, Frontiers in Astronomy Lab [01-01] Kent Core
   Co/Prerequisites: PHY 21430
   Description: Laboratory component of PHY 21430. This course may be used to satisfy the Kent Core requirements and the science laboratory component of the Ohio Transfer Module.
   Schedule Type: LAB
   Grade Rule: B-Letter
   Credit by Exam: Not approved
   KENT CORE: LBS-Basic Sciences

Name: Kathy A Poots

Submission Date: 11/15/2010

Organization: Dean Arts & Sciences

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001666 **Date:** 14-NOV-10

Level: 2.00 **of** 3.00 **Currently On The Worklist Of:** Mary Haley, mhaley

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: Manley

Requested Effective Term: 201180

Campus: Kent

College: AS-Arts and Sciences

Department: PHY-Physics

Course Subject: PHY-Physics

Course Number: 21431

Course Title: FRONTIERS IN ASTRONOMY LABORATORY

Title Abbreviation: FRONTIERS IN ASTRONOMY LAB

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 1 to 1

Contact Hours: Lecture - Minimum Hours/Maximum Hours:

Contact Hours: Lab - Minimum Hours/Maximum Hours: 3 to 3

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. LBS-LER-Basic Sciences 2. 3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Undergraduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LAB-Laboratory 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Laboratory component of PHY 21430. ~~Three hour laboratory weekly~~. This course may be used to satisfy the Kent Core requirements and the science laboratory component of the Ohio Transfer Module.

Prerequisites (edited): PHY 21430

Corequisites (edited): PHY 21430

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Preliminaries: scientific notation and all that

3	Plotting changes in the night sky
3	Measuring sidereal time
3	Exploring surface features of the Moon
3	Measuring the period of the Moon
3	Exploring light and lenses
3	Building a telescope
3	Mastering coordinates in the sky
3	Measuring the mass of Jupiter
3	Exploring spectra
3	Measuring the rotation of the Sun
3	Exploring variable stars
3	Developing the Hertzsprung-Russell diagram
3	Predicting stages of stellar evolution
3	Measuring the expansion of the Universe

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Laboratory exercise handouts provided by instructor.

Writing Expectations: Weekly lab reports.

Instructor(s) expected to teach: Graduate assistants in the Physics Department.

Instructor(s) contributing to content: Secaur, Emmons, Barrick, Manley

Proposal Summary

Explain the purpose for this proposal:

To create a new course, PHY 21431, as a laboratory component of PHY 21430 (Frontiers in Astronomy).

Explain how this proposal affects program requirements and students in your unit:

None.

Explain how this proposal affects courses, program requirements and student in other units:

It will provide a much needed Kent Core science laboratory course that can be taken with PHY 21430 as either a pre- or corequisite.

Explain how this proposal affects enrollment and staffing:

We expect that enrollments in PHY 21430 will increase significantly. No need for additional TT or NTT faculty is anticipated.

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

None.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
11/14/2010	D Mark Manley	No comments available.

History:

Date	User	Status
11/15/2010	James T Gleeson	Approved
11/14/2010	D Mark Manley	Submitted

PHY 21431 – Frontiers in Astronomy Laboratory

Fall, 2011
Multiple sections and times
Office: 112 Smith Hall
Hours: 10 - 11 AM and by appointment

Mr. Greg Putman, Academic Lab Manager
Contact information: gputman1@kent.edu
Phone: (330)-672-8734

Learning Outcomes: You will be able to...

- write clear and concise reports of your processes and conclusions from each lab activity.
- use simple tools in clever ways to measure astronomical distances and times.
- explain how scientists can support the claims they make about astronomical phenomena.
- accurately obtain data from some computer simulations and photographs from web sites.
- identify reliable and beautiful patterns in the sky, and make accurate predictions from them.
- explain how the mass of a star determines its properties, its evolution, and its eventual fate.
- feel comfortable and at home with the night sky, and recognize what you see there.

This course may be used to satisfy a Kent Core requirement. The Kent Core as a whole is intended to broaden intellectual perspectives, foster ethical and humanitarian values, and prepare students for responsible citizenship and productive careers.

Required materials:

1) You will need to buy a copy of the lab manual from Wordsmith's Copy Center, 402 East Main Street in Kent. That is in the same block as Starbucks, across the street from the Valvoline oil change shop. The cost is about $12.

2) You will also need to order a simple telescope kit from an online supplier. We are always searching for the best source for quality parts at the lowest price. Your instructor will tell you on the first day of class the address of the site to use. The telescope you make will be yours to keep, and will be adequate to see features on the Moon, as well as the moons of Jupiter. The parts will also be used in other lab activities to maximize the value of your investment.

3) You will also need some common, inexpensive or free items that you can easily find. For example, you will need a plastic protractor, drinking straws, string or thread, tape, a coat hanger, and pliers. **A key feature of this course is that you will carry out many of the activities at home, on your own time schedule,** and that time will include building some simple devices that you will use.

Prerequisites: The companion lecture course, Frontiers in Astronomy (PHY 21430) is the only pre- or co-requisite. You should also be able to do basic arithmetic and use high school algebra. Some trigonometry will be used in several labs, but you will be able to learn what you need from instructions in those activities.

REVISED PHY 11

Registration: The official registration deadline for this course is September 4, 2011. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. You must confirm your enrollment by checking your class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Course Topics and Calendar:

Lab Number	*Topic*	*Due Date – Week of...†*
1	Preliminaries: pre-test, scientific notation and all that	Aug. 29
2	Plotting changes in the night sky	Nov. 28*
3	Measuring sidereal time	Nov. 28*
4	Exploring surface features of the Moon	Sept. 5
5	Measuring the period of the Moon	Nov. 28*
6	Exploring light and lenses	Sept. 12
7	Building a telescope	Sept. 19
8	Mastering coordinates in the sky	Sept. 26
9	Measuring the mass of Jupiter	Oct. 3
10	Exploring spectra	Oct. 10
11	Measuring the rotation of the Sun	Oct. 17
12	Exploring variable stars	Oct. 24
13	Developing the Hertzsprung-Russell diagram	Oct. 31
	Last day to withdraw from class (But why would you want to?)	Nov. 6
14	Predicting stages of stellar evolution	Nov. 7
15	Measuring the expansion of the universe	Nov. 14
	Lab make-up day	Nov. 21
	Seeing how far you have come – post-test and survey	Nov. 28

† Labs are scheduled on various days during the week. Your work will be due on your scheduled lab day of the week indicated.

* These are long-term activities that you will carry out at home. You may hand them in earlier, but we list a due date late in the semester in case bad weather complicates some cycles of observation.

REVISED PH 4/12

Grading policy

You will need 90% of the total points for an A, 80% for a B, and so on. Points are earned as follows:

Pre-test and initial survey	10 points each
Report sheets from fifteen lab activities	20 points each
Post-test and exit survey	10 points each
Total points	340 points

Plagiarism policy

University policy 3342-3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779.

Please note that we would expect that lab partners' answers on report sheets to be very similar, but not identical. Collaborating with your lab partner is not plagiarism.

Disability policy

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 Accessability Services. Contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures.

Class absences

You must make every possible effort to be in class each day, as your lab partner will be depending on you. If you must miss a class for illness, a death in the family, or other legitimate reasons, see Mr. Greg Putman, the Academic Lab Manager, for permission to make up the lab and for available times to schedule the make-up work. Notes from physicians may be required to document illness.

REVISED 1/14/13

PHY 21431 – Frontiers in Astronomy Laboratory

Proposed sequence of activities

1) Plotting changes in the night sky

A long-term activity: during the course, students will make ten observations of the position of the Big Dipper (part of the constellation Ursa Major) at the same time each night and plot the group of stars on the same graph paper.

2) Measuring sidereal time

A long-term activity: students will use scrap cardboard tubes from home to make a simple sighting device and use that to measure the sidereal day. They will then use their measurement to make predictions of future positions of celestial objects.

3) Measuring the period of the Moon

A long-term activity: using the same sighting device as in the previous activity, students will measure the daily motion of the Moon and determine its synodic and sidereal periods.

4) Exploring light and lenses

Using lenses from a kit that students will purchase from a science supply company, students will investigate the properties of convex lenses, including focal length, aperture, f/ratio, and chromatic and spherical aberration.

5) Building a telescope

Again using parts from the kit that students will purchase, they will build a small telescope, measure its operating parameters, and use it to view selected celestial objects, depending on the season.

6) Mastering coordinates in the sky

Using items from around the house and inexpensive purchased items (such as coat hangers, pliers, tape, cardboard, straws, and plastic protractors) students will build a pointer system that will direct them toward a set of selected celestial objects.

7) Measuring the mass of Jupiter

Students will use a computer applet to measure the orbital radius and period of Jupiter's four bright moons, and from those data calculate the mass of the planet. This same method can be extended to find the mass of any celestial object that has another object in orbit around it.

8) Exploring spectra

From their own computers, students will control a set of gas discharge tubes in a laboratory in Smith Hall to determine the spectral patterns of some common elements. Then, using an inexpensive diffraction grating that we will provide for them, they will look for those same elements in light sources in their local environments.

9) Measuring the rotation of the Sun

Using satellite images from the Internet, students will plot the motion of sunspots and from those data, calculate the rate of rotation of the Sun. Depending on the distribution of the sunspots, students may be able to measure the difference in rotation rate from the Sun's poles to its equator.

10) Exploring variable stars

From telescopic images on the Internet, students will plot the light output *versus* time for several different types of variable stars, including eclipsing and pulsating variables. Students will also use those plots to determine the actual distance to some of the stars.

11) Developing the Hertzsprung-Russell diagram

Given a list of 50 stars and their spectral type, distance, and apparent brightness, students will calculate the absolute magnitude of the stars and plot the data to reveal the pattern of the H-R diagram.

12) Predicting stages of stellar evolution

Using the H-R diagrams developed in the previous activity, students will make predictions of the steps remaining in the life of a selected list of stars, and predict the ultimate fate of the stars.

13) Measuring the expansion of the universe

Students will use the Hubble constant and data for 20 selected galaxies to determine their approximate distance from the Earth. Then, using data from Cepheid variable stars, students will estimate the distances to those same galaxies and compare their results.

Kent Core Course Proposal Questionnaire

Please review the Kent Core Policy Statement before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Course Catalog Update workflow and typical course syllabus.

Date: November 14, 2010

Department/School: Physics

Course ID: PHY 21431 Credit Hours: 1

Course Title: FRONTIERS IN ASTRONOMY LABORATORY

Kent Core Category: V. BASIC SCIENCES

Prerequisite(s):

1. Explain how the course addresses (a) concepts central to the subject area and (b) the specific Kent Core learning goals listed in the *University Catalog*:

a. Acquire critical thinking and problem-solving skills

Astronomy is unique in that one can never reach out and change the objects under investigation. As such, all laboratory investigations in the subject require a level of critical thinking and interpretation that is unique to this field.

b. Apply principles of effective written and oral communications

Oral communication is difficult to cultivate and assess in a laboratory format, but written communication is essential. Students will write answers to questions in their lab report sheets, and will of course routinely be involved in conversation with lab instructors. Because some of the proposed activities will be completed in the evenings at home, students will also communicate with their instructors through e-mail and real-time 'chat' sessions.

c. Broaden their imagination and develop their creativity

It would be difficult to envision a course that develops imagination more than a course in astronomy! (Huge numbers, for example, are often referred to as 'astronomical'.) Tremendous imagination is required to conceive of astronomical sizes and distances, as well as astronomical processes, such as star formation, supernovae explosions, and gravitational collapse. Even holding in one's mind the elegant shape of a planet's orbit requires imagination.

d. Cultivate their natural curiosity and begin a lifelong pursuit of knowledge

Nearly every physicist will say that he or she was fascinated by the stars as a child. Throughout human history, we have been interested in the changing appearance of the

PHY 16

sky. This course taps into that stream of natural human curiosity.

e. Develop competencies and values vital to responsible uses of information and technology

Some of the activities in this course will involve the use of computer simulations as sources of data, so students will need to use computers appropriately.

f. Engage in independent thinking, develop their own voice and vision and become informed, responsible citizens.

The study of astronomy produces a sense of humility and interdependence in its students, as they see Earth as a small place with no visible boundaries, where we must all learn to live together, or perish together.

g. Improve their understanding of issues and behaviors concerning inclusion, community and tolerance

As in the previous question, students of astronomy are immediately impressed with the need to live and work together for our common good, and even our common survival.

h. Increase their awareness of ethical implications of their own and others' actions

This course has less to say about the import of individual actions, but as suggested in the previous two responses, the implications of our collective, corporate actions quickly become clear in the study of astronomy.

i. Integrate their major studies into the broader context of a liberal education

The independent thinking skills students will sharpen in this course will be of great service in any course. And as previously discussed, appreciation of and wonder about the heavens underlie much of the development of art, literature, philosophy, and religion, as well as the development of science.

j. Strengthen quantitative reasoning skills

Several of the lab exercises will guide students into developing quantitative reasoning skills. As an example, students will learn to use data about the Galilean moons as a means for determining the mass of Jupiter.

k. Understand basic concepts of the academic disciplines

Students will learn basic concepts such as how to use scientific notation, and how to make and interpret scientific measurements.

2. If this course is being proposed for Category I (composition) or Category II (mathematics and critical reasoning), indicate the essential skills that the course is intended to teach, sharpen or strengthen. (Skip this question if the proposed course is intended for other categories.)

3. State how the course is representative of a field that has attained maturity and substance with critical mass of its own scholarly literature, methodology, community of specialists and conceptual framework.

Physics, the oldest and most mature of the sciences, is itself rooted in astronomy. Serious study of astronomical problems dates back more than 2000 years. It is not a stagnant field, however, as research in astronomy continues to the present day.

4. Are adequate resources available for this course (e.g., faculty, classroom space, equipment, library holdings)? If yes, explain.

The on-line resources for the activities can be stored on Vista and distributed indefinitely. Each student or pair of students will be expected to purchase an inexpensive kit from a science supply company to build a small telescope, which will remain the property of the student(s). We are considering using interested upper-class Physics majors as assistants who will receive and process lab reports and answer routine student questions. With those students, or graduate students, as assistants we will have enough faculty to support the laboratory course properly.

5. Has this course been offered previously?

No.

6. Given the available Kent Core course options, why is it important that this course be added as an option for students in fulfilling their Kent Core?

Since all students must have a minimum of one credit hour in laboratory science to graduate, Kent core courses with concurrent laboratory programs are sought out. About 10 years ago, the annual enrollments for PHY 21430 used to be about 1400 students. We anticipate that PHY 21431, which can be taken with PHY 21430 as a pre- or corequisite, will be a welcome addition to the available science labs from which students may choose.

7. Please complete and attach the Kent Core Learning Outcomes Assessment Plan, and attach a sample syllabus.

PHP 19

Kent Core Learning Outcomes Assessment Plan

Course number, title (credit hours): **PHY 21431, Frontiers in Astronomy Laboratory (1 hour)**

Department/School: **Physics** Proposed Kent Core Category: **Basic Sciences (V)**

A sample syllabus must accompany the plan.

I. Kent Core learning objectives	II. Ohio Transfer Module learning objectives	III. What corresponding learning outcomes are included in this course?	IV. What method(s) will be used to assess student learning?	V. What evidence of this assessment will be presented annually for the five-year Kent Core review of this course?
Acquire critical thinking and problem solving skills	Evaluate arguments in a logical fashion; demonstrate competence in analysis and logical argument	Students will be able to use simple tools in clever ways to measure astronomical distances and times; explain how scientists can support the claims they make about astronomical phenomena.	Evaluation of lab reports from many Activities, especially numbers 3, 5, 9, 13, 14, and 15. **Please see the attached syllabus, page 2.**	Student scores from the lab reports indicated in the previous column; results from the Pre-Test and Post-Test; and results from the initial and exit surveys. **Please see the note, below.**
Cultivate their natural curiosity and begin a lifelong pursuit of knowledge		Students will be able to feel comfortable and at home with the night sky, and recognize what they see there.	All of the activities in this course draw on and are intended to nurture students' natural curiosity.	Results of the annual Student Survey of Instruction; results from the initial and exit surveys.
Understand basic concepts of the academic discipline	Employ the methods of inquiry characteristic of natural sciences, social sciences and the arts and humanities	Students will be able to use simple tools in clever ways to measure astronomical distances and times; explain how scientists can support the claims they make about astronomical phenomena; identify reliable and beautiful patterns in the sky, and make accurate predictions from them; explain how the mass of a star determines its properties, its evolution, and its eventual fate.	Evaluation of lab reports from many Activities, including numbers 1, 2, 5, 9, 10, 13, 14, and 15.	Student scores from the lab reports indicated in the previous column; results from the Pre-Test and Post-Test; and results from the initial and exit surveys.

Note: Several well-tested surveys of students' attitudes toward astronomy and knowledge of the methods and principles of science exist, including the *Maryland Physics Expectation Survey* (Redish, 2001), the *Survey of Attitudes Toward Astronomy* (Zeilik, 1999) and the *Knowledge of Science Inventory* (Secaur, 1994). The most appropriate questions from these instruments will be selected and administered to all students at the beginning and end of each semester.

Draft PHY 20

ASSURANCES:

By submitting this proposal, we assure that:

1. The faculty members 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 University Requirements Curriculum Committee.
3. Modifications to the course and/or assessment plan will be based on the annual review.

Department Chair/School Director (or designee) Signature _____ Date 11/29/10

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001203

Date: 16-SEP-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, 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: Tim Berard

Requested Effective Term: 201180

Campus: Kent

College: AS-Arts and Sciences

Department: SOC-Sociology

Course Subject: JUS-Justice Studies

Course Number: 37511

Course Title: Immigration: Law, Crime & Justice

Title Abbreviation: Immigration Law Crime Justice

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. DIVG-Diversity Course-Global 2. 3.

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): This course covers issues of immigration related to law, crime, and justice. Students will be introduced to issues of international diversity through the consideration of issues of law, criminal justice, and social justice related to immigration. Topics to be covered include legal and illegal immigration, immigration law enforcement, immigrants as criminal offenders and as crime victims, police-community relations, immigrants in correctional or detention facilities, and immigration as a national security concern and controversy.

Prerequisites (edited): Junior standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Immigration law in relation to crime & justice
	Illegal immigration; undocumented

6	immigrants
3	Immigrants and offending
3	Victimization of immigrants
6	Police and immigrant communities
3	Immigrants and corrections, detention
3	Immigration and deportation post 911
3	Asylum
3	Transnational crime, border control and criminal justice
6	Comparative studies of immigration, law, justice, & crime
3	Immigration debates; immigration reforms

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: David Brotherton and Philip Kretsedemas (eds) Keeping Out the Other: A Critical Introduction to Immigration Enforcement Today; Supplemental reading packet including selected book chapters

Writing Expectations: Instructor choice between essay exams, term paper, reading responses

Instructor(s) expected to teach: Farhad Sethna, J.D., M.B.A.; Tim Berard, Ph.D.; Keba Sylla, M.A. ABD

Instructor(s) contributing to content: Tim Berard; Farhad Sethna

Proposal Summary

Explain the purpose for this proposal:

This proposal is to establish a new course in Justice Studies on the topic of Immigration: Law, Crime & Justice, and to seek global diversity certification. The primary pedagogical value will be to allow students to engage in academic study and discussion on this important topic, and to increase intercultural and international understanding and tolerance through higher education. A secondary pedagogical goal is to allow Justice Studies students to satisfy the global diversity requirement in a manner that is directly relevant to their chosen careers.

Explain how this proposal affects program requirements and students in your unit:

This course would provide students in the unit with a new elective offering, one which could be used to satisfy the global diversity requirement.

Explain how this proposal affects courses, program requirements and student in other units:

Some students in other units will likely choose this as an elective course because of the topic or as a preferred way to satisfy the global diversity requirement.

Explain how this proposal affects enrollment and staffing:

Two part-time instructors are available to teach this course, and Tim Berard, Associate Professor, is also available. The course is not required so the Chair would have wide discretion as to how many sections to offer annually. Enrollment would likely increase due to a large proportion of the many Justice Studies students choosing to satisfy the global diversity requirement with a major elective.

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

None

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
9/16/2010	Timothy J Berard	No comments available.

History:

Date	User	Status
12/23/2010	Mary Ann Haley	Approved
11/16/2010	Richard T Serpe	Approved
9/16/2010	Timothy J Berard	Submitted

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: SOCIOLOGY

Course Number: JUS 37511 **Credit Hours:** 3

Course Title: Immigration: Law, Crime & Justice

Diversity Category: Global

Prerequisite(s): Junior Standing

Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.

   The course objectives for this course overlap significantly with the objectives for diversity instruction. The course aims to foster understanding relevant to living, voting and working in a multicultural society which includes tens of millions of immigrants, many legal citizens or residents, and many others undocumented. The course aims to increase understanding of the economic and social reasons people immigrate to the U.S. and to Europe from orgins such as Latin America and Africa, addressing stereotypes of criminal motives for immigration. The course aims to humanize immigrants and recognize common immigrant aspirations to be integrated into the economic, social and political life of their chosen countries, going beyond stereotypes depicting them as economic parasites, terrorists, and public health risks. The course aims to diplomatically and academically shed insight and encourage renewed reflection on issues and minority groups often (mis)understood in a xenophobic manner. Students will be asked to consider questions such as whether/how immigration law and law enforcement is discriminatory; whether post-industrial Western democracies are actually supportive of multiculuralism or integration with respect to immigrants; how communications and interactions with immigrants can be managed effectively and ethically in legal and criminal justice contexts; what might be common themes in the comparative study of immigration and immigration controls, comparing for example Latin American immigration to the U.S., Roma immigration to France, African immigration to Southern Europe. The course is inherently, essentially, about diversity and international migration, and how improved understanding can be conducive to improved social relations, with special emphasis on professional work and public policy in the fields of law and criminal justice.

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?

   The course was offered in Spring 2010 as a special topics course through Arts and Sciences, because Justice Studies lacked an appropriate special topics venue. Student response was

Soc (Jus) 45

positive. For the second section of the course, Fall 2010, content related to immigration issues in Europe was added, partly to address global diversity issues in a comparative manner.

3. For what audience would this be a particularly good diversity course? Explain.

   Students with interests in immigration, social problems, crime, law, justice, national security, or public policy, including those preparing for careers in human relations & public service sectors.

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 current Instructor, Mr. Farhad Sethna, J.D., M.B.A., is an immigration attorney who respects and serves the needs of a diverse clientele. He is also an ethnic minority and an immigrant. In communications and service prior to appointment and subsequently he has consistently communicated and displayed professional and personal values supportive of diversity and diversity instruction. The Undergraduate Coordinator for Justice Studies, Tim Berard, met with him multiple times before the course was offered to discuss the nature and expectations for the course. Professor Berard has taught another diversity course, Minorities in Crime & Justice, many times, and has a record of academic publications and presentations related to diversity issues, including immigration and deportation. Mr. Keba Sylla wrote his M.A. thesis on discrimination against Muslim immigrants post 9/11, has worked for Immigration and Customs Enforcement as a translator, and is a minority, immigrant scholar.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

   Maximum enrollment 50; One section per year, possibly more if justified by enrollment. No additional resources are expected to be required.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   The Undergraduate Coordinator for Justice Studies in coordination with the Department Chair will review syllabi, student surveys of instruction, selected coursework and course grades at least annually. Further steps can be taken if such a review is insufficient to confirm the effectiveness of the course, including with respect to diversity instruction.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   In addressing immigration, this course necessarily addresses global diversity issues, although the majority of the course materials also address immigration to the U.S. and immigrants in a U.S. context. Global diversity status is appropriate given the inherently global/international nature of immigration, and secondarily because justice studies has two domestic diversity courses already and we want to provide our students with a global diversity course that is approached and recognized in that manner. The course will include multiple reading assignments and lectures/discussions addressing immigration in other national contexts.

Name of person preparing form: Tim Berard Submission date: 17-NOV-10

Signature of chair/director verifying curriculum committee approval 11/17/10 Date

SOC (JUS) 46

Course Syllabus

Special Topics Course:
Immigration: Law, Crime & Justice
Fall, 2010
Professor Sethna

Course # JUS 37095
Section # 001
CRN #: 20223
Room: Bowman 221
Schedule: Tuesdays 6:15-8:55

Required Texts: Brotherton, *Keeping Out the Other* (available at KSU bookstore)
Course Packet(s) (available from instructor in class)

Professor: Farhad Sethna, J.D., M.B.A.

Office: 308 Merrill Hall (Sociology Department)

Phone: (330) 672- _____ [phone # to be determined in September]

Note: voice-mail at the office phone is not a reliable way to handle timely concerns – the best way to contact me is by e-mail at fsethna@immigration-america.com (start subject line with "KSU-CLASS" in all emails to help me find and prioritize your emails)

Office Hours: Tuesday evening after class, otherwise by arrangement.

Note: please arrange **and confirm** any consultation either in person, or before class by e-mail or phone.

Prerequisites: This is a junior level course. Students who do not have junior status should speak with the course instructor about whether they are sufficiently prepared.

Course Description & Objectives

This course will cover issues of immigration related to law, crime, and justice. A primary objective will be introducing students to issues of international diversity through the consideration of issues of law, criminal justice, and social justice related to immigration. Related objectives include the development of knowledge, understanding and cultural awareness relevant to civic participation and professional work dealing with immigration and immigrants, with special reference to issues of law and justice. Topics to be covered include legal and illegal immigration, asylum law, immigration law enforcement, immigrants as criminal offenders and as crime victims, relations between immigrant communities and police, and immigration as a national security concern and controversy.

Soc (Jus) 47

Successful students will be able to demonstrate, through class participation and essay exams, understanding of how immigration relates to issues of law, crime, criminal justice, and social justice, and also will be able to demonstrate, through class participation and essay exams, understanding of how immigration is an important aspect of social and cultural diversity, with reference to multiple national contexts and to international affairs.

First Class

Please research your family background – which countries did your ancestors come from? When? Probe your legal status - citizen / permanent resident / foreign student – be prepared to share your family background with the class. Also try to explain your interest in immigration – and what you expect to get from the class. Finally, share your choices for a career path upon graduation so that the materials can be made as relevant as possible to your future choice(s).

Grading

A base-line grade will be calculated for each student by adding his/her final scores on the class components listed below. The base-line grade will be the final course grade except where extra credit is awarded (e.g. for excellent participation or for extra credit opportunities) and/or penalties are imposed (e.g. for disruptive behavior or academic misconduct). Penalties may range up to 40 points, i.e. course failure, depending upon the severity of the problem(s), as judged by the course professor.

Students are responsible for keeping identical copies of all papers turned in, and all coursework handed back, and for staying informed of their course standing by keeping track of their grades.

Final Grades

93-100 %	A
90-92.9 %	A-
87-89.9 %	B+
83-86.9 %	B
80-82.9 %	B-
77-79.9 %	C+
73-76.9 %	C
70-72.9 %	C-
67-69.9 %	D+
60-66.9 %	D
0-59.9 %	F

Grading Specific to this Class

Mid-Term and Final Exam (30% + 50%)

Soc (Jus) 48

There will be a mid-term exam composed of questions covering material covered up to and including the class before the mid-term. The mid-term will comprise 30% of your grade. There will be a final exam or a paper that will cover the material covered over the entire semester, but which will be weighed more toward material covered after the mid-term. The final exam or paper will comprise 50% of your grade. The mid-term and final exams will be made up of essay-type questions. BOTH EXAMS WILL BE OPEN-BOOK.

Class participation (20 %)

The remaining 20% of your grade will be determined on the basis of class participation. Simply attending class will not count for participation. Class participation requires that you come to class having read the materials, prepared and eager to learn, and willing to participate in discussion and in answering questions. Participation grades will be informed by attendance records and records of participation.

Attendance Policy

Students are expected to attend class consistently. Students are also expected to come to class on time, stay until the end of class, and to dedicate their time in class to academics.

Students with flu symptoms should be very conscientious in preventing the spread of the flu. Flu-related absences and missed deadlines will be handled with understanding, but timely communication about absences and fulfillment of class expectations is very important.

Academic Misconduct and Disruptive Behavior

Students should familiarize themselves with relevant sections of the University's Digest of Rules and Regulations, including the sections on class attendance and class absence, class disruptions, expectations for students, regulations for student behavior, and student cheating and plagiarism (see material below). Violations include, but are not limited to, disrupting classroom activities, cheating on examinations, plagiarism in written work (see attached handout), and misrepresenting the reasons for absences. Sanctions can include penalties or loss of credit for the relevant coursework, suspension from class, loss of credit for the course, and administrative action such as probation, suspension or expulsion from the university.

Submission of Work in the Department

Students leaving materials (e.g. medical excuses, coursework) for professors in the sociology department are required to have the submission documented and dated by department staff during business hours.

Student Accessibility Policy

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 12th. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Revisions to Syllabus

The course professor reserves the right to revise and adapt course policies and/or course requirements in the event of unforeseen developments during the course. Any revisions would be announced in class.

Course Schedule and Reading List

Readings should be completed before the classes for which they are assigned – please see detailed attached list of readings from text and supplementary materials. STUDENTS ARE EXPECTED TO COME PREPARED TO CLASS. Class Participation (not just attendance) will count for 20% of the grade; the exams for the balance.

Exam Schedule

Mid-Term exam: 6:15-8:55 - Tuesday October 19 in regular classroom - 30% of grade

(Any change to mid-term exam date would be communicated beforehand)

Final Exam: 5:45-8 pm - Tuesday, December 14 in regular classroom – 50% of grade

---

Note: all students are required to start the final exam at the beginning of the exam period.

Mid-term and Final grade information should be available on Flashline the Wednesday following the week of the respective exam.

Any coursework returned by the end of the semester will be kept on file through the end of the following semester.

Soc (Jus) 50

STUDENT CHEATING AND PLAGIARISM: Condensed Version

[For the complete policy and procedure, go to www.kent.edu/policyregister and search for policy 3342-3-01.8, or see http://www.kent.edu/policyreg/chap3/3-01-8.cfm or http://www.kent.edu/policyreg/chap3/upload/3342.3.01.8.pdf]

Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. The university affirms that acts of cheating and plagiarism by students constitute a subversion of the goals of the institution, have no place in the university and are serious offenses to academic goals and objectives, as well as to the rights of fellow students.

"Cheat" means to intentionally misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Cheating includes, but is not limited to:

1. Obtaining or retaining partial or whole copies of examinations, tests or quizzes before these are distributed for student use;

2. Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;

3. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;

4. Securing, giving or exchanging information during examinations;

5. Presenting data or other material gathered by another person or group as one's own;

6. Falsifying experimental data or information;

7. Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;

8. Cooperating with another to do one or more of the above;

9. Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented; and

10. Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.

"Plagiarize" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to:

a. The copying of words, sentences and paragraphs directly from the work of another without proper credit;

SOC(Jus) 51

b. The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings of another without proper credit; and

c. The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

Academic Sanctions, From Section D

The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. Kent campus instructors shall notify the department chairperson and the student conduct office each time a sanction is imposed. Regional campus instructors shall notify the regional campus dean and the student conduct officer each time a sanction is imposed. Regional campus student conduct officer shall notify the Kent student conduct office each time a sanction is imposed by a regional campus Instructor. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. In those cases the instructor may:

1. Refuse to accept the work for credit; or

2. Assign a grade of "F" or zero for the project, test, paper, examination or other work in which the cheating or plagiarism took place; or

3. Assign a grade of "F" for the course in which the cheating or plagiarism took place; and/or;

4. Recommend to the department chair or regional campus dean that further action specified in the rule be taken. The department chairperson or regional campus dean shall determine whether or not to forward to the academic dean or to the vice president for the extended university a recommendation for further sanction under this rule.

Procedures for invoking sanctions. (From Section E)

(1) Academic administrative procedures pertaining to paragraph (D)(1)(a) of this rule. In the event that an instructor determines that it is more probable than not that a student in a course or program under the instructor's supervision has presented work for university credit which involves an act of cheating, plagiarism or cooperation in either, then the instructor shall:

(a) Inform the student as soon as is practical, in person or by mail, of the belief that an act of cheating or plagiarism has occurred. If the student cannot be reached in a reasonable period of time, the instructor may proceed with sanctions, notifying the student in writing as promptly as possible of the belief and the procedural steps the instructor has taken.

(b) Provide the student an opportunity to explain orally, in writing, or both, why the student believes the evaluation of the facts is erroneous.

(c) If the explanation is deemed by the instructor to be inadequate or if no explanation is offered, the instructor may impose one of the academic sanctions listed in paragraph (D)(1)(a) of this rule. Where appropriate, the instructor may recommend the imposition of academic sanctions listed in paragraph (D)(1)(b) of this rule. In

addition, the instructor may refer the matter to the dean of the college, campus, or school in which the student is enrolled for imposition of academic sanctions listed in paragraph (D)(1)(b) of this rule.

(d) The instructor shall notify the office of judicial affairs of the circumstances and action taken. Such notification will be used as background information in the event that formal conduct charges are initiated against the student.

(e) The instructor shall inform the student in writing of the right to appeal, and the procedure to follow.

(f) The instructor shall keep the evidence of cheating or plagiarism in a secure place and provide it upon request to any appeals officer or the conduct officer. The instructor shall provide copies on request to the student at the student's expense.

(g) The instructor shall cooperate with academic and student conduct personnel in any appeal of the decision, and/or in adjudication of any disciplinary proceedings.

Soc(Jus) 53

Special Topics; Criminal Justice – Kent State University; JUS 37095 Special Topic: Immigration: Law, Crime & Justice
Instructor: Farhad Sethna; List of Readings and Assignments

Class week	Theme	Primary reading: Brotherton: Keeping out the Other: additional readings in packet
1-Aug-31	Introduction	No readings: Background and class philosophy; student goals; structure of class; syllabus; explain readings; review terminology
2	Power Without Process	Ch 8: Exiling new Yorkers (17); Ch 1: Open Markets, Militarized Borders (19)
3	Power Without Process	Ch 4: Democracy and Immigration (13); Ch 2: Unchecked Power (11) Supplemental reading: Immigrants at the Margins (Calavita) (31)
4	America's Fear	Ch 3: Immigration, Terrorism (17); Ch 9: Invisible Removal (23)
5	Immigration Policy	Ch 10: Why Black Immigrants Matter (27) Supplemental reading: Terror and Isolation in Cobb (ACLU) (23)
6	Crime and Immigration	Supplemental - Sethna: Immigration Crimes, Removal and Relief from Removal Supplemental reading: Automatic Citizens, Automatic Deportees (Romero) (18)
7	Law Enforcement	Ch 6: Presumption of Guilt (23) Supplemental reading: Latinos and the Police (Culver) (45)
8-Oct-19		Mid-Term Exam
9	Identifying Aliens	Mid Term Discussion; Ch 15: What Does an Undocumented Alien look like? (20) Supplemental reading: Misusing Immigration Policies (Hing) (24)
10	Asylum and Relief	Ch 7: Asylum Seekers (15) Guest speaker
11		(Overflow day – discussion regarding asylum interview); Guest speaker (TBA) Supplemental reading: Judging Mohammed: Juvenile Delinquency (Terrio) (28)
12	Justice for the Undocumented	Ch 11: Rafiu's Story (16); Ch 12: Families for Freedom (24) Supplemental reading: Postville, IA – Case Study

Sept (Tus) 54

13	Race-Based Crime	Supplemental reading: Anti-Asian Violence and Asian America (Aguirre, Baker) (18) Supplemental reading: Worldwide Perspective (LeMay) (19)
14	International Crime	Supplemental reading: Transnational Threats (Thachuk) (29) Supplemental reading: Transnational Crime and Justice (Reichel) (24)
15	Immigration "Reform"?	Ch 13: Bordering the Other (19); Ch 14: Framing the Debate (15) Discussion of Comprehensive Immigration Reform
16-Dec-14		Final Exam

Soc (Jus) 55

Modified 8:30 on 30th July, 2010

qe906ssi Student Survey of Instruction

KENT STATE UNIVERSITY

PAGE 100

JUSTICESTU - SPRING 2010

INSTRUCTOR REPORT

07-30-2010

INSTRUCTOR	CALL#	DEPT	COURSE TITLE	BLDG	ROOM	TIME	DAYS	ENROLLED	SURVEYS	NORMING GROUP
SETHNA	20699	AS	30095 ST:IMMIGRATION LAW, CRIME JUS	BOW	00222	0615PM	T	4	4	Not Normed

STUDENT ITEMS

	MAJOR	MINOR	LER	ELECTIVE	OTHER	OMITTED
1 I am taking this course for:	25.0%			50.0%	25.0%	

	0	1-2	3-5	6-8	9+
2 How many classes did you miss?		100.0%			

	A	B	C	D	F
3 The grade I expect to receive in this course	25.0%	75.0%			

	0.0-1.9	2.0-2.5	2.6-3.0	3.1-3.6	3.7-4.0
4 What is your current KSU Grade Point Average?		50.0%	25.0%		25.0%

	STRONGLY AGREE	AGREE	NEITHER A/D	DISAGREE	STRONGLY DISAGREE	OMITTED	SECTION MEAN	SECTION SD	NORMS MEAN	NORMS SD
STUDENT COMMITMENT AND LEARNING										
5 I did the required preparations for each class.	50.0%	25.0%	25.0%				4.25	0.83		
6 I learned valuable information/skills from this course.	100.0%						5.00	0.00		
INSTRUCTOR ITEMS										
COURSE ORGANIZATION										
7 Expectations were clear to me throughout the course.	75.0%	25.0%					4.75	0.43		
8 The structure/organization of the course helped me learn.	75.0%	25.0%					4.75	0.43		
9 The course materials/activities helped me learn.	75.0%	25.0%					4.75	0.43		
EVALUATION PRACTICES										
10 The assignments and tests allowed me to demonstrate what I learned.	50.0%	50.0%					4.50	0.50		
11 I received feedback about my progress throughout the course.	50.0%	50.0%					4.50	0.50		
INSTRUCTOR CHARACTERISTICS										
12 The instructor gave clear written/oral explanations.	25.0%	75.0%					4.25	0.43		
13 The instructor motivated me to think about the subject.	100.0%						5.00	0.00		
14 The instructor demonstrated knowledge of the subject matter.	100.0%						5.00	0.00		
15 The instructor showed respect for students.	25.0%	75.0%					4.25	0.43		
16 The instructor was available for individual consultation.	75.0%		25.0%				4.50	0.87		
**Total of Instructor Items 7-16	65.0%	32.5%	2.5%				4.63	0.53		

Soc(Jus) 56

CONTINUATION: CALL# 20699

	STRONGLY AGREE	AGREE	NEITHER A/D	DISAGREE	STRONGLY DISAGREE	OMITTED	SECTION MEAN	SECTION SD	NORMS MEAN	NORMS SD
PHYSICAL FACILITIES, EQUIPMENT AND TECHNOLOGY										
17 The classroom and physical facilities support the learning activities in this course.	75.0%		25.0%				4.50	0.87		
18 Equipment and technology used supported the learning activities in this course.	75.0%		25.0%				4.50	0.87		

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR					
SUMMARY QUESTION										
19 Overall, how would you rate your learning experience in this course?	75.0%	25.0%					4.75	0.43		

Soc (Jus) 57

Qualitative Feedback

Spring 2010 Special Topics: Immigration: Law, Crime & Justice

Instructor: Mr. Farhad Sethna, J.D., M.B.A.

Four students were enrolled in the course; all four provided written feedback on student surveys of instruction. The following are all written comments provided:

"I wanted to learn about immigration in America, I learned about it and so much more"

"All info provided via text, supplemental readings, and trips made learning so much easier"

"He was very straight forward + provided constructive criticism through out"

"Textbook was great!"

"Made a major change to the syllabus in late March which seemed inappropriate"

"Interest was very high in this class. Material was always fresh and interesting"

Prepared by Tim Berard, Ph.D., Undergraduate Coordinator for Justice Studies

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001691

Date: 16-NOV-10

Level: 4.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, dwilliam

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Revise

Faculty member submitting this proposal: Chas Baker

Requested Effective Term: 201180

Campus: Kent

College: CA-Arts, The

Department: MUS-Music

Course Subject: MUS-Music

New Course Subject: MUS-Music

Course Number: 42161

New Course Number:

Course Title: HISTORY OF JAZZ

Title Abbreviation: HISTORY OF JAZZ

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. DIVD-Diversity Course-Domestic 2. 3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
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. 3.

Credit by Exam: Select Credit by Examination. . .

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description: The evolution of jazz from its origin to present. 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	Topic Description
18	Listening Skills - "The Expectation Principle," repetition in music, jazz

	instrumentation, elements of music, jazz structure and form
9	Roots of Jazz - traditional African music, American root music, European "Classical" music
18	Jazz History and Evolution - "The Mount Rushmore of Jazz," jazz history by the decade, the evolution of jazz from 1900 New Orleans through the twentieth century to the present as a global art music

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: none

Writing Expectations: exams: short answer and essay

Instructor(s) expected to teach: Chas Baker, Bobby Selvaggio, Ethan Miller (online)

Instructor(s) contributing to content: Chas Baker, Bobby Selvaggio, Ethan Miller

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to achieve diversity status for the History of Jazz.

Explain how this proposal affects program requirements and students in your unit:

This course is an upper-division elective and not a requirement for music students.

Explain how this proposal affects courses, program requirements and student in other units:

This course will not affect courses, program requirements, or students in other units, other than offering an additional option for the diversity requirement.

Explain how this proposal affects enrollment and staffing:

Two sections will be offered. Approximately 150 students are expected. Current staffing will be sufficient.

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

Other units were not consulted.

Revisions made to form (if applicable):

- [ ] Course Content
- [ ] Credit by Exam
- [ ] Credit Hours
- [ ] Cross-Listed / Slash
- [ ] Description
- [x] Diversity
- [ ] Grade Rule
- [ ] Liberal Education Requirement (LER)
- [ ] Number
- [ ] Prerequisites
- [ ] Schedule Type
- [ ] Subject
- [ ] Title
- [ ] Title Abbreviation
- [ ] Writing-Intensive (WIC)
- [ ] Other

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3
OBR Program Code: 10	**OBR Subsidy Code:** 09
CIP Code: 500902	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
11/19/2010	Donald R Williams	URCC approval November 19, 2010.
11/16/2010	Ralph Lorenz	Approved by the College of the Arts College Curriculum Committee on 5 November 2010.

History:

Date	User	Status
11/19/2010	Donald R Williams	Approved
11/16/2010	Ralph Lorenz	Approved
11/16/2010	Denise A Seachrist	Approved
11/16/2010	Ralph Lorenz	Submitted

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: 42161 **Credit Hours:** 03

Course Title: History Of Jazz

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 of African-American artists throughout the history of Jazz music. These influences were cultural as well as artistic. Considerable attention is given to the challenges these artists faced in a still segregated American society during the first half of the twentieth century. The resourceful tactics employed by musicians were necessary in order to function as bands traveled throughout the United States. As a result, the music played an important role in changing the perception of mainstream Anglo-American culture towards African-Americans. By the end of the century, Jazz was a global art form.

   The role of women in Jazz reflected gender role stereotypes in society as well. The rise of women as important performers, composers, and band leaders is also discussed.

   This course is presented in two parts: Listening skills and History/Evolution. The History/Evolution phase begins with Roots of Jazz. A brief examination is made of both African traditions and European Classical Music as they existed at the outset of Jazz. Field recordings of traditional African music are presented, as well as more contemporary African artists such as King Sunny Ade and Youssou N'dour. Selections of European Classical music are also presented.

   The History phase centers around "The Mount Rushmore of Jazz": Louis Armstrong, Edward Kennedy "Duke" Ellington, Charlie Parker, Miles Davis, and John Coltrane. The recorded output of these innovators and hundreds of their contemporaries are presented, by the decade, as the music evolves through the twentieth century and into the present as a global art music.

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?

   This course has been offered since 1975. It has always included materials relevant to diversity issues.

3. For what audience would this be a particularly good diversity course? Explain.

   The core audience would be any students interested in Jazz or in expanding their understanding of the world's great art musics. Many students of various ethnic backgrounds seem to be largely unaware of the contributions that African-Americans, in particular, have made to the development of this 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 Jazz Studies or extensive practical experience in Jazz music. The coordinator will make the faculty aware of the diversity issues by providing an overview of the class and a 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?

   Beginning Spring semester of 2011, two sections will be offered. The maximum enrollment per section will be 45 to 125 for the on-ground sections, depending on availability of classroom space. An online section is currently being developed. 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 (exams of multiple choice, matching, short answer, diagrams, and short essay assignments related to all material in the course). Domestic diversity issues will be included in exams.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   Both. Jazz is the first music to evolve with a specific connection to twentieth-century technology (recordings, electronic instruments, and now, global communications). As such it is a perfect model for how an art form could emerge as an African-American expression and quickly diversify and expand into what is now a global art.

Name of person preparing form: Chas Baker Submission date: October 19, 2010

_____ _____

Signature of chair/director verifying curriculum committee approval Date

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001837

Date: 05-DEC-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, 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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 31510

Course Title: Global Project Management and Team Dynamics

Title Abbreviation: Globl Proj Mgmt and Team Dynam

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:**
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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Explains to technical and non-technical students alike what it takes to lead teams and projects from start to finish. Students will learn the critical and common challenges of leading projects and managing teams, studying diagrams and war stories of successes and failures using practical tools and methods.

Prerequisites (edited): DSCI 22510 Management of Digital Systems

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Project Management in context of Outsourcing, Offshoring, and Globalization: From Collocated to Captive Centers
	Project Management in the context of

9	Outsourcing, Offshoring, and Globalization: Global State of Information Security; Hidden Costs of Offshore Outsourcing; Case Study: Cathay Pacific
9	Global Project Analysis and Delivery: Statement of Work (SOW); Work Breakdown Structure (WBS); Project Plan, PERT and Gantt charts; The PMO; Lifecycle Methodologies and Frameworks; Team Exercise: Lost at Sea
12	Global Project Analysis and Delivery: Project Modularization, Activity-based-costing (ABC), budgeting; Project Modeling and Reengineering; Contracts, RFPs, SLAs, and OLAs; 14 reasons why projects fail; 10 Capabilities of Project Managers
6	Global Project Management: Project integration, kill-points, controls, close-outs, and handoffs; Vendor selection, RFPs, and Vendor Negotiation and Contracting; Building Successful Global Teams (1, 2, and 3); Case: ERP Integration Project
3	Presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Making Things Happen: Mastering Project Management (Theory in Practice), by Scott Berkun, O'Reilly Media, 2008, ISBN-10: 0596517718, ISBN-13: 978-0596517717

Writing Expectations: Quizzes, exams, statements of work, project plan, status reports, and project completion summary reports

Instructor(s) expected to teach: Faculty from Management and Information Systems; Library and Information Science

Instructor(s) contributing to content: Pratim Datta (MIS), Ryan Conlon (MIS), Raj Chowdhary (TECH)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course in the proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course in the proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units. A course proposal will also be submitted by MIS and the two courses will be cross-listed.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from MIS and Technology developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/12/2011	Robert A Walker	Approved
1/12/2011	Donald R Williams	Returned To Prior Approver
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

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: DSCI 31510 **Credit Hours:** 3 **Effective Term:** Fall 2011

Course Title: Global Project Management and Team Dynamics

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

Students will be required to write multiple documents related to project management. The documents will include Statements of Work, Project Plan, Update Status Reports, and Project Completion/Summary Reports. All of the documents will require some iteration with the most iterations occurring during the Project Plan.

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)

Since the course is Global Project Management and Team Dynamics, the documents written are those used when a Project manager initiates, executes and completes a project. Students will become effective writers for this discipline.

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)

To guide students, outlines of what is expected and examples of projects will be used. Small projects, of course, will require short concise documents. Larger projects will require longer documents. In this course we will only get to small/med sized projects so the likely maximum length of the Project Plan will be 6 pages.

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

All writing assignments will get feedback. The Project Plan will get the most review and recommendations for improvement before receiving the final grade. Students will be asked to make improvements to the document and re-submit for final grade. All students will have an opportunity to meet with the instructor to discuss the suggested revisions before the final version is graded. The instructor in this context means faculty member and/or qualified and experienced TA. Feedback in this context means either handwriting on a printed copy of the document or electronic annotations to a computer copy of the document.

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)

One of the rules of the course is "Write once, edit three times (at least). Sleep between edits helps too." The first and perhaps second iteration (depending on how the student does) will get

specific feedback on content, clarity, brevity, conciseness and grammar/spelling. The first feedback will focus mostly on content and clarity. The second feedback will be on the other items.

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

As stated above, content and clarity come first. After that comes brevity and conciseness. Since this writing is in a Business / Organizational setting and about accomplishing projects, there is not much feedback on style, adjectives, alliteration, etc.

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)

50%

8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

25 Maximum

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 Director of the School of Digital Sciences will meet with course instructors before they teach the course for the first time. The School of Digital Sciences's Curriculum Committee will also review the course on a regular basis.

URCC Use Only

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

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

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001260

Date: 24-SEP-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, 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: Jaume Franquesa

Requested Effective Term: 201180

Campus: Kent

College: BU-Business Administration and Graduate School of Management

Department: MIS-Management and Information Systems

Course Subject: MIS-Management and Information Systems

Course Number: 44163

Course Title: Global Business Management

Title Abbreviation: GLOBALMGMT

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:**
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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Provides an overview of contemporary issues and theoretical frameworks in the field of international strategic management using traditional lecture and practical application cases.

Prerequisites (edited): Senior standing; Minimum 2.50 cummulative GPA.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to International Management
3	The Global Political-Economic Environment: Review of Institutions of International Trade

3	Internationalization of the Business Enterprise: Reasons for (and risks of) multi-country expansion
6	Country Analysis: Analysis of Economic, Political-legal, Socio-cultural, and Technological Environments; Managing Political Risk and Relations with Host Government.
6	Entry Modes: Licensing; Exporting; Joint-Ventures with host country partners; International Acquisitions; International Greenfield Ventures
3	International Strategy content & formulation: International, Multi-Domestic, Global, and Transnational strategies
3	Managing the Multinational company (MNC)-I: Organizational design choices for MNCs
3	Managing the MNC-II: Managing Processes across Borders (Global sourcing; Innovation and Knowledge management in the MNC; Motivation and control in the MNC)
6	Managing the MNC-III: Managing across cultures; cross-cultural communication and negotiation
3	Ethical Dilemmas in International Management
3	Corporate Social Responsibility for International Firms
3	In-class Examinations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: 1. International Management, 2e, Phatak et al., 2009, McGrawHill; 2. International Management, 7e, Luthans & Doh, 2009, McGrawHill; 3. Multinational Management, 5e, Cullen & Parboteeah, 2011, Cengage.

Writing Expectations: Students will be asked to write case reports and-or analytical papers on analysis of a specific country, a specific industry within a country, or on an international management issue faced by a public firm.

Instructor(s) expected to teach: Jim Smas

Instructor(s) contributing to content: Jaume Franquesa, Jim Smas, Will Acar

Proposal Summary

Explain the purpose for this proposal:

This course will provide a general management component to the new set of courses that comprise the revised Business Management major. Furthermore, the course fulfills a need and goal of the College to offer more instruction and exposure to international issues.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for Business Management majors. Hence, the M&IS Department will need to offer 8-9 sections (of 25 students) of this course per AY (initially) to serve the close to 200 new students per year that the major attracts at this time.

Explain how this proposal affects courses, program requirements and student in other units:

As a new course within the Business Management major, this course does not affect program requirements or students in other units. This course also does not overlap (but rather complements) other course offerings with an international bend offered by sister units . In particular, this course complements the content of the International Business course offered by the Marketing Department in that the latter focuses on macro-level global issues and institutions of international trade and international political economy, while the present offering focuses on firm-level issues and on the management of the multinational corporation.

Explain how this proposal affects enrollment and staffing:

We hope that this proposal will have a positive impact on enrollment, retention & outcomes after graduation. In terms of staffing, we have tried to leverage existing instructional capacity when creating new courses by deleting current offerings. In particular, this course will use the resources previously assigned to M&IS 44150 (5 sections per AY). Additional demands imposed by this WIC course will be covered (initially) by hiring new adjunct instructors and-or dedicated writing assistants.

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

College of Business Undergraduate programs. All College of Business Department.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
11/4/2010	Jaume Franquesa	No comments available.

History:

Date	User	Status
11/30/2010	Elizabeth A Sinclair-Colando	Approved
11/9/2010	Onyebuchi Felix Offodile	Approved
11/4/2010	Jaume Franquesa	Submitted
11/4/2010	Onyebuchi Felix Offodile	Returned For Edit
9/24/2010	Jaume Franquesa	Submitted

KENT STATE UNIVERSITY

To: Therese Tillett, Director of Curriculum Services

Don Williams, Chair of University Requirements Committee

From: Elizabeth A. Sinclair, Assistant Dean

College of Business Administration

CC: Yank Heisler, Felix Offodile, Rick Kolbe, Rick Schroath, Paul Albanese

Date: 11/19/2010

Re: Program Revision

Enclosed you will find documentation to support the revision of the Business Management major. This revision includes new courses and a revision in the WIC requirement, thus my reason for including Don Williams in the distribution.

These changes were approved the College's Undergraduate Curriculum Committee.

Please contact me at 21286 or easincla@kent.edu, if you have any questions.

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Elizabeth Sinclair, *Assistant Dean*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department

DATE: October 25, 2010

SUBJECT: Revision of the Business Management Major

The attached curriculum proposal is the result of several months of in-depth review and revision of the Business Management (BMGT) major undertaken by the M&IS department for the purpose of strengthening it. In its present form the major lacks focus and rigor, which may put our students at a competitive disadvantage.

The proposed revision is the result of a benchmarking study of similar programs from cognate institutions and other degree programs within the College of Business, Kent State University. Unlike these other programs, the BMGT major at KSU is the only one with just three major required courses and seven electives drawn from various disciplines. The proposed revision does not increase the number of student credit hours required for graduation. Rather, it redistributes existing hours so their preponderance are in the major knowledge areas students graduating from the major should be exposed to. Thus, the major embodies best-practices from the cognate institutions but adds a unique and broader repertoire of multi-functional skills (including a business practicum) that is complemented by select choices from other business disciplines within the college. The proposed major aims to educate students to become cross-functional managers with an emphasis on decision-making at multiple levels in an organization.

The revision was proposed by a curriculum review committee appointed by the Chair in consultation of the Faculty Advisory Committee (FAC) of the M&IS Department. The proposal was further unanimously approved by the FAC, the M&IS full time faculty, and the Chair.

Proposal Summary

Title: Revision of Business Management major

Subject Specification: [Revision of the Business Management (BMGT) major, in the Bachelor of Business Administration (BBA) degree program, for currency and relevance.]

Background Information: [The Business Management (BMGT) major enrolls the largest number of Business students and is one of nine majors offered by the College of Business Administration, Kent State University. Unlike other majors in the college, the BMGT major is the only one with just three courses as its major requirements, and seven electives from various other disciplines. The consequence of this is that students are not provided with enough continuity, rigor and in-depth analytical tools they need to compete in today's global market.

The mission of the M&IS Department is the continuous improvement of the inter-related disciplinary areas of information systems, human resources management, management, operations management, and a Ph.D. program in Business Administration. By graduating well rounded scholars, the Department is committed to enhancing the quality of life for Ohioans, the nation, and the world at large. The revision of the BMGT major is in line with the furtherance of this mission.

Further, the revised major is the result of surveys of business management and cognate programs in peer and aspirant institutions. Our research shows that most of our graduates remain in the northeast Ohio area and are mostly employed by small to medium sized business enterprises. Consequently, the major was revised with that market in mind.

The proposed revision to the BMGT major has little or no resource implications to the proposing unit and other units in the College or university; it actually improves operating efficiencies for both the department and other units in the college. In its present form the major has as little as 2 and as many as 6 elective choices from six different departments, which creates scheduling and other logistics problems for these departments as they seldom know the number of students that would take the courses. The result is either some courses are cancelled due to limited subscription and/or remain in the catalog but are seldom offered or not offered at all. Most importantly, in its present form the major is too general and students graduate from it lacking in focus.

The revision focuses the major to the decision-making and management issues facing small to medium enterprises (SMEs) in a global market. Although the revision takes its cue from cognate disciplines from peer and aspirant institutions, it is second to none of these cognate programs. The objective is to make it a major of choice for our students and to provide them with the tools they need to compete with graduates from other programs.

As a BBA major, students would have satisfied all pre-major program requirements and exposed to all business majors plus, extra 6 credits of college electives have been included in the revision for added flexibility. Furthermore, a practicum component is added to expose students to the business world and real business problems they will eventually graduate into, thus providing them with the opportunities for possible future employment.]

Alternatives and Consequences: Other than the proposed revision, if the major is not approved the only other option is to maintain the current status quo of the major. However, we would be doing our students a disservice, which makes the option unacceptable, especially in light of the following issues that prompted the revision:

1. In its present form the major lacks focus and continuity.
2. It is too general that students graduate with limited mastery of key modern business management tools.
3. Scheduling of electives is logistically difficult.
4. Limited number of courses are required in the major.
5. Some courses in the major lack the necessary rigor.
6. It is incongruent with similar majors in cognate institutions
7. It leaves our students in a competitive disadvantage.

Specific Recommendation and Justification: The preferred action is the revision of the major as presented in this document. The revision would help the Department mitigate some of the problems of the present curriculum as delineated above.

Timetable and Actions Required: Since most of the courses in the proposed curriculum presently exist in the catalog, there will be limited preparation time for faculty plus, the syllabi for the new courses have been developed for this purpose. Further, only the WIC course, MIS 44150, in the present curriculum is affected and will be replaced with a new WIC course MIS 44163. Therefore, the proposed timetable for the implementation of the proposal is fall 2011.

However, a phase out period for MIS 44150, which will be replaced with MIS 44163, will be implemented to allow students currently in the major ample time to fulfill their degree requirements. Consequently, MIS 44150 will be offered concurrently with MIS 44163 through spring 2012. For current students who have not completed their degree requirements after spring 2012 MIS 44163 would be allowed as substitutions for MIS 44150.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Management & Information Systems
College	BU - Business Administration
Degree	BBA - Bachelor of Business Administration
Program Name	**Business Management** Program Code **BMGT**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program

Description of proposal:

The proposed revision redistributes existing student credit hours so their preponderance are in the major knowledge areas students graduating from the major should be exposed to. Four new courses, Supply Chain Management, Collaborative Project Management, Business Consulting and Practicum, and Global Business Management are proposed in the major. The proposal will also discontinue Total Quality Management and will use Global Business Management to fulfill the WIC requirement for the major. In the elective area Career Development and Business Case for Sustainability are also proposed as choices for students in the major. The major embodies best-practices from cognate institutions but adds a unique and broader repertoire of multi-functional skills (including a business practicum) that is complemented by select choices from other business disciplines within the college. The proposed major aims to educate students to become cross-functional managers with an emphasis on decision-making at multiple levels in an organization.

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

Current total credit hours: 121 Proposed total credit hours 121

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

The proposed revision to the BMGT major has little or no resource implications to the proposing unit and other units in the College or university; it actually improves operating efficiencies for both the department and other units in the college. In its present form the major has 2 to 6 elective choices from six different units, which creates scheduling and other logistics problems for these departments as they seldom know the number of students that would take the courses. The result is either some courses are cancelled due to limited subscription and/or remain in the catalog but are seldom offered or not offered at all.

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

1. Department of Accounting
2. Department of Economics
3. Department of Finance
4. Department of Marketing
5. College of Business Undergraduate Programs

REQUIRED ENDORSEMENTS

_____ 10/28/10

Department Chair / School Director / Campus Dean

Elizabeth A. Sinclair _____ 11/19/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

Provost and Senior Vice President for Academic Affairs

Name: Onyebuchi Felix Offodile Submission Date: 11/4/2010

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form **Print**

Course Catalog Update Information: **STU0004**

Reference Number: CCU001260 **Date:** 24-SEP-10

Level: 1.00 **of** 3.00 **Currently On The Worklist Of:** Onyebuchi Offodile, foffodil

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: Jaume Franquesa

Requested Effective Term: 201180

Campus: Kent

College: BU-Business Administration and Graduate School of Management

Department: MIS-Management and Information Systems

Course Subject: MIS-Management and Information Systems

Course Number: 44163

Course Title: Global Business Management

Title Abbreviation: GLOBALMGMT

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:**

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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Provides an overview of contemporary issues and theoretical frameworks in the field of international strategic management using traditional lecture and practical application cases.

Prerequisites (edited): Senior standing; Minimum 2.50 cummulative GPA.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to International Management
3	The Global Political-Economic Environment: Review of Institutions of International Trade

3	Internationalization of the Business Enterprise: Reasons for (and risks of) multi-country expansion
6	Country Analysis: Analysis of Economic, Political-legal, Socio-cultural, and Technological Environments; Managing Political Risk and Relations with Host Government.
6	Entry Modes: Licensing; Exporting; Joint-Ventures with host country partners; International Acquisitions; International Greenfield Ventures
3	International Strategy content & formulation: International, Multi-Domestic, Global, and Transnational strategies
3	Managing the Multinational company (MNC)-I: Organizational design choices for MNCs
3	Managing the MNC-II: Managing Processes across Borders (Global sourcing; Innovation and Knowledge management in the MNC; Motivation and control in the MNC)
6	Managing the MNC-III: Managing across cultures; cross-cultural communication and negotiation
3	Ethical Dilemmas in International Management
3	Corporate Social Responsibility for International Firms
3	In-class Examinations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: 1. International Management, 2e, Phatak et al., 2009, McGrawHill; 2. International Management, 7e, Luthans & Doh, 2009, McGrawHill; 3. Multinational Management, 5e, Cullen & Parboteeah, 2011, Cengage.

Writing Expectations: Students will be asked to write case reports and-or analytical papers on analysis of a specific country, a specific industry within a country, or on an international management issue faced by a public firm.

Instructor(s) expected to teach: Jim Smas

Instructor(s) contributing to content: Jaume Franquesa, Jim Smas, Will Acar

Proposal Summary

Explain the purpose for this proposal:

This course will provide a general management component to the new set of courses that comprise the revised Business Management major. Furthermore, the course fulfills a need and goal of the College to offer more instruction and exposure to international issues.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for Business Management majors. Hence, the M&IS Department will need to offer 8-9 sections (of 25 students) of this course per AY (initially) to serve the close to 200 new students per year that the major attracts at this time.

Explain how this proposal affects courses, program requirements and student in other units:

As a new course within the Business Management major, this course does not affect program requirements or students in other units. This course also does not overlap (but rather complements) other course offerings with an international bend offered by sister units . In particular, this course complements the content of the International Business course offered by the Marketing Department in that the latter focuses on macro-level global issues and institutions of international trade and international political economy, while the present offering focuses on firm-level issues and on the management of the multinational corporation.

Explain how this proposal affects enrollment and staffing:

We hope that this proposal will have a positive impact on enrollment, retention & outcomes after graduation. In terms of staffing, we have tried to leverage existing instructional capacity when creating new courses by deleting current offerings. In particular, this course will use the resources previously assigned to M&IS 44150 (5 sections per AY). Additional demands imposed by this WIC course will be covered (initially) by hiring new adjunct instructors and-or dedicated writing assistants.

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

College of Business Undergraduate programs. All College of Business Department.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
11/4/2010	Jaume Franquesa	No comments available.

History:

Date	User	Status
11/4/2010	Jaume Franquesa	Submitted
11/4/2010	Onyebuchi Felix Offodile	Returned For Edit
9/24/2010	Jaume Franquesa	Submitted

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: 44163 **Credit Hours:** 3 **Effective Term:** Fall 2011

Course Title: Global Business Management

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

Writing assignments for this course will consist of case analyses or topic papers whereby students will be required to analyse and report on a specific business case or a topical international management issue. The written report will engage students in clearly communicating various facets including issue identification and analysis in terms of economic conditions, strategy and operations.

2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content.* (Guidelines: Item 2)

As a part of management discipline, professional work and careers hinge on effective written communication across functions and constituencies. Writing is an important part of this course and representative of language usage in the discipline, aiming half-way between the academic and business levels in the field. Writing assignments are integrated into the course content in the form of tailored reports that combine multiple aspects of business activities.

3. In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (Guidelines: Item 2)

Early instruction buttressed by an early writing exercise provides writing exemplars that delineate the essential elements of business writing. Written or oral feedback by the instructor will then provide feed back to serve as a foundation for intensive subsequent writing and synthesis of thought.

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

One early report will serve as a guided revision exercise, and an opportunity for revision prior to grading, to provide guidance for the other writing requirements.

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)

At the outset, students will be made aware of writing expectations and will be provided with a list of the common errors made by native or international speakers. These will be contrasted with sample exemplary writing. Once students turn in their case reports, they will be offered specific feedback on the various aspects of clear and impactful writing. Students will thereafter

have the opportunity to revise and resubmit their report to the instructor or leverage that feedback in their preparation of their next report.

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

Since this course is substantive, it is primarily graded for content, namely the analytical frameworks used, and the appropriateness and insightfulness in which they are applied. However, for the insightfulness to become manifest, it is essential that the accuracy of the meanings and soundness of the logical argumentation be transmitted. The former requires reliance on the correct choice of words as well as that of grammatical rules and conventions. The latter relies on the structure of the logical flow. Both kinds of features will be considered in grading for the writing component of the course.

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)

No less than 50 percent of the final course grade is based on individual writing.

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)

If above 25, the expected class size will be handled by engaging a dedicated individual as a writing-assistant to help manage the larger body of 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 unit will create explicit policies to communicate best practices and expectations; these will then be saved and produced as examples. In the first few years before the process is streamlined, it is expected that there might be some governance activity, expressed at the administrative and faculty levels, over adjuncts instructors who teach sections or inherit the course.

URCC Use Only

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

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

Global Business Management
MIS 44163

Instructor: **TBA**

Office: **A-432 BSA**

Office Hours: **TBA**

Course Description:
This course provides an overview of the global environment of business and management. The course focuses on the expanding globalization of the world marketplace, regulations that define the marketplace, and the institutions and organizations with which corporations must transact and interact. Included in the course is the role of countries, corporations, people, and programs in a changing and challenging global environment. Special emphasis is placed on the study of the domestic and foreign factors influencing companies and organizations involved in international operations.

Course Objectives:
The goal of this course is for students to learn about the framework in which global business operates, how it differs from domestic practices, and how foreign and domestic factors, such as environmental, political, and economic considerations, can influence international trade.[1]
At the end of the course students should be able to:

1. Describe the global business environment and the internal decision-making processes for multinational corporations
2. Discuss the growing role and increasing importance of international business in a nation's economic well being
3. Critically assess the impact of international business on the industries and economies of the United States and other countries
4. Identify key elements and issues that businesses face when competing globally
5. Define many of the key issues and concepts involved in making strategic business decisions internationally
6. Identify methods used by governments to attract, promote, restrict, and control foreign investment
7. Identify important issues faced by governments in the development of and/or support for their industrial and agricultural infrastructures and institutions
8. Outline the roles international organizations, development banks, and nongovernmental organizations play in their support of public and private international investment
9. Communicate through an electronic medium and use the World Wide Web for research

[1] Adapted from University of Maryland University College

Course Prerequisites:
The prerequisites for this course are a Minimum of 2.50 GPA and Senior Standing. Students in this class who do not have the proper prerequisites run the risk of being deregistered from the course.

The Writing Intensive Component:
This course is designated as a writing intensive course WIC). It, therefore, satisfies the writing intensive requirements for Business Management majors. Effective writing is required of all students in this course. There are writing assignments throughout the semester where students are expected to demonstrate appropriate professional writing skills. Students writing effectiveness will be evaluated on the basis of grammar, sentence structure, spelling, and overall sound writing principles. The student should demonstrate effective written communications consistent with a professional business environment.

Writing assignments for this course will consist of case analyses or topic papers whereby students will be required to analyze and report on specific business case or topical international management issue. The written report will engage students in clearly communicating various facets including issue identification and analysis in terms of economic conditions, strategy and operations.

At the outset, students will be made aware of writing expectations and will be provided with a list of the common errors made by native or international speakers. These will be contrasted with sample exemplary writing. Once students turn in their case reports, they will be offered specific feedback on the various aspects of clear and impactful writing. Students will thereafter have the opportunity to revise and resubmit their report to the instructor or leverage that feedback in their preparation of their next report.

Since this course is substantive, it is primarily graded for content, namely the analytical frameworks used, and the appropriateness and insightfulness in which they are applied. However, for the insightfulness to become manifest, it is essential that the accuracy of the meanings and soundness of the logical argumentation be transmitted. The former requires reliance on the correct choice of words as well as that of grammatical rules and conventions. The latter relies on the structure of the logical flow. Both kinds of features will be considered in grading for the writing component of the course.

Textbook:
Textbook(s) used in this course: 1. *International Management*, 2e, Phatak et al., 2009, McGraw-Hill; 2. *International Management*, 7e, Luthans & Don, 2009, McGraw-Hill; 3. *Multinational Management*, 5e, Cullen & Parboteeah, 2011, Cengage.

Grading Information and Criteria:

Activity	Percentage
Case Reports (part of the WIC)	50 %
Class Participation and Case Discussions	20 %
Midterms (2)	30 % (2 x 15 %)
Total	100 %

Modules Covered:

Modules	Topics
1	Introduction to International Management
2	The Global Political-Economic Environment: Review of Institutions of International Trade
3	Internationalization of the Business Enterprise: Reasons for (and risks of) multi-country expansion
4	Country Analysis: Analysis of Economic Political-legal, Socio-cultural, and Technological Environments; Managing Political Risk and Relations with Host Government.
5	Entry Modes: Licensing; Exporting; Joint-Ventures with host country partners; International Acquisitions; International Greenfield Ventures
6	International Strategy content & formulation: International, Multi-Domestic, Global, and Transnational strategies
7	Managing the Multinational company (MNC)-I: Organizational design choices for MNCs
8	Managing the MNC-II: Managing Processes across Borders (Global sourcing; Innovation and Knowledge management in the MNC; Motivation and control in the MNC)
9	Managing the MNC-III: Managing across cultures; cross-cultural communication and negotiation
10	Ethical Dilemmas in International Management
11	Corporate Social Responsibility for International Firms

Students with Disabilities:
In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services in the Michael Schwartz Student Services Center (672-3391).

Name: Onyebuchi Felix Offodile Submission Date: 11/4/2010

Organization: Management & Information Systems

Course Catalog Update

***Required Field**

Inactivate a Course

Change Type: Inactivate

Preparation Date: 11/4/2010

***Requested Effective Term:** Fall 2011

***Course Subject:** MIS-Management and Information Systems

***Course Number:** 44150

College: BU-Business Administration and Graduate School of Management

Department: MIS-Management and Information Systems

Course Title: TOTAL QUALITY MANAGEMENT

Title Abbreviation: TOTAL QUALITY MANAGEMENT

Slash Course and Cross-listed Information: None

Course Level: UG

Course Attributes:
1. WIC - Writing-Intensive Course
2. -
3. -

***Is course part of the LER, Writing-Intensive or Diversity requirements?** Yes No

Will this inactivation affect program requirements within or outside of your unit?
Yes No

***Reason for Inactivation**
NOTE: Please do not use the following restricted characters: (~ * / \ --)

779 more characters

As a result of revision of the BMGT major and changes in best practices in business, this course will be replaced with a more timely and effective one that exposes students to modern business management tools and discuss.

Faculty member requesting inactivation:

***Required Field**

Save As Draft Proceed

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001426

Date: 17-OCT-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, dwilliam

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Revise

Faculty member submitting this proposal: Ruth A. Watson, Ph.D.

Requested Effective Term: 201180

Campus: Trumbull

College: RE-Regional Campus

Department: APBU-Applied Business

Course Subject: TECH-Technology

New Course Subject: COMT-Computer Technology

Course Number: 36318

New Course Number:

Course Title: SURVEY OF INFORMATION SECURITY INTERNET FRAUD AND COMPUTER FORENSICS

Title Abbreviation: SURV INFOSEC FRAUD FORENSIC

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:**
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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description: This lecture-based, survey course provides a non-technical introduction to contemporary issues in information security, Internet fraud and computer forensics. Prerequisite: ENG 21011 or HONR 10297; and junior standing.

Catalog Description (edited):

Prerequisites (edited):

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
	Information SecurityInformation as a

15	Business Asset Security FundamentalsSecurity Principles Types of Security Information Security Plan phases Security auditing and testingBest practices for computer security
15	Internet & E-Commerce FraudComputer Crime vs. Computer FraudTheft and unauthorized access to dataSecurity Auditing and TestingIncident ResponseElectronic Commerce and SecurityProsecuting Computer Fraud
15	Computer ForensicsSearch and Seizure IssuesEvidence HandlingForensic InvestigationsReview of Common Investigative ToolsForensic DuplicationData HidingBest Practices

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Computer Forensics: Principles and Practices, 1e. ISBN: 0-13-154727-5Computer Forensics: Incident Response Essentials. ISBN: 978-0201707199The Computer & Internet Fraud Manual. Association on Certified Fraud Examiners, Inc. ISBN: 1-889277-36-3

Writing Expectations: 79% of the grade for the course are for the writing assignments. There is one large assignment that includes guided revision.

Instructor(s) expected to teach: Regional Campus Computer Technology Faculty

Instructor(s) contributing to content: Ruth Watson, Ph.D.

Proposal Summary

Explain the purpose for this proposal:

The purpose of the proposal is to designate an existing course TECH 36318 Survey of Information Security, Internet Fraud, and Computer Forensics for Applied Business Technology majors as a Writing Intensive Course.

Explain how this proposal affects program requirements and students in your unit:

This is an existing course offered by Regional Campus technology faculty since Fall 2007. This course will provide a WIC option for the major and allow students to choose a WIC course from within their discipline. The WIC dimension to the course may increase enrollment. This course is already a part of the regular load of a current faculty members.

Explain how this proposal affects courses, program requirements and student in other units:

Students in other units do not take this course.

Explain how this proposal affects enrollment and staffing:

The WIC dimension to the course will probably increase enrollment slightly. This course is already a part of the regular load of current Regional Campus Computer Technology faculty.

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

Regional College Computer Technology Faculty, Regional College CCC. No other units should be affected by this change to a WIC course.

Revisions made to form (if applicable):

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

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3
OBR Program Code: 92	**OBR Subsidy Code:** 08
CIP Code: 111003	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
12/2/2010	Therese E Tillett	I am approving this at the departmental level only because a division coordinator has not been named, and the proposal needs to be moved along the approval process.

History:

Date	User	Status
12/3/2010	Wanda E Thomas	Approved
12/2/2010	Therese E Tillett	Approved
12/1/2010	Ruth A Watson	Submitted
11/23/2010	Darwin L Boyd	Returned For Edit
11/22/2010	Ruth A Watson	Submitted
10/29/2010	Darwin L Boyd	Returned For Edit
10/17/2010	Ruth A Watson	Submitted

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: 36318 **Credit Hours:** 3 **Effective Term:** Fall 2011

Course Title: Survey of Information Security, Internet Fraud, and Computer Forensics

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

This lecture-based, survey course provides a non-technical introduction to contemporary issues in information security, internet fraud, and computer forensics. The writing assignments emphasize both vocabulary and the importance of securing the vast amount of data, or electronic evidence, and communication devices in the current digital world. Assignments require the student to identify cases where technology was used, the technology used to perpetrate the crime, and any technology that could be used in the investigation.

Regarding the extent of each assignment, there are three written exams that include short essay questions, an in-depth research paper including abstract, weekly online discussion threads, and weekly journals covering assigned material. A total of 79% 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)

The demand for information technologists in the area of security is high. Effective communication skills are a key component. In addition to the necessary technical and investigative skills, written reports are required. Experts in the area must remain current with not only the technology but current cases and laws. To demonstrate this, for each section of the course, students will research and write about current methods of evidence gathering, large-scale attacks, the legal foundations for the proper handling of evidence, current cases, and laws.

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 the areas of information security, internet fraud, and computer forensics. Written assignments are graded by the instructor who provides written comments.

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, the in-depth research paper with abstract. Students must submit a draft 2 weeks before the final due date and receive written constructive criticism with encouragement to revise and resubmit.

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 assignment 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). 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 research and analysis are employed.

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)

51% of the final course grade is based on each week's activities & writing assignment.
7% of the final course grade is based on the research paper.
21% of the final course grade is based on classroom discussions, clarity of thoughts & opinions, and response to other students' postings.
There are three exams scheduled throughout the course, each including at least one essay, in addition to the standard true/false and multiple choice questions. Generally 10-20% of each exam is dedicated to the essay, therefore, approximately 6% of the final course grade is reflected by the written portion of the exams.

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 13-32 students since spring 2008 when it was introduced.Twenty to twenty-five has been a manageable number with this amount of writing content. It is anticipated that future enrollment over 30 would necessitate splitting the class into another section.

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Each regional campus 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 every semester.

URCC Use Only

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

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

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001426

Date: 17-OCT-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, dwilliam

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Revise

Faculty member submitting this proposal: Ruth A. Watson, Ph.D.

Requested Effective Term: 201180

Campus: Trumbull

College: RE-Regional Campus

Department: APBU-Applied Business

Course Subject: TECH-Technology

New Course Subject: COMT-Computer Technology

Course Number: 36318

New Course Number:

Course Title: SURVEY OF INFORMATION SECURITY INTERNET FRAUD AND COMPUTER FORENSICS

Title Abbreviation: SURV INFOSEC FRAUD FORENSIC

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:**
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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description: This lecture-based, survey course provides a non-technical introduction to contemporary issues in information security, Internet fraud and computer forensics. Prerequisite: ENG 21011 or HONR 10297; and junior standing.

Catalog Description (edited):

Prerequisites (edited):

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
	Information SecurityInformation as a

15	Business Asset Security FundamentalsSecurity Principles Types of Security Information Security Plan phases Security auditing and testingBest practices for computer security
15	Internet & E-Commerce FraudComputer Crime vs. Computer FraudTheft and unauthorized access to dataSecurity Auditing and TestingIncident ResponseElectronic Commerce and SecurityProsecuting Computer Fraud
15	Computer ForensicsSearch and Seizure IssuesEvidence HandlingForensic InvestigationsReview of Common Investigative ToolsForensic DuplicationData HidingBest Practices

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Computer Forensics: Principles and Practices, 1e. ISBN: 0-13-154727-5Computer Forensics: Incident Response Essentials. ISBN: 978-0201707199The Computer & Internet Fraud Manual. Association on Certified Fraud Examiners, Inc. ISBN: 1-889277-36-3

Writing Expectations: 79% of the grade for the course are for the writing assignments. There is one large assignment that includes guided revision.

Instructor(s) expected to teach: Regional Campus Computer Technology Faculty

Instructor(s) contributing to content: Ruth Watson, Ph.D.

Proposal Summary

Explain the purpose for this proposal:

The purpose of the proposal is to designate an existing course TECH 36318 Survey of Information Security, Internet Fraud, and Computer Forensics for Applied Business Technology majors as a Writing Intensive Course.

Explain how this proposal affects program requirements and students in your unit:

This is an existing course offered by Regional Campus technology faculty since Fall 2007. This course will provide a WIC option for the major and allow students to choose a WIC course from within their discipline. The WIC dimension to the course may increase enrollment. This course is already a part of the regular load of a current faculty members.

Explain how this proposal affects courses, program requirements and student in other units:

Students in other units do not take this course.

Explain how this proposal affects enrollment and staffing:

The WIC dimension to the course will probably increase enrollment slightly. This course is already a part of the regular load of current Regional Campus Computer Technology faculty.

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

Regional College Computer Technology Faculty, Regional College CCC. No other units should be affected by this change to a WIC course.

Revisions made to form (if applicable):

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

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3
OBR Program Code: 92	**OBR Subsidy Code:** 08
CIP Code: 111003	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
12/2/2010	Therese E Tillett	I am approving this at the departmental level only because a division coordinator has not been named, and the proposal needs to be moved along the approval process.

History:

Date	User	Status
12/3/2010	Wanda E Thomas	Approved
12/2/2010	Therese E Tillett	Approved
12/1/2010	Ruth A Watson	Submitted
11/23/2010	Darwin L Boyd	Returned For Edit
11/22/2010	Ruth A Watson	Submitted
10/29/2010	Darwin L Boyd	Returned For Edit
10/17/2010	Ruth A Watson	Submitted

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: 36318 **Credit Hours:** 3 **Effective Term:** Fall 2011

Course Title: Survey of Information Security, Internet Fraud, and Computer Forensics

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

This lecture-based, survey course provides a non-technical introduction to contemporary issues in information security, internet fraud, and computer forensics. The writing assignments emphasize both vocabulary and the importance of securing the vast amount of data, or electronic evidence, and communication devices in the current digital world. Assignments require the student to identify cases where technology was used, the technology used to perpetrate the crime, and any technology that could be used in the investigation.

Regarding the extent of each assignment, there are three written exams that include short essay questions, an in-depth research paper including abstract, weekly online discussion threads, and weekly journals covering assigned material. A total of 79% 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)

The demand for information technologists in the area of security is high. Effective communication skills are a key component. In addition to the necessary technical and investigative skills, written reports are required. Experts in the area must remain current with not only the technology but current cases and laws. To demonstrate this, for each section of the course, students will research and write about current methods of evidence gathering, large-scale attacks, the legal foundations for the proper handling of evidence, current cases, and laws.

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 the areas of information security, internet fraud, and computer forensics. Written assignments are graded by the instructor who provides written comments.

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, the in-depth research paper with abstract. Students must submit a draft 2 weeks before the final due date and receive written constructive criticism with encouragement to revise and resubmit.

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 assignment 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). 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 research and analysis are employed.

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)

51% of the final course grade is based on each week's activities & writing assignment.
7% of the final course grade is based on the research paper.
21% of the final course grade is based on classroom discussions, clarity of thoughts & opinions, and response to other students' postings.
There are three exams scheduled throughout the course, each including at least one essay, in addition to the standard true/false and multiple choice questions. Generally 10-20% of each exam is dedicated to the essay, therefore, approximately 6% of the final course grade is reflected by the written portion of the exams.

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 13-32 students since spring 2008 when it was introduced.Twenty to twenty-five has been a manageable number with this amount of writing content. It is anticipated that future enrollment over 30 would necessitate splitting the class into another section.

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Each regional campus 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 every semester.

URCC Use Only

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

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

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001837

Date: 05-DEC-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, 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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 31510

Course Title: Global Project Management and Team Dynamics

Title Abbreviation: Globl Proj Mgmt and Team Dynam

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:**

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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Explains to technical and non-technical students alike what it takes to lead teams and projects from start to finish. Students will learn the critical and common challenges of leading projects and managing teams, studying diagrams and war stories of successes and failures using practical tools and methods.

Prerequisites (edited): DSCI 22510 Management of Digital Systems

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Project Management in context of Outsourcing, Offshoring, and Globalization: From Collocated to Captive Centers
	Project Management in the context of

9	Outsourcing, Offshoring, and Globalization: Global State of Information Security; Hidden Costs of Offshore Outsourcing; Case Study: Cathay Pacific
9	Global Project Analysis and Delivery: Statement of Work (SOW); Work Breakdown Structure (WBS); Project Plan, PERT and Gantt charts; The PMO; Lifecycle Methodologies and Frameworks; Team Exercise: Lost at Sea
12	Global Project Analysis and Delivery: Project Modularization, Activity-based-costing (ABC), budgeting; Project Modeling and Reengineering; Contracts, RFPs, SLAs, and OLAs; 14 reasons why projects fail; 10 Capabilities of Project Managers
6	Global Project Management: Project integration, kill-points, controls, close-outs, and handoffs; Vendor selection, RFPs, and Vendor Negotiation and Contracting; Building Successful Global Teams (1, 2, and 3); Case: ERP Integration Project
3	Presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Making Things Happen: Mastering Project Management (Theory in Practice), by Scott Berkun, O'Reilly Media, 2008, ISBN-10: 0596517718, ISBN-13: 978-0596517717

Writing Expectations: Quizzes, exams, statements of work, project plan, status reports, and project completion summary reports

Instructor(s) expected to teach: Faculty from Management and Information Systems; Library and Information Science

Instructor(s) contributing to content: Pratim Datta (MIS), Ryan Conlon (MIS), Raj Chowdhary (TECH)

Proposal Summary

Explain the purpose for this proposal:

This will be a required course in the proposed Digital Sciences BS and BA degrees, and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course in the proposed Digital Sciences BS and BA degrees.

Explain how this proposal affects courses, program requirements and student in other units:

This course can serve as an elective for other units. A course proposal will also be submitted by MIS and the two courses will be cross-listed.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity, some of which may come from possible course consolidation.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from MIS and Technology developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/5/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/12/2011	Robert A Walker	Approved
1/12/2011	Donald R Williams	Returned To Prior Approver
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Approved
1/5/2011	Robert A Walker	Submitted

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: DSCI 31510 **Credit Hours:** 3 **Effective Term:** Fall 2011

Course Title: Global Project Management and Team Dynamics

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

Students will be required to write multiple documents related to project management. The documents will include Statements of Work, Project Plan, Update Status Reports, and Project Completion/Summary Reports. All of the documents will require some iteration with the most iterations occurring during the Project Plan.

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)

Since the course is Global Project Management and Team Dynamics, the documents written are those used when a Project manager initiates, executes and completes a project. Students will become effective writers for this discipline.

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)

To guide students, outlines of what is expected and examples of projects will be used. Small projects, of course, will require short concise documents. Larger projects will require longer documents. In this course we will only get to small/med sized projects so the likely maximum length of the Project Plan will be 6 pages.

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

All writing assignments will get feedback. The Project Plan will get the most review and recommendations for improvement before receiving the final grade. Students will be asked to make improvements to the document and re-submit for final grade. All students will have an opportunity to meet with the instructor to discuss the suggested revisions before the final version is graded. The instructor in this context means faculty member and/or qualified and experienced TA. Feedback in this context means either handwriting on a printed copy of the document or electronic annotations to a computer copy of the document.

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)

One of the rules of the course is "Write once, edit three times (at least). Sleep between edits helps too." The first and perhaps second iteration (depending on how the student does) will get

specific feedback on content, clarity, brevity, conciseness and grammar/spelling. The first feedback will focus mostly on content and clarity. The second feedback will be on the other items.

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

As stated above, content and clarity come first. After that comes brevity and conciseness. Since this writing is in a Business / Organizational setting and about accomplishing projects, there is not much feedback on style, adjectives, alliteration, etc.

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)

50%

8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

25 Maximum

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 Director of the School of Digital Sciences will meet with course instructors before they teach the course for the first time. The School of Digital Sciences's Curriculum Committee will also review the course on a regular basis.

URCC Use Only

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

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

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001260

Date: 24-SEP-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, 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: Jaume Franquesa

Requested Effective Term: 201180

Campus: Kent

College: BU-Business Administration and Graduate School of Management

Department: MIS-Management and Information Systems

Course Subject: MIS-Management and Information Systems

Course Number: 44163

Course Title: Global Business Management

Title Abbreviation: GLOBALMGMT

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:**
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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Provides an overview of contemporary issues and theoretical frameworks in the field of international strategic management using traditional lecture and practical application cases.

Prerequisites (edited): Senior standing; Minimum 2.50 cummulative GPA.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to International Management
3	The Global Political-Economic Environment: Review of Institutions of International Trade

3	Internationalization of the Business Enterprise: Reasons for (and risks of) multi-country expansion
6	Country Analysis: Analysis of Economic, Political-legal, Socio-cultural, and Technological Environments; Managing Political Risk and Relations with Host Government.
6	Entry Modes: Licensing; Exporting; Joint-Ventures with host country partners; International Acquisitions; International Greenfield Ventures
3	International Strategy content & formulation: International, Multi-Domestic, Global, and Transnational strategies
3	Managing the Multinational company (MNC)-I: Organizational design choices for MNCs
3	Managing the MNC-II: Managing Processes across Borders (Global sourcing; Innovation and Knowledge management in the MNC; Motivation and control in the MNC)
6	Managing the MNC-III: Managing across cultures; cross-cultural communication and negotiation
3	Ethical Dilemmas in International Management
3	Corporate Social Responsibility for International Firms
3	In-class Examinations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: 1. International Management, 2e, Phatak et al., 2009, McGrawHill; 2. International Management, 7e, Luthans & Doh, 2009, McGrawHill; 3. Multinational Management, 5e, Cullen & Parboteeah, 2011, Cengage.

Writing Expectations: Students will be asked to write case reports and-or analytical papers on analysis of a specific country, a specific industry within a country, or on an international management issue faced by a public firm.

Instructor(s) expected to teach: Jim Smas

Instructor(s) contributing to content: Jaume Franquesa, Jim Smas, Will Acar

Proposal Summary

Explain the purpose for this proposal:

This course will provide a general management component to the new set of courses that comprise the revised Business Management major. Furthermore, the course fulfills a need and goal of the College to offer more instruction and exposure to international issues.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for Business Management majors. Hence, the M&IS Department will need to offer 8-9 sections (of 25 students) of this course per AY (initially) to serve the close to 200 new students per year that the major attracts at this time.

Explain how this proposal affects courses, program requirements and student in other units:

As a new course within the Business Management major, this course does not affect program requirements or students in other units. This course also does not overlap (but rather complements) other course offerings with an international bend offered by sister units . In particular, this course complements the content of the International Business course offered by the Marketing Department in that the latter focuses on macro-level global issues and institutions of international trade and international political economy, while the present offering focuses on firm-level issues and on the management of the multinational corporation.

Explain how this proposal affects enrollment and staffing:

We hope that this proposal will have a positive impact on enrollment, retention & outcomes after graduation. In terms of staffing, we have tried to leverage existing instructional capacity when creating new courses by deleting current offerings. In particular, this course will use the resources previously assigned to M&IS 44150 (5 sections per AY). Additional demands imposed by this WIC course will be covered (initially) by hiring new adjunct instructors and-or dedicated writing assistants.

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

College of Business Undergraduate programs. All College of Business Department.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
11/4/2010	Jaume Franquesa	No comments available.

History:

Date	User	Status
11/30/2010	Elizabeth A Sinclair-Colando	Approved
11/9/2010	Onyebuchi Felix Offodile	Approved
11/4/2010	Jaume Franquesa	Submitted
11/4/2010	Onyebuchi Felix Offodile	Returned For Edit
9/24/2010	Jaume Franquesa	Submitted

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: 44163 **Credit Hours:** 3 **Effective Term:** Fall 2011

Course Title: Global Business Management

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

Writing assignments for this course will consist of case analyses or topic papers whereby students will be required to analyse and report on a specific business case or a topical international management issue. The written report will engage students in clearly communicating various facets including issue identification and analysis in terms of economic conditions, strategy and operations.

2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content.* (Guidelines: Item 2)

As a part of management discipline, professional work and careers hinge on effective written communication across functions and constituencies. Writing is an important part of this course and representative of language usage in the discipline, aiming half-way between the academic and business levels in the field. Writing assignments are integrated into the course content in the form of tailored reports that combine multiple aspects of business activities.

3. In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (Guidelines: Item 2)

Early instruction buttressed by an early writing exercise provides writing exemplars that delineate the essential elements of business writing. Written or oral feedback by the instructor will then provide feed back to serve as a foundation for intensive subsequent writing and synthesis of thought.

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

One early report will serve as a guided revision exercise, and an opportunity for revision prior to grading, to provide guidance for the other writing requirements.

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)

At the outset, students will be made aware of writing expectations and will be provided with a list of the common errors made by native or international speakers. These will be contrasted with sample exemplary writing. Once students turn in their case reports, they will be offered specific feedback on the various aspects of clear and impactful writing. Students will thereafter

have the opportunity to revise and resubmit their report to the instructor or leverage that feedback in their preparation of their next report.

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

Since this course is substantive, it is primarily graded for content, namely the analytical frameworks used, and the appropriateness and insightfulness in which they are applied. However, for the insightfulness to become manifest, it is essential that the accuracy of the meanings and soundness of the logical argumentation be transmitted. The former requires reliance on the correct choice of words as well as that of grammatical rules and conventions. The latter relies on the structure of the logical flow. Both kinds of features will be considered in grading for the writing component of the course.

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)

No less than 50 percent of the final course grade is based on individual writing.

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)

If above 25, the expected class size will be handled by engaging a dedicated individual as a writing-assistant to help manage the larger body of 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 unit will create explicit policies to communicate best practices and expectations; these will then be saved and produced as examples. In the first few years before the process is streamlined, it is expected that there might be some governance activity, expressed at the administrative and faculty levels, over adjuncts instructors who teach sections or inherit the course.

URCC Use Only

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

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

Global Business Management
MIS 44163

Instructor: **TBA**

Office: **A-432 BSA**

Office Hours: **TBA**

Course Description:
This course provides an overview of the global environment of business and management. The course focuses on the expanding globalization of the world marketplace, regulations that define the marketplace, and the institutions and organizations with which corporations must transact and interact. Included in the course is the role of countries, corporations, people, and programs in a changing and challenging global environment. Special emphasis is placed on the study of the domestic and foreign factors influencing companies and organizations involved in international operations.

Course Objectives:
The goal of this course is for students to learn about the framework in which global business operates, how it differs from domestic practices, and how foreign and domestic factors, such as environmental, political, and economic considerations, can influence international trade.[1]
At the end of the course students should be able to:

1. Describe the global business environment and the internal decision-making processes for multinational corporations
2. Discuss the growing role and increasing importance of international business in a nation's economic well being
3. Critically assess the impact of international business on the industries and economies of the United States and other countries
4. Identify key elements and issues that businesses face when competing globally
5. Define many of the key issues and concepts involved in making strategic business decisions internationally
6. Identify methods used by governments to attract, promote, restrict, and control foreign investment
7. Identify important issues faced by governments in the development of and/or support for their industrial and agricultural infrastructures and institutions
8. Outline the roles international organizations, development banks, and nongovernmental organizations play in their support of public and private international investment
9. Communicate through an electronic medium and use the World Wide Web for research

[1] Adapted from University of Maryland University College

Course Prerequisites:
The prerequisites for this course are a Minimum of 2.50 GPA and Senior Standing. Students in this class who do not have the proper prerequisites run the risk of being deregistered from the course.

The Writing Intensive Component:
This course is designated as a writing intensive course WIC). It, therefore, satisfies the writing intensive requirements for Business Management majors. Effective writing is required of all students in this course. There are writing assignments throughout the semester where students are expected to demonstrate appropriate professional writing skills. Students writing effectiveness will be evaluated on the basis of grammar, sentence structure, spelling, and overall sound writing principles. The student should demonstrate effective written communications consistent with a professional business environment.

Writing assignments for this course will consist of case analyses or topic papers whereby students will be required to analyze and report on specific business case or topical international management issue. The written report will engage students in clearly communicating various facets including issue identification and analysis in terms of economic conditions, strategy and operations.

At the outset, students will be made aware of writing expectations and will be provided with a list of the common errors made by native or international speakers. These will be contrasted with sample exemplary writing. Once students turn in their case reports, they will be offered specific feedback on the various aspects of clear and impactful writing. Students will thereafter have the opportunity to revise and resubmit their report to the instructor or leverage that feedback in their preparation of their next report.

Since this course is substantive, it is primarily graded for content, namely the analytical frameworks used, and the appropriateness and insightfulness in which they are applied. However, for the insightfulness to become manifest, it is essential that the accuracy of the meanings and soundness of the logical argumentation be transmitted. The former requires reliance on the correct choice of words as well as that of grammatical rules and conventions. The latter relies on the structure of the logical flow. Both kinds of features will be considered in grading for the writing component of the course.

Textbook:
Textbook(s) used in this course: 1. *International Management*, 2e, Phatak et al., 2009, McGraw-Hill; 2. *International Management*, 7e, Luthans & Don, 2009, McGraw-Hill; 3. *Multinational Management*, 5e, Cullen & Parboteeah, 2011, Cengage.

Grading Information and Criteria:

Activity	Percentage
Case Reports (part of the WIC)	50 %
Class Participation and Case Discussions	20 %
Midterms (2)	30 % (2 x 15 %)
Total	100 %

Modules Covered:

Modules	Topics
1	Introduction to International Management
2	The Global Political-Economic Environment: Review of Institutions of International Trade
3	Internationalization of the Business Enterprise: Reasons for (and risks of) multi-country expansion
4	Country Analysis: Analysis of Economic Political-legal, Socio-cultural, and Technological Environments; Managing Political Risk and Relations with Host Government.
5	Entry Modes: Licensing; Exporting; Joint-Ventures with host country partners; International Acquisitions; International Greenfield Ventures
6	International Strategy content & formulation: International, Multi-Domestic, Global, and Transnational strategies
7	Managing the Multinational company (MNC)-I: Organizational design choices for MNCs
8	Managing the MNC-II: Managing Processes across Borders (Global sourcing; Innovation and Knowledge management in the MNC; Motivation and control in the MNC)
9	Managing the MNC-III: Managing across cultures; cross-cultural communication and negotiation
10	Ethical Dilemmas in International Management
11	Corporate Social Responsibility for International Firms

Students with Disabilities:
In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services in the Michael Schwartz Student Services Center (672-3391).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College PR - Provost

Proposal Revise Policy

Proposal Name **Revision in General Academic Forgiveness Policy**

Description of proposal:

The A&A Deans Task Force is recommending the following changes to the current policy:
1. Reduce the number of years a returning student must be out of school before requesting general academic forgiveness from three (3) years (two (2) years for veterans) to one (1) year (defined as 12 months), aligning with the waiting period following dismissal.
2. In consideration of the regional campus student population and their mission to encourage students to earn associate degrees followed by baccalaureate degrees, establish policy to permit Kent State students with associate degrees to also receive general academic forgiveness, applying only to course work taken after completion of the associate degree.
3. Develop a notification process to alert students who are eligible for general academic forgiveness.
4. Remove the current stipulation that a student cannot take credit at another institution of higher education for at least three consecutive years.
5. Reduce the number of required hours of 2.0 GPA to establish eligibility to apply for general academic forgiveness from 15 to 12.
6. Change the name of the policy to Academic Forgiveness Policy

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

The change will allow students to return to Kent State University after one year's absence instead of three (two for military). This will align with the dismissal policy and will help students begin anew with a clean slate in a more timely manner. An expectation is that more students will return to Kent State instead of enrolling at other institutions because they will be able to enjoy the academic forgiveness benefit sooner, thus maintaining momentum toward degree attainment. The revision will also cease to disadvantage regional campus students who have been awarded the associate degree. The recommended changes will work in concert with the repeat for recalculation policy, both benefitting students, depending upon their individual situations.

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

Representatives from every college and the Regional Campuses have provided input into this policy change recommendation.

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director / Campus Dean

_____ ____/____/____

College Dean

_____ ____/____/____

Dean of Regional Campuses / Dean of Graduate Studies

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs

TO: Dr. Timothy J. Chandler
Senior Associate Provost

I. Richmond Nettey

FROM: I. Richmond Nettey
Chair, Associate and Assistant Deans Committee

DATE: 21st December 2010

SUBJECT: **Associate and Assistant Deans Committee Proposed Revision of the Academic Forgiveness Policy**

At its 9th November 2010 meeting, the Associate and Assistant Deans Committee discussed and adopted its Task Force report on revising the current General Academic Forgiveness policy by unanimous vote. Attached are the necessary supporting documents for the proposed change to an Academic Forgiveness Policy. In sum, the proposed change will standardize the mandatory period of absence from Kent State University from three and two years to one year before students may be eligible for Academic Forgiveness.

The supporting documents comprise (i) a Summary Report of the A&A Deans Task Force on Revising the General Academic Forgiveness policy, (ii) the Certificate of Curriculum Proposal, (iii) the General Academic Forgiveness Policy depicting the proposed changes and (iv) the Academic Forgiveness Proposal Summary, which outlines the proposed change. As a result of extensive deliberation and broad consultation, it is expected that the proposed revision will be very beneficial to Kent State University and her students.

The diligent efforts and support of your office in processing the proposed change to ensure a standardized Academic Forgiveness Policy from three and two years to a one-year Academic Forgiveness Policy, through the appropriate institutional organs will be of much institutional benefit. The Associate and Assistant Deans Committee looks forward to working with your office to support the process of deliberation and approval at both EPC and the Faculty Senate. Very best wishes of the holiday season and New Year.

Proposal Summary

Title: Revision in General Academic Forgiveness Policy

Subject Specification: Change the General Academic Forgiveness Policy to (1) reduce the wait period from three years to one; (2) allow forgiveness for Kent State University students who have earned Associate degrees; (3) develop an eligibility notification process, (4) eliminate the stipulation that students cannot attend other institutions of higher education during the one-year waiting period, (5) reduce the number of required hours of 2.0 GPA to establish eligibility to apply for general academic forgiveness from 15 to 12; (6) change the title of the policy to Academic Forgiveness Policy.

Background Information:

1. Reduce the number of years a returning student must be out of school before requesting general academic forgiveness from three (3) years (two (2) years for veterans) to one (1) defined as 12 months, aligning with the waiting period following dismissal.

Rationale: While maturity is certainly an issue related to poor academic performance, anecdotal evidence from both faculty and advisors suggests that lower than anticipated grades are also often attributable to true freshmen simply finding themselves in courses or a major that is not what they expected, not to their liking, and/or not playing to their academic strengths. Hence, a three year waiting period put in place so that students might gain in maturity might not be necessary and might not serve its intended purpose. Instead of focusing solely on maturity, the policy is intended to consider a student's "readiness" to resume university study. Further, for students forced to stay away from KSU for three years, the current policy might actually make it less likely that they will return either to KSU or to higher education in general.

2. In consideration of the regional campus student population and their mission to encourage students to earn associate degrees followed by baccalaureate degrees, establish policy to permit Kent State students with associate degrees to also receive general academic forgiveness, applying only to course work taken after completion of the associate degree.

Rationale: This enables matriculating regional campus students to take advantage of academic forgiveness in the same way as Kent campus students pursuing baccalaureate degrees (an equity issue).

3. Develop a notification system to alert students who are eligible for general academic forgiveness.

Rationale: This will make more efficient the administration of the general academic forgiveness policy by ensuring that students are aware of their eligibility, thereby increasing the likelihood they will apply if eligible. In turn this should increase retention and graduation rates. As types of notification are developed, both manual and electronic methods will be explored.

4. Eliminate the stipulation that students cannot attend other institutions of higher education during the one-year waiting period. Students may engage in course work at other institutions that is considered part of the general education curriculum.

Rationale: Students will be able to pursue self-improvement by taking classes during this time and will be able to demonstrate competence in general education courses.

5. Reduce the number of required hours of 2.0 GPA to establish eligibility to apply for general academic forgiveness from 15 to 12.
Rationale: Twelve hours are considered full-time enrollment. Typical loads for returning students who struggled academically are 12 hours, not 15. Normal loads for part-time regional campus students are 6 hours per semester. They would then be ready to apply for forgiveness after two semesters. For students who do not meet eligibility requirements after completion of the first 12 hours of graded course work following return to the university the eligibility period shall be extended to the term which encompasses the 24th semester hour of graded academic course work. Failure to attain the 2.00 level at this point will result in denial of academic forgiveness and eligibility for the academic forgiveness policy will have expired.

Alternatives and Consequences: By minimizing some of the existing roadblocks for returning students to be eligible for General Academic Forgiveness under this proposal, more students should be able to earn baccalaureate degrees from Kent State University, in line with a goal of the Ohio Board of Regents.

Specific Recommendation and Justification:

Timetable and Actions Required: [Approval by EPC and Faculty Senate during Fall 2010 would enable implementation Fall 2011.]

Summary from A&A Deans Task Force for Revisions in the Policy for General Academic Forgiveness Including Recommendations by A&A Deans at the 11/9/2010 Meeting

(Task Force Participants: L. Sinclair, R. Lorenz, P. Evans, M. Haley, S. Rossi, I. Nettey, M. Southards,T. Tillett, S. Mitchell, D. Barber)

Please find below the summary of recommendations from the A&A Deans Task Force and from the 11/9/2010 A&A Deans meeting for Revisions in the Policy for General Academic Forgiveness, after the initial report to A&A Deans on September 14, 2010.

General Academic Forgiveness

- The Task Force reexamined this policy, giving consideration to (a) the three year wait time; (b) the effect on students who are earning or have earned associate degrees; (c) developing an eligibility notification process, (d) the stipulation requiring students to not be enrolled at other institutions during the wait period; (e) the number of hours required prior to applying for forgiveness. Proposals and rationale are found below.

    a. Reduce the number of years a returning student must be out of school before requesting general academic forgiveness from 3 years (2 years for veterans) to 1, aligning with the waiting period following dismissal. One year is defined as 12 months.

        Rationale: While maturity is certainly an issue related to poor academic performance, anecdotal evidence from both faculty and advisors suggests that lower than anticipated grades are also often attributable to true freshmen simply finding themselves in courses or a major that is not what they expected, not to their liking, and/or not playing to their academic strengths. Hence, a three year waiting period put in place so that students might gain in maturity might not be necessary and might not serve its intended purpose. Instead of focusing solely on maturity, the policy is intended to consider a student's "readiness" to resume university study. Further, for students forced to stay away from KSU for three years, the current policy might actually make it less likely that they will return either to KSU or to higher education in general.

    b. In consideration of the regional campus student population and their mission to encourage students to earn associate degrees followed by baccalaureate degrees, establish policy to permit Kent State students with associate degrees to also receive general

academic forgiveness, applying only to course work taken after completion of the associate degree.

Rationale: This enables matriculating regional campus students to take advantage of academic forgiveness in the same way as Kent campus students pursuing baccalaureate degrees (an equity issue).

c. Develop a notification system to alert students who are eligible for general academic forgiveness.

Rationale: This will make more efficient the administration of the general academic forgiveness policy by ensuring that students are aware of their eligibility, thereby increasing the likelihood they will apply if eligible. In turn this should increase retention and graduation rates. As types of notification are developed, both manual and electronic methods will be explored.

d. Eliminate the stipulation that students cannot attend other institutions of higher education during the one-year waiting period. Students may engage in course work at other institutions that is considered part of the general education curriculum.

Rationale: Students will be able to pursue self-improvement by taking classes during this time and will be able to demonstrate competence.

e. Reduce the number of required hours of 2.0 to establish eligibility to apply for general academic forgiveness from 15 to 12.

Rationale: Twelve hours are considered full-time enrollment. Typical loads for returning students who struggled academically are 12 hours, not 15. Normal loads for part-time regional campus students are 6 hours per semester. They would then be ready to apply for forgiveness after two semesters. For students who do not meet eligibility requirements after completion of the first 12 hours of graded course work following return to the university the eligibility period shall be extended to the term which encompasses the 24th semester hour of graded academic course work. Failure to attain the 2.00 level at this point will result in denial of academic forgiveness and eligibility for the academic forgiveness policy will have expired.

f. A recommendation was made to change the name of the policy from "General Academic Forgiveness" to "Academic Forgiveness."

These policy changes were approved by A&A Deans at the 11/9/2010 meeting. The proposal will be forwarded to EPC for review and approval.

~~General~~ Academic Forgiveness Policy

Current Policy

Purpose: The Academic Forgiveness Policy pertains only to former Kent students returning to the university as undergraduate students after a significant absence. It provides them an opportunity to have their academic standing reflect ~~the~~ their increased maturity and readiness, and improved level of academic performance gained since the interruption of studies at Kent State. Specifically, once the returning students have demonstrated the ability to sustain a satisfactory level of academic performance following their return, all grades of C-, D+, D, F, NF, SF, M and U earned during the previous Kent State enrollment will be disregarded in the cumulative calculations of hours attempted, quality points earned and grade point average.

Eligibility: The Academic Forgiveness Policy is available to returning students who ~~meet one or more of the following criteria:~~

~~1. Former students who~~ have not been enrolled at Kent State University for a period of at least ~~two~~ one calendar year (12 months) ~~s during which time the students have been enlisted in the U.S. Armed Services, as documented by a copy of DD-214 (available to students returning fall 1974 or later).~~

~~2. Former students who have not been enrolled at Kent State University or any other accredited institution of higher education for a period of at least three calendar years (available to students returning spring 1975 or later).~~

~~3. Former students who have not been enrolled at Kent State University for more than three calendar years who may have taken credit coursework at another institution of higher education, but for whom there are at least three consecutive calendar years during which the students were not engaged in study at an institution of higher education (available to students returning fall 1979 or later).~~

Formatted: No bullets or numbering

Procedure: The established university and collegiate procedures and criteria for readmission or reinstatement apply to all students, including those who may be eligible for the application of the Academic Forgiveness Policy. Prior to the completion of ~~15~~ 12 hours of graded academic coursework since their return to Kent State, former students who meet ~~one of the three~~ the eligibility requirement ~~criteria~~ indicated above may request the application of the Academic Forgiveness Policy to their academic record by submitting a written petition to the dean of the college or independent school in which the students enrolled upon returning to Kent State. The records of the students will then be reviewed by the appropriate dean at the conclusion of each term following the students' return.

If the students maintain a GPA of at least 2.00 through the term that encompasses the ~~15th~~ 12th hour of graded coursework after returning to the university, the Academic Forgiveness Policy

shall be implemented and the following steps taken with regard to the students' academic record:

1. All courses in which grades of C-, D+, D, F, NF, SF, M or U were received in the previous period of Kent State enrollment will be retained on the academic transcript with the notation of an "E" in the repeat column, which denotes courses excluded from GPA calculation, and the official grade will be changed to X* (e.g., XC-, XD, etc.), which denotes academic forgiveness.
2. All cumulative calculations of hours attempted, quality points earned and cumulative GPA also will be adjusted.
3. If a student has been awarded and Associate Degree from Kent State University, only courses taken after the Associate Degree will be eligible for application of General Academic Forgiveness.

Deleted: o

Deleted: an already awarded

Deleted: at Kent State University

If the students fail to maintain a 2.00 average for the first ~~15~~ 12 semester hours of graded coursework following return to the university, the eligibility period shall be extended to the term which encompasses the ~~30th~~ 24th semester hour of graded academic coursework after the students' resumption of study at Kent State. If, at this point, the students' GPA since their return has attained the 2.00 level, the Academic Forgiveness Policy will be implemented; if not, eligibility for the Academic Forgiveness Policy shall have expired.

Exceptions/Explanations: The Academic Forgiveness Policy is non-selective. It applies to all grades below C (2.00), with the exception of courses taken on a pass/fail basis, that were earned in the previous period of Kent State University enrollment, or to none. In the event that a course for which the students previously had received a "passing" grade of C-, D+ or D is required for the degree program the students are pursuing, the students must retake this course unless the dean of the college in which the students are enrolled approves a suitable substitution. The original GPA (unadjusted by the application of the Academic Forgiveness Policy) will be used in determining eligibility for university, collegial, departmental or professional honors or other recognition based upon the entirety of students' undergraduate academic career and record of academic performance. Former students returning to the university may request the application of the Academic Forgiveness Policy to their record only once in their career at Kent State and within the ~~only one of the criteria of~~ eligibility standard.

The Academic Forgiveness Policy applies only to coursework formerly taken at Kent State University and only to the students' Kent State transcript. It is available only to undergraduate students and applies only to a student's standing toward an undergraduate degree program of the university. The dean of the college, independent school or Regional Campus in which the students are enrolled at the time of initial eligibility for application of the Academic Forgiveness Policy (the term which encompasses the ~~15th~~ 12th hour of graded coursework since returning to

Kent State) shall determine all questions as to eligibility for, and application of, the Academic Forgiveness Policy.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Architecture
College	AE - Architecture and Environmental Design
Degree	Minor
Program Name	**Architectural Studies** Program Code **ARCS**
Concentration(s)	Concentration(s) Code(s)
Proposal	~~Revise~~ Program Establish

Description of proposal:

The College of Architecture & Environmental Design [CAED] has recommended the addition of a minor to better serve the needs of students outside the CAED who desire to understand the history and design process of the built environment. The ARCS minor meets the goals and objectives of the Bachelor of Arts in Architectural Studies [ARCS] program and of the CAED. Potential majors to benefit from an ARCS minor include, but are not limited to, Business Management, Crafts or Fine Arts, English, Geography, History, Journalism, Political Science, Photojournalism, Visual Communication Design and Public Health.

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

Current total credit hours: NA Proposed total credit hours 18

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

None

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	22 F 12/~~14~~/10
College Dean	22 F 12/~~14~~/10
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs	___/___/___

TRANSMITTAL MEMO

TO: Therese Tillett, Director, Curriculum Services

FROM: Beth Bilek-Golias, Architectural Studies Coordinator
College of Architecture & Environmental Design

DATE: December 22, 2010

RE: Architectural Studies Minor Proposal, Architectural Studies Program

I am sending you a minor proposal which has been approved by the College of Architecture & Environmental Design College Curriculum Committee.

New courses:
None

Changes to requirements:
Initiate as a new minor.

ARCH 10121 Representation of Design I (3) [required];

5 additional electives are required.

A minimum of 2 of the 5 electives must come from the following list:
ARCH 10122 Representation of Design II (3);
ARCH 10111 History of Architecture I (3);
ARCH 20112 History of Architecture II (3);
ARCH 20113 History of Architecture III (3) [suggested];
ARCH 20201 Beyond Western Architecture (3).

3 of the 5 electives must be upper division [ARCH 3xxxx or ARCH 4xxxx]. A minimum of 2 of the upper division electives must be from the following list:
*ARCH 30321 Structural Typology (3);
*ARCH 30421 The Environmental Imperative (3);
*ARCH 30022 Urban Design Discourse.

1 elective may be the following:
*ARCH 46995 Special Topics (3).

Note that some upper division architecture electives require prerequisites that must be satisfied.

Total: 18 credit hours (*9 upper division credits)

Order of material with this packet:

Transmittal memo

Proposal Summary for adding the ARCS Minor to the Architectural Studies Program

Roadmap for minor

Certificate of Curriculum Proposal

Change to catalog listing of prerequisites for courses

Catalog 2010-2011 requirements for admission and graduation

Proposal Summary

Title: Architectural Studies Minor

Subject Specification: For the Bachelor of Arts in Architectural Studies (BA/ARCS) program in the College of Architecture & Environmental Design (CAED) to offer beginning 2011-2012 catalog year.

ARCH 10121 Representation of Design I (3) [required];

5 additional electives are required.

A minimum of 2 of the 5 electives must come from the following list:
ARCH 10122 Representation of Design II (3);
ARCH 10111 History of Architecture I (3);
ARCH 20112 History of Architecture II (3);
ARCH 20113 History of Architecture III (3) [suggested];
ARCH 20201 Beyond Western Architecture (3).

3 of the 5 electives must be upper division [ARCH 3xxxx or ARCH 4xxxx]. A minimum of 2 of the upper division electives must be from the following list:
*ARCH 30321 Structural Typology (3);
*ARCH 30421 The Environmental Imperative (3);
*ARCH 30022 Urban Design Discourse.

1 elective may be the following:
*ARCH 46995 Special Topics (3).

Note that some upper division architecture electives require prerequisites that must be satisfied.

Total: 18 credit hours (*9 upper division credits)

Background Information:

The College of Architecture & Environmental Design has recommended the addition of this minor to the curriculum to better serve the needs of students outside the CAED who desire to understand the history and design process of the built environment. This minor also serves to better meet the goals and objectives of the BA/ARCS program and of the CAED.

The Architectural Studies Minor addresses the increasing desire from the University to broaden the educational perspectives available to students across the campus.

Consequences:

There are no fiscal or staffing implications of offering this minor anticipated at this time.

Specific Recommendations and Justification:

Those students pursuing the Architectural Studies Minor will benefit by learning about the history and design process of the built environment. They will be introduced to design thinking and problem solving approaches. Additionally, they will be exposed to how design disciplines serve the community. This experience will enhance their undergraduate education. The Architectural Studies Minor will help strengthen existing and foster new connections with the University at large.

Potential majors to benefit from an ARCS Minor include, but are not limited to, Business Management, Crafts or Fine Arts, English, Geography, History, Journalism, Political Science, Photojournalism, Visual Communication Design and Public Health.

Adding this minor will compliment and enrich the current ARCS courses for the Architectural Studies Majors. ARCS Majors will benefit from the inclusion of students from across the University in the courses.

Timetable and Actions Required:
--Actions required:
1. Proposal submitted to and approved by the College of Architecture & Environmental Design Advisory Committee
2. Proposal submitted to and approved by the College of Architecture & Environmental Design Curriculum Committee.
3. Submit to Curriculum Committee (URCC) for review and approval.
4. The college dean's office submits proposal to Provost Office with a cover memo/transmittal.
5. Curriculum Services staff reviews, corrects and completes proposal.
6. Curriculum Services makes changes to the subsequent Undergraduate Catalog.
7. Minor addition is documented in the annual Curricular Bulletin, published after the final EPC and Faculty Senate Meetings of the academic year.

--Results:
Establish Architectural Studies Minor effective Fall 2011.

Architectural Studies Minor Roadmap

Suggested order

OFFERED FALL ONLY	**OFFERED SPRING ONLY**
FIRST YEAR	**FIRST YEAR**
ARCH 10121 Representation of Design I (3)	ARCH 10122 Representation of Design II (3) and/or ARCH 10111 History of Architecture I (3)
SECOND YEAR	**SECOND YEAR**
ARCH 20112 History of Architecture II (3)	ARCH 20113 History of Architecture III (3) and/or ARCH 20201 Beyond Western Architecture (3)
THIRD YEAR	**THIRD YEAR**
ARCH 30321 Structural Typology (3)*	ARCH 30421 The Environmental Imperative (3)* and/or ARCH 30022 Urban Design Discourse (3)* [WIC]
FORTH YEAR	**FORTH YEAR**
ARCH Elective (3)*	ARCH Elective (3)*

Total: 18 credit hours (*denotes 9 upper division credit hours)
Students must earn a minimum C (2.00) grade in the WIC course.

Bold indicates required course.

Catalog 2010-2011 copy of enrollment and graduation requirements attached.

ARCH 10121 Representation of Design I (3) [required];

5 additional electives are required.

A minimum of 2 of the 5 electives must come from the following list:
ARCH 10122 Representation of Design II (3);
ARCH 10111 History of Architecture I (3);
ARCH 20112 History of Architecture II (3);
ARCH 20113 History of Architecture III (3) [suggested];
ARCH 20201 Beyond Western Architecture (3).

3 of the 5 electives must be upper division [ARCH 3xxxx or ARCH 4xxxx]. A minimum of 2 of the upper division electives must be from the following list:
*ARCH 30321 Structural Typology (3);
*ARCH 30421 The Environmental Imperative (3);
*ARCH 30022 Urban Design Discourse.

1 elective may be the following:
*ARCH 46995 Special Topics (3).

Note that some upper division architecture electives require prerequisites that must be satisfied.

Kent State University Catalog 2010 - 2011

Architecture (ARCH)

10001 Understanding Architecture (3)
The nature of the built environment, its forms and functions are explored within the cultural contexts of ecology, technology, human behavior, symbolism, art and history. Prerequisite: none. This course may be used to satisfy the Kent Core.

10011 Survey of Architectural History I (3)
History of architecture from Neolithic times through the 14th century. Prerequisite: not open to architecture majors. This course may be used to satisfy the Kent Core.

10012 Survey of Architectural History II (3)
History of Western architecture from the Renaissance to the early 20th century. Prerequisite: ARCH 10011; not open to architecture majors. This course may be used to satisfy the Kent Core.

10093 Workshop: Variable Title (1-3)*
(Repeatable for credit) Variable topics. S/U grading. Prerequisite: special approval.

10101 First Year Design Studio I (3)
Introduction to the fundamental principles of visual organization, structural organization, graphic communications, historical precedence and current directions in architecture. Graphic techniques include freehand drawing and technical orthographics, axonometrics and perspectives. Prerequisite: architecture (ARCH) or interior design (ID) major. Special fee: $20 flat fee—subject to change.

10102 First Year Design Studio II (3)
Investigations into strategies of form making through the introduction of client, type, context, site and form/space theories, 2-D and 3-D representation techniques and analysis of related reference architects. Prerequisite: ARCH 10101. Special fee: $20 flat fee—subject to change.

10111 History of Architecture I (3)
History of architecture from pre-history through the Gothic period. Prerequisite: none.

10121 Representation of Design I (3)
A survey of the techniques and assumptions of basic architectural design concepts and representation of the built environment through analytical and synthetic exercises that introduce fundamental design skills. In order to integrate students into the college and the field, the exercises are supplemented by readings in contemporary visual culture. ~~Prerequisite: admission to the College of Architecture and Environmental Design.~~

10122 Representation of Design II (3)
Continuation of ARCH 10121 with an emphasis on 3-D thinking and representation, critical skills and the role of images in architectural culture and society. The course also introduces the wider application of design principles in graphic design, digital media and the visualization of information. Prerequisite: ARCH 10101 or 10121.

20101 Second Year Design Studio I (3)
The introduction of a building design process that emphasizes the integration of program requirements with specific form topologies using line and plane as the primary elements to provide shape and space. Prerequisite: ARCH 10102. Special fee: $20 flat fee—subject to change.

20102 Second Year Design Studio II (3)
The introduction of a building design process that emphasizes the integration of program requirements with form typologies that are both influenced and informed by specific site context. Line and plane and primary configural shapes are again incorporated to develop building form solutions. Prerequisite: ARCH 20101. Special fee: $20 flat fee—subject to change.

20112 History of Architecture II (3)
History of architecture from the Medieval era through the 19th century. Prerequisites: architecture (ARCH) ~~or~~ architectural studies (ARCS) major, or architectural studies (ARCS) minor.

20113 History of Architecture III (3)
A history of 20th-century architecture. Prerequisite: ARCH 20112 and architecture (ARCH) ~~or~~ architectural studies (ARCS) major, or architectural studies (ARCS) minor.

20121 Studio for Architectural Studies I (4)
An introduction to basic issues in architectural design and composition. Through sketch projects and design exercises in a variety of media, students gain a familiarity with basic architectural problems and the kinds of thinking architects use to

architecture (ARCH) major with approved admission to advanced study (third year).

30321 Structural Typology (3)
Course provides a noncomputational introduction to structural principles, materials and building technologies. Historical and contemporary examples are used as case studies. The goal of the course is to give students an understanding of the role structural engineering and materials science play in design thinking and how they can drive design innovation. ~~Prerequisite: ARCH 20102 or 20122.~~

30401 Methods and Materials I (3)
Introduction to the origins, extraction, properties and processing of the basic materials of construction. Primary focus on wood and masonry—appropriate use and scale including code requirements, methods of construction and design consequences. Prerequisites: architecture (ARCH) major with approved admission to advanced study (third year).

30421 The Environmental Imperative (3)
Course begins with a historical introduction to the transformative role played by environmental technologies in modern architecture. This discussion is then brought into the present through an introduction to a wide range of contemporary thinking about sustainability in architecture and urbanism. ~~Prerequisite: ARCH 20102 or 20122.~~

30501 Environmental Technology I (3)
Basic principles of ecological design and architecture environmental systems including lighting, sonic and thermal systems. Interior design (ID) majors by special approval. Prerequisite: PHY 13012 and architecture (ARCH) major admitted to advanced study.

40001 Sustainable Design (1)
Research component addressing precedents, traditions, current directions in conservation of natural environment. Principles and methods of ecological design in architecture and urban design. Corequisite: ARCH 40101. Prerequisites: ARCH 30102 and 30112. This course may be used to satisfy the writing-intensive requirement with approval of major department.

40002 Systems Design (1)
Lecture and research component addressing comprehensive integration of mechanical, electrical, communications, structural, life safety systems and sustainable design concerns. Corequisite: ARCH 40102. Prerequisite: ARCH 40101.

40101 Fourth Year Design Studio I (5)
Studio investigation of complex formal and spatial constructs addressing the comprehensive concerns of architecture. Special emphasis on understanding the conservation of the natural environment. CAD is required. Corequisite: ARCH 40001. Prerequisite: ARCH 30102 or 30112. Special fee: $20 flat fee—subject to change.

40102 Fourth Year Design Studio II (5)
Studio investigation of the comprehensive concerns and understanding of building systems integration. CAD is required. Corequisite: ARCH 40002. Prerequisite: ARCH 40101. Special fee: $20 flat fee—subject to change.

40302 Structural Systems II (3)
A continuation of building structures, statics, strength of materials and systems analysis. Emphasis is on inelastic materials, allowable stress and design for masonry and concrete structural members and systems. Prerequisite: ARCH 30301.

40402 Methods and Materials II (3)
Continued investigation of the origins, extraction, properties and processing of the basic materials of construction. Primary focus on concrete and steel—appropriate use and scale including allied systems and building materials, including glazing and interiors. Introduction to construction contract documents. Prerequisite: ARCH 30401.

40502 Environmental Technology II (3)
Ecological design of large buildings. The investigation and analysis of lighting, thermal, water, electrical and waste systems in urban settings. Prerequisite: ARCH 30501.

44611 Portfolio (1)
Architectural drawings and other allied work of the student reproduced and assembled in a professional portfolio suitable for job and graduate application. Prerequisite: ARCH 40101.

45001 Professional Practice: Real Estate and Development (3)
Introduction to the economic, social, ethical, legal impact on/of development in both the public and private sectors. Computer applications and case study analysis is required. Prerequisite: admission to Bachelor of Architecture professional program.

45002 Professional Practice: Contract and Planning Law (3)
The course surveys laws relating to the practice of architecture and dispute resolution with emphasis on contract laws contrasted with laws of negligence and the standard of care in the profession. Planning law surveys land use control mechanisms as seen through zoning, variances and practical applications. Prerequisite: admission to Bachelor of Architecture professional program.

Kent State University Catalog 2010 - 2011

Architectural Studies - B.A.

COLLEGE: College of Architecture and Environmental Design
DEPARTMENT: 304 Taylor Hall
Tel: 330-672-2789 | Fax: 330-672-3809
Web: http://www.kent.edu/caed

DESCRIPTION: The Architectural Studies program is directed at three populations:

1. Students interested in environmental design seeking a basis for further study and eventual employment in cultural theory and criticism, urban planning and design, studio art and other fields where an architectural sensibility may provide a strategic advantage.
2. Students who plan to complete a terminal professional design program in a second-entry master's degree-level program and seek the broadly based education valued by such programs.
3. Students who combine architectural education with studies in other disciplines (e.g., journalism, geography, information technology, graphic design, library sciences, marketing and management) instead of a full studio and technically based professional program.

CAREER OPPORTUNITIES: Upon completion of the four-year bachelor's degree, graduates may seek employment in the construction and development industries, develop careers in cultural theory or pursue a variety of professional graduate programs including law, architecture and business.

ADMISSION REQUIREMENTS: Application deadline is January 31. All applications must include the $40 application fee, official American College Test (ACT)/Scholastic Aptitude Test (SAT) scores and an official high school transcript which shows class rank and coursework in 9th, 10th and 11th grades, as well as the courses that are being taken or will be taken in the senior year. Transcripts that do not show class rank and senior courses cannot be considered. All completed applications received by the deadline will be reviewed.

Applicants will be considered based on the following criteria:

- High school GPA.
- High school class rank.
- ACT/SAT scores.

Applicants will be notified of their admission status by March 1. Those offered admission must notify the college of their acceptance by April 1.

High school students who have applied to the architecture professional program (B.S. in Arch.) or the interior design program and have not been accepted may qualify for admission into the Bachelor of Arts in Architectural Studies nonprofessional program.

General Admission for Transfer Students: General admissions for transfer students: Generally, a transfer applicant who has taken 12 or more semester hours with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12 semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the Admissions website for transfer students http://www.kent.edu/admissions/undergraduate/transfer/index.cfm.

Also, see transfer student admissions for selective programs: http://www.kent.edu/admissions/undergraduate/transfer/selective-requirements.cfm.

GRADUATION REQUIREMENTS: Minimum 125 credit hours, including all required coursework. Minimum 2.25 GPA in the major and 2.00 cumulative GPA.

STUDY ABROAD/AWAY OPPORTUNITIES: The college offers full-semester programs abroad for qualified fourth-year Architectural Studies majors. The study abroad program is housed in the 13th-century Palazzo del Cerchi, located in the heart of historic Florence, Italy. The program is open to all students who have made satisfactory progress toward completion of their undergraduate program

PROGRAM FEE: $50/semester

GRADUATE PROGRAMS: Master of Urban Design

KENT STATE
UNIVERSITY
College of the Arts
Dean's Administrative Office
Room 204 Taylor Hall
330-672-2760
FAX: 330-672-4706

INTER-DEPARTMENTAL CORRESPONDENCE

TO: **Therese Tillett, Director, Curriculum Service**

FROM: **Anne Reid, College of the Arts**

DATE: **December 15, 2010**

RE: **Proposals, School of Music**

I am sending to you in this packet the following proposals passed by the College Curriculum Committee at its December 10th meeting.

1. Revision to BS Music Technology

Eliminate as requirements MUS 12211 & 12212; initiate as requirements MUS 22111, The Understanding of Music and MUS 22121, Music as a World Phenomenon
Add three hours of music electives
Revise Applied Music requirement
Revise Ensemble requirement

2. Initiation of minors in Music Technology and Audio Recording

3. Initiation of Post-baccalaureate in Music Performance Certificate (separate mail)

4. New minor in Jazz Studies
New courses in support of minor
MUS 36011 Applied Music Jazz (2)
41351 ~~41321~~ Jazz Improvisation II (2)
45312 Jazz Combo Development (1)

These courses will be forwarded to you by Dean Lorenz.

5. New course: MUS 42101 Roots of Rock (3)

6. Revision of the Music minor

7. Inactivation of Music Technology certificate program

8. Course revision: MUS 23111; change of number to 11110.

9. Concentration in Choral Conducting for MM in Conducting (separate mail)

10. Revision of policy for major ensemble lower/upper division

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 6-Dec-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	MUS
College	CA - The Arts
Degree	Minor (non degree)
Program Name	**Audio Recording ~~Minor~~** Program Code AUDR
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish Program

Description of proposal:

The School of Music currently offers a series of courses in Audio Recording that draw enrollment from students of all backgrounds.

The current Bachelors of Science in Music Technology is intended for students with a strong musical background. The minor in Audio Recording would give students who have less experience in music courses a strong education in the field of Audio Recording.

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

Current total credit hours: Proposed total credit hours 23

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

none

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

none

REQUIRED ENDORSEMENTS

Denise A Seachrist _____ 12/16/10

Department Chair / School Director / Campus Dean

Ralph Lorenz _____ 12/21/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Transmittal Memo
Audio Recording Minor
12/6/10
Dana Brown

The purpose of the proposal is to establish the Audio Recording Minor. This proposal was approved by the Undergraduate Studies Committee and the full faculty of the School of Music in November, 2010.

Title

Creation of the Minor in Audio Recording

Subject Specification

The School of Music proposes to create the Audio Recording Minor utilizing existing courses offered by the School of Music.

Background Information

Over the past few years great advances have been made in the area of Digital Audio Recording; these advances have allowed the recording industry to grow. There is a strong demand for people who are competent in the use of current audio recording technologies. The School of Music currently offers a series of courses in Audio Recording that draw enrollment from students of all backgrounds.
The current Bachelor of Science in Music Technology is intended for students with a strong musical background. The minor in Audio Recording would give students who have less experience in music courses a strong education in the field of Audio Recording.

Courses

The curriculum for the Music Minor in Audio Recording will require 23 hours of coursework. Acceptance into the program is by audition.

Audio Recording Minor

Required Courses (15 hours)		
MUS 21113	Music Production I	3
MUS 21221	Audio Recording I	3
MUS 21222	Audio Recording II	3
MUS 31221	Audio Recording III	3
MUS 31222	Audio Recording IV	3
8 hours music electives from the following		
MUS 22111	The Understanding of Music	3
MUS 22121	Music As a World Phenomenon	3
MUS36000	Applied Music (can be repeated)	2
MUS17011 MUS17012	Piano Class for Non-music Students	2
MUS17111 MUS17112 MUS27111 MUS27112	Piano Class	
2 semesters of ensemble	Any music ensemble including 35213 Studio Ensemble	2
MUS 36913	Applied Studio Musicianship (can be repeated)	2
MUS 41221	Audio Recording V	3
MUS 41222	Audio Recording VI	3
MUS 41181	Acoustics and Technology in Music	2
Total Hours		**23**

Since all of these courses are part of the B.S. in Music Technology and are currently offered on a frequent basis at the Stark campus, there will be no substantial additional financial resources required and no significant staffing concerns. If enrollment dictates the need, adjunct faculty will be added to offer additional sections of Applied Music or Piano Class for Non-Music Majors.

Alternatives and Consequences

The alternative to this proposal is to take no action. Students will still be able to take the Audio Recording classes but without the academic recognition that would help them in the competitive entertainment job market.

Specific Recommendation and Justification

Kent State offers six Audio Recording classes that currently serve the BS in Music Technology. The minor would open up these courses to the wider audience of those interested in learning the art of recording.

Timetable and Actions Required

Fall 2010	School of Music approves the creation of the Audio Recording minor
Fall 2010	College of the Arts Curriculum committee approval
Spring 2011	Educational Policies Committee approval
Fall 2011	Audio Recording minor is listed in the catalog

CATALOG COPY
Audio Recording (AR) Minor

(Sebastian Birch, coordinator, Fine Arts, Stark Campus)

The Audio Recording (AR) minor is designed to give students a strong foundation in the rapidly developing field of audio recording technologies. Coupled with courses in music, the minor will provide students with the necessary tools to be successful in studio equipment, techniques, and standards.

Requirements 23

Audio Recording Minor

Required Courses (15 hours)

MUS 21113	Music Production I	3
MUS 21221	Audio Recording I	3
MUS 21222	Audio Recording II	3
MUS 31221	Audio Recording III	3
MUS 31222	Audio Recording IV	3

8 hours music electives from the following

MUS 22111	The Understanding of Music	3
MUS 22121	Music As a World Phenomenon	3
MUS36~~000~~ xxx	Applied Music (can be repeated)	2
MUS17011	Piano Class for Non-Music Students	2
MUS17012	Piano Class for Non-music Students	2
MUS17111	Piano Class	1
MUS17112	Piano Class	1
MUS27111	Piano Class	2
MUS27112	Piano Class	2
2 semesters of ensemble	Any music ensemble including 35213 Studio Ensemble	2
MUS 36913	Applied Studio Musicianship (can be repeated)	2
MUS 41221	Audio Recording V	3
MUS 41222	Audio Recording VI	3
MUS 41181	Acoustics and Technology in Music	2
Total Hours		**23**

Minimum cumulative 2.00 GPA required for graduation.
Music and Music Education majors must take 18 hours that are separate from music degree requirements.

KENT STATE
UNIVERSITY
College of the Arts
Dean's Administrative Office
Room 204 Taylor Hall
330-672-2760
FAX: 330-672-4706

INTER-DEPARTMENTAL CORRESPONDENCE

TO: **Therese Tillett, Director, Curriculum Service**

FROM: **Anne Reid, College of the Arts**

DATE: **December 15, 2010**

RE: **Proposals, School of Music**

I am sending to you in this packet the following proposals passed by the College Curriculum Committee at its December 10th meeting.

1. Revision to BS Music Technology

Eliminate as requirements MUS 12211 & 12212; initiate as requirements MUS 22111, The Understanding of Music and MUS 22121, Music as a World Phenomenon
Add three hours of music electives
Revise Applied Music requirement
Revise Ensemble requirement

2. Initiation of minors in Music Technology and Audio Recording

3. Initiation of Post-baccalaureate in Music Performance Certificate (separate mail)

4. New minor in Jazz Studies
New courses in support of minor
MUS 36011 Applied Music Jazz (2)
41351 ~~41321~~ Jazz Improvisation II (2)
45312 Jazz Combo Development (1)

These courses will be forwarded to you by Dean Lorenz.

5. New course: MUS 42101 Roots of Rock (3)

6. Revision of the Music minor

7. Inactivation of Music Technology certificate program

8. Course revision: MUS 23111; change of number to 11110.

9. Concentration in Choral Conducting for MM in Conducting (separate mail)

10. Revision of policy for major ensemble lower/upper division

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 30-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	MUSIC
College	CA - The Arts
Degree	Minor (non degree) Minor
Program Name	**Jazz Studies** Program Code JAZZ
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish Program

Description of proposal:

Offer concentrated study in Jazz Studies (performace, history, composition, theory, marketing). The Jazz Studies Minor may be added to existing undergraduate programs in Music Education, Music Performance, the Bachelor Of Arts In Music or any other undergraduate degree at the university.

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

Current total credit hours: 0 Proposed total credit hours 21

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

No impact on other programs.
Prerequisites: Audition
Staffing Considerations: Addition of Adjunct faculty as needed for Applied Jazz Lessons.
Audience: Any current students and any prospective students who have strong skills/interest in Jazz.
Need: To upgrade and strengthen Jazz skills of Kent State students and ensembles.

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

None

REQUIRED ENDORSEMENTS

Denise A. Stachnik — 12/16/10
Department Chair / School Director / Campus Dean

Ralph Joseph — 12/21/10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Transmittal Memo
Jazz Studies Minor
Dana Brown
12/6/10

This proposal is in regard to the establishment of the Jazz Studies Minor. The proposal was approved by the Undergraduate Studies Committee and the full faculty of the School of Music in November, 2010.

Proposal Summary

Title: Establishment of the Jazz Studies Minor at the Undergraduate level.

Subject Specification: A Minor In Jazz Studies will expand course offerings in Jazz Studies and provide stronger preparation and credentials for students in this field.

Background Information: The establishment of the Jazz Studies minor will increase the quality of the jazz division in the School of Music. There will likely be an increase in the number of students taking music courses who are not music majors. In addition, music and music education majors will have the option of acquiring a valuable credential. This program should help maintain the quality and strengthen our jazz ensembles and combos, which can provide service to the university. All of these factors fit with the mission of the School of Music.

A body of course offerings has existed at Kent State for many years, but not in a clearly organized, documented format. There have been repeated requests by students and alumni over the years to establish a Jazz Program. This action would do so and provide a niche regarding our nearby competitors (The University of Akron and Youngstown State University).

This new program would provide an attractive program package with many of our current majors. The new course in private lesson jazz study will be a positive addition to our curriculum. Most of the jazz courses will be taught by current faculty. Additional staffing will involve hiring adjunct faculty to teach applied lessons in jazz as needed.

The fiscal impact is expected to initially be minimal. Most coursework will be taught by current staff. Adjunct faculty for Applied Jazz will primarily be paid by SSI and student applied fees.We expect that this program will help generate revenue soon after it begins.

Alternatives and Consequences: If this proposal is not approved, we would want to make appropriate revisions and submit again. We would lose a promising opportunity to improve our reputation in jazz studies.

Specific Recommendation and Justification: Establish the Jazz Studies Minor in Fall 2011 to enhance enrollment and the quality of jazz studies at Kent State University.

Timetable and Actions Required: This proposal was passed by the Undergraduate Studies Committee in the School of Music, the School of Music Faculty and the College Curriculum Committee in the College of the Arts in December, 2010. It is planned to be included on the EPC agenda for January 24, 2011.

Catalog Copy

Jazz Studies Minor

MUS 36011	Applied Music – Jazz (2 semesters)	4
MUS 41341	Jazz Improvisation I	2
MUS 41351	Jazz Improvisation II	2
MUS 41342	Jazz Composing and Arranging (2 Semesters)	4
MUS 42161	History Of Jazz	3
MUS 45231	Jazz Ensemble (4 semesters)	4
MUS 45312	Jazz Combo Development (2 Semesters)	2

Number of credits for this Minor: 21

The jazz studies minor program provides instruction in performance, composition and arranging. Prospective jazz studies minors must audition in voice or on an instrument for acceptance into the program. Audition information can be obtained by visiting http://dept.kent.edu/music.

Minimum 2.25 GPA in the jazz studies minor required for graduation.

KENT STATE
UNIVERSITY
College of the Arts
Dean's Administrative Office
Room 204 Taylor Hall
330-672-2760
FAX: 330-672-4706

INTER-DEPARTMENTAL CORRESPONDENCE

TO: **Therese Tillett, Director, Curriculum Service**

FROM: **Anne Reid, College of the Arts**

DATE: **December 15, 2010**

RE: **Proposals, School of Music**

I am sending to you in this packet the following proposals passed by the College Curriculum Committee at its December 10th meeting.

1. Revision to BS Music Technology

Eliminate as requirements MUS 12211 & 12212; initiate as requirements MUS 22111, The Understanding of Music and MUS 22121, Music as a World Phenomenon
Add three hours of music electives
Revise Applied Music requirement
Revise Ensemble requirement

2. Initiation of minors in Music Technology and Audio Recording

3. Initiation of Post-baccalaureate in Music Performance Certificate (separate mail)

4. New minor in Jazz Studies
New courses in support of minor
MUS 36011 Applied Music Jazz (2)
41351 ~~41321~~ Jazz Improvisation II (2)
45312 Jazz Combo Development (1)

These courses will be forwarded to you by Dean Lorenz.

5. New course: MUS 42101 Roots of Rock (3)

6. Revision of the Music minor

7. Inactivation of Music Technology certificate program

8. Course revision: MUS 23111; change of number to 11110.

9. Concentration in Choral Conducting for MM in Conducting (separate mail)

10. Revision of policy for major ensemble lower/upper division

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 6-Dec-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	MUS
College	CA - The Arts
Degree	Minor (non degree)
Program Name	**Music Technology ~~Minor~~** Program Code MUST
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish Program

Description of proposal:

The School of Music currently offers a series of courses in Music Production and Audio Recording that draw enrollment from students of all backgrounds.
This minor would be intended for students with a background in vocal or instrumental music interested in acquiring further musical skills along with a strong education in music technology.

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

Current total credit hours: Proposed total credit hours 23

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
none

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

REQUIRED ENDORSEMENTS

Denise A. Seachrist 12/16/10
Department Chair / School Director / Campus Dean

Ralph Lorenz 12/21/10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Transmittal Memo
Music Technology Minor
12/6/10
Dana Brown

The purpose of the proposal is to establish the Music Technology Minor. This proposal was approved by the Undergraduate Studies Committee and the full faculty of the School of Music in November, 2010.

Title

Creation of the Minor in Music Technology

Subject Specification

The School of Music proposes to create the Music Technology Minor utilizing existing courses offered by the School of Music.

Background Information

Over the past few years great advances have been made in the area of Music Technology; these advances have allowed the music industry to grow. There is a strong demand for people that are competent in the use of current music production and audio recording technologies. The School of Music currently offers a series of courses in Music Production and Audio Recording that draw enrollment from students of all backgrounds.
This minor would be intended for students with a background in vocal or instrumental music interested in acquiring further musical skills along with a strong education in music technology.
The expertise acquired through this minor would be a strong complement to interests in many fields such as: Video, Multimedia, WEB design, Journalism, Advertising and Marketing etc.

Courses

The curriculum for the Music Minor in Music Technology will require 23 hours of coursework. Acceptance into the program is by audition.

Music Technology Minor

Required Courses (15 hours)		
MUS 21113	Music Production I	3
MUS 21114	Music Production II	3
MUS 21221	Audio Recording I	3
MUS 21222	Audio Recording II	3
MUS 11121	Theory	3
8 hours from the following		
MUS 36913	Applied Studio Musicianship (can be repeated)	2
MUS3[illegible]	Applied Music (can be repeated)	2
MUS 35213	Studio Ensemble	2
MUS 41181	Acoustics and Technology in Music	2
MUS 11122	Theory	3
MUS 31113	Music Production III	3
MUS 31114	Music Production IV	3
Total Hours		**23**

Since all of these courses are part of the B.S. in Music Technology and are currently offered on a frequent basis at the Stark campus, there will be no substantial additional financial resources required and no significant staffing concerns. If enrollment dictates the need, adjunct faculty will be added to offer additional sections of Applied Music or Studio combos.

Alternatives and Consequences

The alternative to this proposal is to take no action. Students will still be able to take the Audio Recording classes but without the academic recognition that would help them in the competitive entertainment job market.

Specific Recommendation and Justification

Kent State offers six Music Production and six Audio Recording classes that currently serve the BS in Music Technology. The minor would open up these courses to the wider audience of those interested in refining their musical skills and learning music technology.

Timetable and Actions Required

Fall 2010	School of Music approves the creation of the Audio Recording minor
Fall 2010	College of the Arts Curriculum committee approval
Spring 2011	Educational Policies Committee approval
Fall 2011	Audio Recording minor is listed in the catalog

CATALOG COPY
Music Technology Minor

(Sebastian Birch, coordinator, Fine Arts, Stark Campus)

The Music Technology minor is designed to give students a strong foundation in the rapidly developing field of music production and audio recording technologies. Coupled with courses in applied music, the minor will provide students with the necessary tools to be successful in studio equipment, techniques, and standards.

Music Technology Minor

Required Courses (15 hours)		
MUS 21113	Music Production I	3
MUS 21114	Music Production II	3
MUS 21221	Audio Recording I	3
MUS 21222	Audio Recording II	3
MUS 11121	Theory	3
8 hours from the following		
MUS 36913	Applied Studio Musicianship (can be repeated)	2
MUS36000	Applied Music (can be repeated)	2
MUS 35213	Studio Ensemble	2
MUS 41181	Acoustics and Technology in Music	2
MUS 11122	Theory	3
MUS 31113	Music Production III	3
MUS 31114	Music Production IV	3
Total Hours		**23**

Minimum cumulative 2.00 GPA required for graduation.
Music and Music Education majors must take 18 hours that are separate from music degree requirements.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Geology		
College	AS - Arts and Sciences		
Degree	BS - Bachelor of Science		
Program Name	**GEOL** Program Code		
Concentration(s)	Environmental Geology	Concentration(s) Code(s)	~~EGEO~~ Geot
Proposal	Establish and revise Program		

Description of proposal:

Establish an optional concentration in Environmental Geology as part of the BS in Geology.

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

Current total credit hours: ~~n/a~~ 121 Proposed total credit hours ~~77-78~~ 121

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

None

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

Biological Sciences, Chemistry, Geography, Physics

REQUIRED ENDORSEMENTS

Daniel K. Holm — 10/21/2010

Department Chair / School Director / Campus Dean

Mary Ann Haley — 12/23/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

GEOL 3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Geology
College	AS - Arts and Sciences
Degree	BS - Bachelor of Science
Program Name	**Geology** Program Code **GEOL**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program

Description of proposal:
Revise program requirements to allow students more flexibility in the upper-division GEOL electives.

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

Current total credit hours: ~~77~~ 121 Proposed total credit hours ~~76~~ 121

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
Biological Sciences, Chemistry, Geography, Physics

REQUIRED ENDORSEMENTS

Daniel K. Holm 10/21/2010
Department Chair / School Director / Campus Dean

Mary Ann Harsh 12/23/10
College Dean

___/___/___
Dean of Graduate Studies (for graduate proposals)

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

GEOL 2

KENT STATE
UNIVERSITY

Transmittal Memo

Date: **21 October 2010**
To: **Mary Ann Haley, Assistant Dean for Curriculum**
From: **Donna L. Witter, College Curriculum Committee Representative, Dept. of Geology**
Re: **Geology curriculum proposals**

The Undergraduate Curriculum Committee and the Faculty in the Department of Geology have approved the following curricular changes:

1) Establish an Environmental Geology concentration within the B.S. in Geology

2) Revise the standard track of the BS in Geology to allow students more flexibility in their choice of upper-division Geology electives

3) Revise the title of GEOL 4~~4~~5070 (currently "Principles of Stratigraphy") to "Sedimentology and Stratigraphy" to better reflect the content of the course.

Attached please find the documentation needed for CCC to consider the first two of these proposals. I have submitted the documentation for proposal 3 electronically via Course Catalog Update.

GEOL 1

Proposal Summary

Title: (1) Establish a concentration in Environmental Geology within the B.S. in Geology [BS GEOL] and (2) revise the B.S. in Geology [BS GEOL] to provide students in the standard track with more upper-division GEOL electives

Subject Specification: We propose to modify the B.S. in Geology to allow students to choose an optional concentration in Environmental Geology, and to provide students who choose the standard track within the program with more flexibility in selecting their upper-division geology courses.

Background Information:

I. Establish a Concentration in Environmental Geology

The Department of Geology proposes to establish a concentration in "Environmental Geology" as an option within the B.S. in Geology program. The concentration would provide students with specialized training for careers in the well-established and growing field of environmental geology by allowing students to select from a menu of our existing courses. The standard track within the B.S. in Geology will continue to provide students with broad training in the field of geology.

Definition: "Environmental Geology" is the application of geology to environmental problems, including natural resource extraction, water supply, pollution, waste disposal, and geological hazards. Environmental geologists are employed on projects such as remediation of water and soil contamination, mitigation of geologic hazards, mining and extraction of oil, gas, and water, and analysis of data pertaining to environmental quality. Over the next decade, jobs within this field are expected to increase faster than average, growing by 18-28% according to the 2010-2011 Occupational Outlook Handbook.

The specific terminology "Environmental Geology" is broadly recognized within the field of Geology. For example,

- "Environmental Geology" is a recognized specialty within the Association of Environmental and Engineering Geologists (AEG), a professional society composed of over 3,000 members from 15 countries and all 50 states (see http://www.aegweb.org/). As a result of the expertise of our faculty and interests of our students, the Department of Geology at Kent State University is home to an Allegheny-Ohio Student Chapter of AEG (see http://www.kent.edu/geology/studentorgs.cfm), and many our department alumni are member or officers of AEG.

- Each year, the Geological Society of America (the premier organization of U.S. professional and academic geologists), in cooperation with the Association of American State Geologists, recognizes excellence in Environmental Geology through the John C. Frye Environmental Geology award. (see http://www.geosociety.org/awards/aboutAwards.htm#frye)

- The online catalog for Kent State University library has 78 entries for books or journals with the term "Environmental Geology" in the title. These include the well-respected research journal "Environmental Geology" published by Springer-Verlag.
- One of the seven members of the Ohio Geological Advisory Council (a body appointed by Ohio's Governor to advise the Ohio Department of Natural Resources) "must have a demonstrated interest in and represent environmental geology". (http://www.ohiodnr.com/geosurvey/staff/ogac/tabid/7114/Default.aspx).
- "Environmental Geology" is offered as a specific Bachelor's degree program or concentration within the Geology Bachelor's program at many U.S. colleges and universities, including programs found locally at Ohio University, Bucknell University and Case Western Reserve University.

Proposed Requirements: In addition to the specified course requirements for the B.S. in Geology, the proposed Environmental Geology concentration would include the following courses as requirements:

CHEM 10061 (4) – General Chemistry II*
CHEM 10063 (1) – General Chemistry Lab II*
GEOL 32066 (4) – Geomorphology
GEOL 43040 (3) – Principles of Geochemistry

*Students in the B.S. in Geology program currently choose between taking CHEM 10061 and CHEM 10063 or PHY 13002 (General College Physics II) and PHY 13022 (General College Physics Laboratory II). Students in the proposed Environmental Geology concentration would be required to take CHEM 10061 and CHEM 10063 in lieu of PHY 13002 and PHY 13022.

Students would also choose 9-10 upper-division elective credits from among the following:

GEOL 42030 (3) – Remote Sensing
GEOL 42067 (3) – Introductory Hydrogeology
GEOL 42068 (3) – Contaminant Hydrology and Hydrogeology
GEOL 42074 (3) – Environmental Core and Well Logging
GEOL 42078 (4) – Engineering Geology

We propose that the new concentration be designated with the Banner code "EGEO".

Comparison with other Environmental Geology B.S. Programs and the Needs of Industry: The proposed requirements for our Environmental Geology concentration are consistent with the requirements of other Bachelor's level programs in Environmental Geology at U.S. universities. The proposed program also mirrors the course sequence taken by students who have previously completed our B.S. in Geology who have gone on to succeed in careers in industry as Environmental Geologists.

II. Revise Program Requirements for the Standard Track of the B.S. in Geology

The Department of Geology proposes to modify the degree requirements for the B.S. in Geology to allow students more flexibility in choosing their upper-division Geology courses. We specifically propose to:

A. Remove the following requirements

a) GEOL 32066 – Geomorphology (4 credit hours)

b) GEOL 43040 – Principles of Geochemistry (3 credit hours) OR
GEOL 41025 – General Geophysics (3 credit hours)

B. Increase the required number of upper-division GEOL elective credits from 9 to 15.

Students in the standard track in the B.S. in Geology will then have the option of choosing their upper division electives from a larger menu of courses (which will include GEOL 32066, GEOL 43040 and GEOL 41025). It is important to have the requirement number of upper-division credit hours be a multiple of 3 as most of our upper division electives are 3-credit hour courses.

This proposal would reduce the number of credit hours in the standard track of the major by one (i.e., from the current 77 to 76).

III. Additional Information

This proposal has been approved by the Undergraduate Curriculum Committee in the Department of Geology. Item I has passed by a unanimous vote of the departmental faculty at a meeting on Aug. 25, 2010. Item II has passed by majority vote (11-1) of the departmental faculty at a meeting on Aug. 25, 2010.

Effect on program requirements and students in our unit: The proposed revisions are designed to meet the needs of all of our students, by continuing to accommodate students with a broad interest in geology within the standard track of the B.S. in Geology, and by establishing a plan for focused training within the "Environmental Geology" concentration. The "Environmental Concentration" will make use of a selected subset of our existing course inventory to provide the necessary specialized training. The revised standard track within the B.S. would provide students with additional flexibility in choosing their courses.

Effect on courses, program requirements and students in other units: This proposal specifically addresses our own majors and will have little effect on other units.

Effect on enrollment and staffing: This proposal uses courses from our existing inventory, so it is expected to have little effect on enrollment and staffing as many of our current students (particularly those interested in careers in industry) already take a body of course that are similar to that of the proposed concentration . As the "Environmental Geology" concentration is publicized, the availability of this program may attract students to Kent State University who otherwise would have attended other colleges and universities in the region.

Units consulted: On Oct. 8 and Oct. 19 we contacted Chemistry and Geography about this proposal but have not received any replies. More recently, we have contacted Biological Sciences and Physics about the proposal and we are awaiting their replies.

GEOL 6

Alternatives and Consequences: The alternative to this proposal is to continue with the structure of the current B.S. in Geology program. While this program is very effective at training students, we believe that the proposed revisions will provide students with additional opportunities and will better meet the needs of employers in the region.

Specific Recommendation and Justification: We recommend that the proposed revisions be approved as soon as possible for the reasons cited in the background section above.

Timetable and Actions Required: CCC approval – Fall 2010; EPC approval – Spring 2011; Effective – Fall 2011

Geology - B.A. and B.S.

COLLEGE: College of Arts and Sciences
DEPARTMENT: Department of Geology
221 McGilvrey Hall
E-mail: geology@kent.edu
Tel: 330-672-2680
Fax: 330-672-7949
Web: http://www.kent.edu/cas/geology

- **Roadmaps**
- B.A. Program Requirements
- B.S. Program Requirements
- College Requirements
- University Requirements

DESCRIPTION:

The Bachelor of Arts in Geology graduates have excellent opportunities for employment in a wide variety of careers where an understanding of the natural sciences is useful or critical for success. Geology can be a strong background for advanced study or career development in areas such as business, city management, regional development, planning, law, journalism and science writing. Requirements include courses concerning minerals, rocks, landforms, fossils, structural geology, geochemistry and field mapping.

The Bachelor of Science in Geology is designed for those interested in a professional career in the field. Students must complete 50 credits of geology courses focusing on minerals, rocks, landforms, fossils, structural geology, geochemistry and field mapping, among others. Supplemental courses include introductory chemistry, physics, biology and mathematics. Students also select several upper-division geology electives that allow specialization in a variety of applied or theoretical areas of the science. The program features a 6-credit capstone summer field course in the Black Hills, South Dakota.

Within the **Bachelor of Science**, the optional **Environmental Geology Concentration** provides students with specialized training for careers in the well-established and growing field of environmental geology. Students must complete 50-51 credits of geology courses focusing on minerals, rocks, fossils, structural geology, geochemistry and field mapping. Students choose upper-division electives from a menu of courses focusing on hydrology, hydrogeology, engineering geology and environmental monitoring techniques. The program features a 6-credit capstone summer field course in the Black Hills, South Dakota.

CAREER OPPORTUNITIES:

The Bachelor of Arts
In the coming decade, the need for energy, environmental protection and responsible land and water management is expected to increase employment demand within the geosciences, including employment in management, scientific and technical services, for which the B.A. in Geology provides academic preparation. Between 2008 and 2018, employment growth of 18 percent is expected for geoscientists and hydrologists, growth of 29 percent is expected for environmental science and protection technicians, and growth of 15 percent is expected for natural science managers.

GEOL 12

The Bachelor of Science
Geoscientists held about 33,600 jobs in 2008, while another 8,100 were employed as hydrologists. Many more individuals held geoscience faculty positions in colleges and universities, but they are classified as college and university faculty.

About 23 percent of geoscientists were employed in architectural, engineering, and related services and 19 percent worked for oil and gas extraction companies. State agencies such as State geological surveys and State departments of conservation employed another 9 percent of geoscientists. Eight percent worked for the Federal Government, including geologists, geophysicists, and oceanographers, mostly within the U.S. Department of the Interior for the U.S. Geological Survey (USGS) and within the U.S. Department of Defense.

Among hydrologists, 26 percent were employed in architectural, engineering, and related services, and 19 percent worked for management, scientific, and technical consulting services. The Federal Government employed about 27 percent of hydrologists, mostly within the U.S. Department of the Interior for the U.S. Geological Survey (USGS) and within the U.S. Department of Defense.

Within the **Bachelor of Science**, the optional **Environmental Geology Concentration** prepares students for careers that apply geology to environmental problems, including natural resource extraction, water supply, pollution, waste disposal, and geologic hazards. Environmental geologists are employed on projects such as remediation of water and soil contamination, mitigation of geologic hazards, mining and extraction of oil, gas, and water, and analysis of data pertaining to environmental quality. Over the next decade, jobs within this field are expected to increase faster than average, growing by 18-28%.

(Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS:

General Admissions for Freshman Students: Students most likely to be admitted and succeed at the Kent Campus are those who have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and whose composite ACT score is 21 or better (980 combined critical reading and math SAT score). For more information on admissions, visit the Admissions website for new freshmen.

General Admissions for Transfer Students: Generally, a transfer applicant who has taken 12 or more semester hours with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12 semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the Admissions website for transfer students.

GRADUATION REQUIREMENTS: Minimum 121 total credit hours and 42 upper-division hours for graduation. Minimum 2.00 GPA overall and 2.00 GPA in major required for graduation.

LANGUAGE REQUIREMENT: Yes

STUDY ABROAD/AWAY OPPORTUNITIES: There are many study abroad/away opportunities, for more information contact the Office of International Affairs.

PROGRAM FEE: None

STUDENT ORGANIZATIONS: Association for Engineering Geologists; Kent State Geological Society

GRADUATE PROGRAMS: M.S. in Geology

GEOL 13

Geology - B.S. Program Requirements

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > Geology - B.S. Program Requirements
For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I. DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)

Type	Course		Title	Credits
	US	10097	Destination Kent State: First Year Experience	1

II. MAJOR PROGRAM REQUIREMENTS (2[illegible] credits): Courses count in major GPA

Type	Course		Title	Credits
	BSCI	10110	Biological Diversity (4)	
			or	4
		30560	Invertebrate Zoology (4)	
KAD	CHEM	10060	General Chemistry I	4
KBS		10062	General Chemistry Laboratory I	1
KBS	GEOL	11040	Earth Dynamics	3
KBS		11041	Earth Dynamics Laboratory	1
KBS		11042	Earth History	3
KBS		11043	Earth History Laboratory	1
		23063	~~Mineralogy~~ EARTH MATERIALS I	4
		31070	~~Petrology~~ EARTH MATERIALS II	4
		31080	Structural Geology	4
		~~32066~~	~~Geomorphology~~	~~4~~
WIC		34061	Invertebrate Paleontology*	4
		~~41025~~	~~General Geophysics(3)~~	
			~~***or***~~	~~3~~
		~~43040~~	~~Principles of Geochemistry (3) (spring only)~~	
		41092	Summer Field Camp	6
		44070	~~Principles of Stratigraphy~~ Sedimentology and Stratigraphy	4
		~~3/4xxxx~~	~~GEOL Elective (upper division)~~	~~9~~
	GEOL	42035	Scientific Methods in Geology (3)	
			or	3
	MATH	30011	Basic Probability and Statistics (3)	
KMC	MATH	12002	Analytic Geometry and Calculus I	5
KBS	PHY	13001	General College Physics I	4
KBS		13021	General College Physics Laboratory I	1
	~~**Choose one of the following series:**~~			**5**
~~KBS~~	~~CHEM~~	~~10061~~	~~General Chemistry II (4)~~	
~~KBS~~	~~-~~	~~10063~~	~~General Chemistry Laboratory II (1)~~	
~~-~~	~~-~~	~~***or***~~		
~~KBS~~	~~PHY~~	~~13002~~	~~General College Physics II (4)~~	
~~KBS~~	~~-~~	~~13022~~	~~General College Physics Laboratory II (1)~~	

GEOL 14

III. ADDITIONAL REQUIRED REQUIREMENTS (8-10 credits)

Type	Course		Title	Credits
	Foreign Language			8-10
	Kent Core Additional (must be from two categories)			2
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (must be from two disciplines)			6
	General Electives (minimum 3 upper-division credit hours)			~~12~~ 11-13
IV.	**CONCENTRATION OR OTHER MAJOR REQUIREMENTS (20-22 credits)**			
	Environmental Geology (21-22)			
	Or the following: (20)			
	Choose one of the following series:			5
KBS	CHEM	10061	General Chemistry II (4)	
KBS		10063	General Chemistry Laboratory II (1)	
	or			
KBS	PHY	13002	General College Physics II (4)	
KBS		13022	General College Physics Laboratory II (1)	
	Upper Division GEOL courses			15
			MINIMUM TOTAL	**121**

*A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

Environmental Geology

I. CONCENTRATION REQUIREMENTS (21-22 credits) Courses count in major GPA

Type	Course		Title	Credits
KAD	CHEM	10061	General Chemistry II	4
		10063	General Chemistry Laboratory II	1
	GEOL	32066	Geomorphology	4
		43040	Principles of Geochemistry	3
	Choose from the following upper-division courses:			**9-10**
	GEOL	42030	Remote Sensing (3)	
		42067	Introductory Hydrogeology (3)	
		42068	Contaminant Hydrology and Hydrogeology (3)	
		42074	Environmental Geology and Well Logging (3)	
		42078	Engineering Geology (4)	
			TOTAL	**21-22**

GEOL 15

KENT STATE UNIVERSITY

Roadmap: Geology - Bachelor of Science

[AS-BS-GEOL]
College of Arts and Sciences
Department of Geology
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [15-16 Credit Hours]				
GEOL 11040 Earth Dynamics	**3**			**Fulfills Kent Core Basic Sciences**
GEOL 11041 Earth Dynamics Laboratory	**1**			**Fulfills Kent Core Basic Sciences**
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Foreign Language (Elementary I)	4-5			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Two: [15-16 Credit Hours]				
GEOL 11042 Earth History	**3**			**Fulfills Kent Core Basic Sciences**
GEOL 11043 Earth Dynamics Laboratory	**1**			**Fulfills Kent Core Basic Sciences**
BSCI 10110 Biological Diversity *or* BSCI 30560 Invertebrate Zoology	4			
Foreign Language II (Elementary II)	4-5			
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
CHEM 10060 General Chemistry I	**4**			**Fulfills Kent Core Additional**
CHEM 10062 General Chemistry Laboratory I	**1**			**Fulfills Kent Core Basic Sciences**
GEOL 23063 ~~Mineralogy~~ EARTH MATERIALS I	**4**			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Four: [14 Credit Hours]				
GEOL 31070 ~~Petrology~~ EARTH MATERIALS II	**4**	■		
MATH 12002 Analytic Geometry and Calculus I	**5**			**Fulfills Kent Core Mathematics and Critical Reasoning**
PHY 13001 General College Physics I	4			Fulfills Kent Core Basic Sciences; courses must be taken together
PHY 13021 General College Physics Laboratory I	1			
Semester Five: [14 Credit Hours]				
GEOL 34061 Invertebrate Paleontology	**4**	■	**C**	**Fulfills writing-intensive course requirements**
GEOL 31080 Structural Geology	**4**	■		
GEOL 42035 Scientific Methods in Geology or MATH 30011 Basic Probability and Statistics	3	■		GEOL 42035 offered in fall only
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Six: [Credit Hours]				
~~**GEOL 32066 Geomorphology**~~	~~**4**~~	~~■~~		
GEOL Elective (upper division)	3	■		
Kent Core Requirement	3			See Kent Core Summary on page 2
General Electives (lower or upper division)	5			
CHEM 10061 General Chemistry II or PHY 13002 General College Physics II	4			Fulfills Kent Core Basic Sciences
CHEM 10063 General Chemistry Laboratory II or PHS 13022 General College Physics Laboratory II	1			Fulfills Kent Core Basic Sciences; CHEM 10063 must be taken with CHEM 10061; PHY 13022 must be taken with PHY 13002
Summer III: [6 Credit Hours]				
GEOL 41092 Summer Field Camp	6	■		

GEOL 16

KENT STATE UNIVERSITY

Roadmap: Geology - Bachelor of Science
[AS-BS-GEOL]
College of Arts and Sciences
Department of Geology
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Seven: [15 Credit Hours]				
~~GEOL 41025 General Geophysics~~ ~~*or* GEOL 43040 Principles of Geochemistry (spring)~~	~~0-3~~	■		~~Take either GEOL 41025 this semester or GEOL 43040 in spring (semester 8)~~
GEOL Elective (upper division)	~~6~~ 6-9	■		
Kent Core Requirement	3			See Kent Core Summary on page 2
General Elective (upper division)	0-6	■		Take 6-credit elective if not taking GEOL 41025
Semester Eight: [10 Credit Hours]				
~~GEOL 41025 General Geophysics (fall)~~ ~~*or* GEOL 43040 Principles of Geochemistry~~	~~0-3~~	■		~~Take either GEOL 43040 if GEOL 41025 was not taken in semester 7~~
GEOL 44070 ~~Principles of Stratigraphy~~ Sedimentology and Stratigraphy	**4**	■		
GEOL Elective (upper division)	~~3~~ 3-6	■		Number of credits required depends on meeting minimum 15 credit hours of GEOL upper-division electives
General Elective (upper division)	0-3	■		Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	42	36*	Kent Core or General Electives	GEOL 34061	2.0	2.0

* In addition to the Kent Core, the College of Arts and Sciences requires for all its BS programs a minimum of 8 credit hours of a foreign language

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	4 credits fulfilled in this major with CHEM 10060; may fulfill diversity requirement	2
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with CHEM 10061, CHEM 10063 (or PHYS 13002, PHY 13022), GEOL 11040, GEOL 11041, GEOL 11042, GEOL 11043, PHY 13001, PHY 13021	0
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 12002	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement

GEOL 17

Roadmap: Geology - Bachelor of Science
[AS-BS-GEOL]
College of Arts and Sciences
Department of Geology
Catalog Year: 2011-2012

Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

GEOL 18

KENT STATE UNIVERSITY

Roadmap: Geology - Environmental Geology - Bachelor of Science

[AS-BS-GEOL-EGEO]
College of Arts and Sciences
Department of Geology
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [15-16 Credit Hours]				
GEOL 11040 Earth Dynamics	**3**			**Fulfills Kent Core Basic Sciences**
GEOL 11041 Earth Dynamics Laboratory	**1**			**Fulfills Kent Core Basic Sciences**
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Foreign Language (Elementary I)	4-5			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Two: [15-16 Credit Hours]				
GEOL 11042 Earth History	**3**			**Fulfills Kent Core Basic Sciences**
GEOL 11043 Earth Dynamics Laboratory	**1**			**Fulfills Kent Core Basic Sciences**
BSCI 10110 Biological Diversity *or* BSCI 30560 Invertebrate Zoology	4			
Foreign Language II (Elementary II)	4-5			
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
CHEM 10060 General Chemistry I	**4**			**Fulfills Kent Core Additional**
CHEM 10062 General Chemistry Laboratory I	**1**			**Fulfills Kent Core Basic Sciences**
GEOL 23063 ~~Mineralogy~~ EARTH MATERIALS I	**4**			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Four: [14 Credit Hours]				
CHEM 10061 General Chemistry II	**4**			
CHEM 10063 General Chemistry Laboratory II	**1**			
GEOL 31070 ~~Petrology~~ EARTH MATERIALS II	**4**	■		
MATH 12002 Analytic Geometry and Calculus I	**5**			**Fulfills Kent Core Mathematics and Critical Reasoning**
Semester Five: [14 Credit Hours]				
GEOL 34061 Invertebrate Paleontology	**4**	■	**C**	**Fulfills writing-intensive course requirements**
GEOL 31080 Structural Geology	**4**	■		
GEOL 42035 Scientific Methods in Geology or MATH 30011 Basic Probability and Statistics	3	■		GEOL 42035 offered in fall only
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Six: [15 Credit Hours]				
GEOL 32066 Geomorphology	**4**	■		
GEOL 43040 Principles of Geochemistry	**3**	■		
PHY 13001 General College Physics I	4			Fulfills Kent Core Basic Sciences; courses must be taken together
PHY 13021 General College Physics Laboratory I	1			
Kent Core Requirement	3			See Kent Core Summary on page 2
Summer III: [6 Credit Hours]				
GEOL 41092 Summer Field Camp	6	■		

GEOL 19

KENT STATE UNIVERSITY

Roadmap: Geology - Environmental Geology - Bachelor of Science
[AS-BS-GEOL-EGEO]
College of Arts and Sciences
Department of Geology
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Seven: [15 Credit Hours]				
GEOL Electives (upper division)	**6**	■		**See note 1 on page 2**
Kent Core Requirement	3			See Kent Core Summary on page 2
General Elective (lower or upper division)	3			
General Elective (upper division)	3	■		
Semester Eight: [13 Credit Hours]				
GEOL 44070 ~~Principles of Stratigraphy~~ Sedimentology and Stratigraphy	4	■		
GEOL Elective (upper division)	3-4	■		See note 1 on page 2
General Elective (upper division)	0-6	■		Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	42	36*	Kent Core or General Electives	GEOL 34061	2.0	2.0

* In addition to the Kent Core, the College of Arts and Sciences requires for all its BS programs a minimum of 8 credit hours of a foreign language

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	4 credits fulfilled in this major with CHEM 10060; may fulfill diversity requirement	2
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with CHEM 10061, CHEM 10063, GEOL 11040, GEOL 11041, GEOL 11042, GEOL 11043, PHY 13001, PHY 13021	0
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 12002	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Note 1: Students must choose 9-10 upper-division GEOL credits from the following courses:

GEOL 42030 Remote Sensing	3
GEOL 42067 Introductory Hydrogeology	3
GEOL 42068 Contaminant Hydrology and Hydrogeology	3
GEOL 42074 Environmental Core and Well Logging	3
GEOL 42078 Engineering Geology	4

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement

GEOL 20

Roadmap: Geology - Environmental Geology - Bachelor of Science
[AS-BS-GEOL-EGEO]
College of Arts and Sciences
Department of Geology
Catalog Year: 2011-2012

Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

GEOL 21

Interdepartmental Correspondence
Department of Biological Sciences
Kent State University
Kent Ohio

To : Daniel Holm, Chair, Geology
From: James Blank, Chair, BSCI
Date: 10/18/10

This memo will indicate the BSCI's support of the proposal to establish a concentration in Environmental Geology within our BS in Geology. We view this as a logical addition to the Departments offerings and consistent with their academic. We also do not believe that neither curriculum nor title encroaches on BSCI programs.

GEOL 8

WITTER, DONNA

From: SEED, ALEXANDER
Sent: Friday, October 22, 2010 3:24 PM
To: WITTER, DONNA
Subject: RE: CCC proposal to establish an Environmental Geology concentration

Hi Donna,
I believe that Mike Tubergen was going to reply to you. The FAC in the Dept. of Chemistry & Biochemistry met last week to discuss the proposal. The department unanimously supports the creation of this new concentration.
Best wishes,
Alex.

From: WITTER, DONNA
Sent: Tuesday, October 19, 2010 12:28 PM
To: SEED, ALEXANDER; KAPLAN, DAVID
Cc: HOLM, DANIEL
Subject: RE: CCC proposal to establish an Environmental Geology concentration

Hello Alex and David,
Please let me know if you have any questions about Geology's proposal to establish an Environmental Geology concentration. We're still aiming for Thurs Oct 21 to submit the proposal to CCC.
Best regards,
Donna

Donna L. Witter, Ph.D.
Assistant Professor
Kent State University Department of Geology
Kent OH 44242
Email: dwitter@kent.edu
Phone: 330-672-7002, Fax: 330-672-7949

From: WITTER, DONNA
Sent: Friday, October 08, 2010 10:38 AM
To: SEED, ALEXANDER; KAPLAN, DAVID
Cc: Daniel Holm
Subject: CCC proposal to establish an Environmental Geology concentration

Alex and David,

The Dept of Geology has developed a plan to establish an Environmental Geology concentration for our BS in Geology. This concentration would consist of a specific menu of our existing coursework and would cater to students who are interested in pursuing careers in Environmental Geology in industry. The details are outlined in the attached proposal summary. We don't anticipate a measureable impact on your units as many of our students are already following the plan of coursework described in the proposal summary (they are just not doing this as part of a defined concentration). I did want to run this by you as the proposal involves Gen Chem II and its lab and the Remote Sensing course. If you have no objections, I'd appreciate a statement of support to include with the proposal. Our target date for submitting the proposal is Oct 21.

Feel free to contact me if you need any additional information or have any questions.

Best regards,
Donna

GEOL 9

From: MUNRO-STASIUK, MANDY
Sent: Wednesday, November 03, 2010 12:02 PM
To: WITTER, DONNA; HOLM, DANIEL
Cc: HALEY, MARY ANN; KAPLAN, DAVID
Subject: Support for Environmental Geology Concentration

Dear Donna and Daniel,

This is to confirm that Geography is in full support of your proposed Environmental Geology Concentration.

Sincerely

Mandy

Dr. Mandy J. Munro-Stasiuk
Associate Professor and Chair
Department of Geography
Kent State University
Kent, OH., 44242
330 672 3225
mmunrost@kent.edu
http://neogeo.kent.edu/munro

GEOL 10

WITTER, DONNA

From: MANLEY, MARK
Sent: Friday, October 22, 2010 4:55 PM
To: WITTER, DONNA
Subject: RE: proposal to establish a concentration in Environmental Geology

Hi Donna,

The Physics Department's Undergraduate Program Committee reviewed the Geology Department's proposal to establish a concentration in Environmental Geology this afternoon. No objections were raised so I am writing to let you know that the proposal has the support of the Physics Department.

Best wishes,
Mark

D. Mark Manley
Professor and Undergraduate Coordinator
Department of Physics
Kent State University
Kent, OH 44242-0001 USA
Phone: 330-672-2407
E-mail: manley@kent.edu

From: WITTER, DONNA
Sent: Tuesday, October 19, 2010 1:13 PM
To: MANLEY, MARK
Subject: proposal to establish a concentration in Environmental Geology

Hello Mark,

Geology is putting together a CCC proposal to establish a concentration in Environmental Geology. This program would cater to students who plan to go into fields such as environmental remediation (e.g., water and soil contamination, waste disposal) and natural resource extraction (e.g., mining, oil, gas water). Students going into these fields currently take the standard track in our BS in geology program.

In our current BS program, students take PHY 13001 and 13021 and CHEM 10060 and 10062. They then choose to take either (i) PHY 13002 and PHY 13022 or (ii) CHEM 10061 and CHEM 10063. For the proposed concentration, students would be required to take the second semester of chemistry in lieu of choosing between second semester chemistry and second semester physics. The rationale for this is that students go into this field tend to work closely with chemical contaminants. Students in the standard track in our BS program would still choose between second semester chemistry and second semester physics.

We don't anticipate a significant impact on enrollments in physics as a result of this proposal because students who are going into these environmental careers tend to take the chemistry option right now. We did want to run this by you for any comment. If you concur, we'd appreciate a note to that effect to include in our CCC proposal.

Feel free to contact me if you have any questions. I've attached a draft of the proposal summary for your convenience.

Best regards,
Donna

GEOL 11

TRANSMITTAL MEMO

To: **Mary Ann Haley, Ph.D.**
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University

From: **Tim Berard, Ph.D.**
Undergraduate Coordinator for Justice Studies
Department of Sociology
College of Arts and Sciences
Kent State University

SUBJECT: PROPOSED CHANGES TO UNDERGRADUATE JUSTICE STUDIES PROGRAM
DATE: 17 November, 2010

The Justice Studies Program in the Department of Sociology is proposing the following revisions:

A. PROGRAM CHANGES FOR JUS MAJOR

1: NAME CHANGE: JUSTICE STUDIES TO CRIMINOLOGY & JUSTICE STUDIES

2: CREATION OF SIX CONCENTRATIONS

a. Policing

b. Corrections

c. Law & Society

d. Justice & Human Relations

e. Criminology & Deviance

f. General- Criminology & Justice Studies

3: ADDITION OF INTERDISCIPLINARY ELECTIVES

a. PSYC 30111 Forensic Psychology

b. SOC 42577 Sociology of Family Violence

4. PROGRAM CHANGES FOR JUS MINOR

B: COURSE (CURRICULUM) CHANGES

1. JUS COURSE TO BE ESTABLISHED

a. JUS 37511 Immigration: Law, Crime & Justice (as global diversity course)

2. JUS COURSE TO BE REVISED

a. JUS 12000 Introduction to Justice Studies

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 16-Nov-10 Curriculum Bulletin _____
Effective Date Fall 2011 Approved by EPC _____

Department	SOC		
College	AS - Arts and Sciences		
Degree	BA - Bachelor of Arts		
Program Name	**JUSTICE STUDIES**	Program Code	**JUS**
Concentration(s)		Concentration(s) Code(s)	CRJU
Proposal	Revise Program		

Description of proposal:
Revise name of program from Justice Studies to Criminology and Justice Studies

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: ~~45~~ 121 Proposed total credit hours 121

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Not expected to have any impact on other programs, policies or procedures.

Units consulted (other departments, programs or campuses affected by this proposal):
Approved by Sociology faculty including from programs in Justice Studies, Sociology, Paralegal Studies

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean — 11/22/10

College Dean — 12/23/10

Dean of Graduate Studies (for graduate proposals) — ___/___/___

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

SOC (JUS) 2

Proposal Summary

Title: Change name of Justice Studies program

Subject Specification: Rename Justice Studies as Criminology and Justice Studies

Background Information: The Justice Studies program has always had a significant emphasis on issues of crime, criminology and criminal justice; this name change will make this emphasis more explicit and obvious, which may have benefits for marketing our program and for students presenting their credentials in fields related to crime, criminal justice and criminal law.

Alternatives and Consequences: If the name remains the same, questions about the meaning and implications of the term Justice Studies will continue to confuse and occasionally irritate some people; those looking for criminology or criminal justice will not find anything starting with crim---.

Specific Recommendation and Justification: Approve the name change to make the name more descriptive and more effective.

Timetable and Actions Required:

JUS faculty approval	Fall 2010
Departmental approval	Fall 2010
A & S CCC approval	Fall 2010
EPC approval	Jan. 2011
Effective date	Fall 2011

SOC (JUS) 3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	SOCIOLOGY
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts
Program Name	**JUSTICE STUDIES** Program Code **JUS**
Concentration(s)	Concentration(s) Code(s) POLC; CORC; LASO; JAHR; CRDE; CRJU
Proposal	Establish Program Requirement

Description of proposal:

Establish six concentrations in the Criminology & Justice Studies undergraduate curriculum: Policing; Corrections; Law & Society; Justice & Human Relations; Criminology & Deviance; General- Criminology & Justice Studies. The first five concentrations serve different clusters of vocational and/or academic interests which can be found among our many majors, while the sixth, general concentration will serve students not wishing to choose one of the more specialized concentrations. Majors will be required to declare one of the six concentrations. The purposes include to provide students with optional structures to assist in their selection of electives from among our wide variety of elective courses, to better communicate patterns and options of curricular content and vocational preparation available to majors, to aid in advising, to aid in marketing the major, and to provide students with an established, institutionalized vocabulary to describe their studies and credentials.

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

Current total credit hours: ~~15~~ 121 Proposed total credit hours 121

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

Some of the concentrations could result in some increase in interest in specific sociology, psychology and political science courses which are included as optional electives, and in one case (sociology of deviance) as a requirement, but generally very little impact is expected, and no negative impacts are expected.

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

Psychology

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	11/22/10
College Dean: Mary Ann Haley	12/23/10
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs	___/___/___

SOC (JUS) 4

Proposal Summary

Title: Proposal to add six concentrations to the Criminology & Justice Studies major

Subject Specification: Add six concentrations to the Criminology & Justice Studies major to better serve the interests of students pursuing different courses of study and preparing for entering the job market in different fields or preparing for application to different types of graduate programs.

Background Information: The establishment of six concentrations in the major, five specialized and one general, will better reflect and serve the variety of interests present in our undergraduate program. The intended effects include to provide helpful optional structures for selection among our many electives, to assist in advising, to assist in marketing, to better communicate patterns and options of curricular content and vocational preparation available to majors, and to provide students with an established, institutionalized vocabulary to describe their studies and credentials. The proposal therefore aligns with departmental and program values of serving students and the public by helping students identify their academic and vocational interests and helping them prepare for future professional and/or academic pursuits. The proposed concentrations have no foreseeable negative effect on the program, the faculty or the budget. The proposed concentrations have no foreseeable negative impact on students; those not wishing to specialize can fulfill the general concentration with the same coursework as is required for the BA. It is expected that the concentrations, along with the proposed name change, will greatly increase understanding of the major and its relevance to different vocational and academic interests, and for similar reasons it is possible that the concentrations will aid in efforts to increase enrollment, retention and student success, and improve the institutional and public identity of the program.

Alternatives and Consequences: Failing to add concentrations will allow confusion to continue concerning the nature and relevance of the current Justice Studies program, which has a name subject to misunderstanding and a huge variety of electives in need of greater structure. Delays in implementing concentrations would delay clarification of these harmful and costly confusions.

Specific Recommendation and Justification: Approve the six concentrations in time for Fall 2011 implementation in order to better serve students' academic, vocational and advising needs, and generally clarify and strengthen the identity of the program.

Timetable and Actions Required:

JUS faculty approval	Fall 2010
Departmental approval	Fall 2010
A & S CCC approval	Fall 2010
EPC approval	Jan. 2011
Effective date	Fall 2011

SOC (JUS) 5

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 16-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Sociology
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts
Program Name	**Justice Studies** Program Code **JUS**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program

Description of proposal:

Extend list of electives from outside JUS which students can apply to their major, specifically the currently proposed PSYC 30111 Forensic Psychology and the already established SOC 42577 Sociology of Family Violence.

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

Current total credit hours: 45 Proposed total credit hours

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

The addition of the two courses may increase student enrollment, or enrollment attempts, in these two courses; if such enrollment interest were not welcome for some reason now or in the future, there is an easy mechanism available to departments and programs to reserve seats for their own majors. No negative impact is expected.

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

Psychology

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	11/22/10
Mary Ann Haley College Dean	12/23/10
Dean of Graduate Studies (for graduate proposals)	/ /
Provost and Senior Vice President for Academic Affairs	/ /

SOC(JUS) 6

Proposal Summary

Title: Extend list of electives from outside Justice Studies which count towards JUS BA

Subject Specification: Add two courses from outside Justice Studies to the list of courses which majors can take as electives and apply towards their major requirements.

Background Information: Justice Studies has long allowed students to apply specified elective classes from other programs towards their major requirements. This proposal updates the list with two additional classes, which are clearly relevant to many Justice Studies students.

Alternatives and Consequences: The alternative is to not extend the list of electives to include these two courses, which would likely discourage some relevant interdisciplinary coursework, and perhaps create paperwork in the form of course substitutions or other special authorizations, perhaps make it more difficult for students to pursue double-majors or majors with minors across the fields of Justice Studies, Psychology, and Sociology.

Specific Recommendation and Justification: Approve the addition of two more courses to the major electives available to JUS students, to facilitate relevant interdisciplinary coursework and participation in multiple programs of study.

Timetable and Actions Required:

JUS faculty approval	Fall 2010
Departmental approval	Fall 2010
A & S CCC approval	Fall 2010
EPC approval	Jan. 2011
Effective date	Fall 2011

Soc (JUS) 7

Kent State University Catalog 2010 - 2011

Criminology and

Justice Studies - B.A.

COLLEGE: College of Arts and Sciences

DEPARTMENT: Department of Sociology
215 Merrill Hall
Tel: 330-672-2562
Fax: 330-672-4724
Web: http://www.kent.edu/cas/sociology/

DESCRIPTION: The Bachelor of Arts in Criminology and Justice Studies takes an interdisciplinary approach to the study of crime, law and justice. Faculty members view crime, deviance and society's response from the fields of sociology, political science, psychology, social work and traditional criminal justice viewpoints. The curriculum provides a firm understanding of the basic institutions of the criminal justice system. Students are also exposed to criminological theory and diversity courses, which help them understand the complex relationship between the individual, society and the criminal justice system. The program stresses effective writing and analytical skills. Students are afforded the opportunity to earn credit through internship placements, including Kent State's fully accredited police academy.

Criminology and

CAREER OPPORTUNITIES: Career opportunities related to Criminology and Justice Studies interests and credentials include positions in criminal and regulatory law enforcement affiliated with a wide variety of municipal/city, county, state, regional and national agencies; correctional positions including guards, counselors, probation and parole officers, and supervisors; homeland security; courthouse security; park/forest rangers; private security services, including for businesses, transportation systems, hospitals and campuses; juvenile detention, counseling and supervision; investigative and criminal history research positions for courts or private businesses; victim services and victim advocacy.

In combination with relevant graduate degrees, students may also qualify for professional positions in legal practice; teaching; policy research including applied statistics and crime mapping; social work, clinical psychology, counseling, or therapy; and forensics expert or technician (with cross-training in fields such as psychology, biology, chemistry, physics, anthropology, ~~economics~~ accounting, computer science, linguistics, or others).

insert overview of concentrations (attached)

ADMISSION REQUIREMENTS: **General Admissions for Freshman Students:** Students most likely to be admitted and succeed at the Kent Campus are those who have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and whose composite ACT score is 21 or better (980 combined critical reading and math SAT score). For more information on admissions, visit the Admissions website for new freshmen.

General Admissions for Transfer Students: Generally, a transfer applicant who has taken 12 or more semester hours with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12 semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the Admissions website for transfer students.

GRADUATION REQUIREMENTS: Minimum 121 total credit hours and 42 upper-division hours for graduation. Minimum 2.00 GPA overall and 2.00 GPA in major required for graduation.

LANGUAGE REQUIREMENT: Yes

STUDY ABROAD/AWAY OPPORTUNITIES: There are many study abroad/away opportunities, for more information contact the Office of International Affairs.

PROGRAM FEE: None

STUDENT ORGANIZATIONS: Alpha Phi Sigma, the Criminal Justice Honor Society; Lambda Alpha Epsilon, the Criminal Justice Club

GRADUATE PROGRAMS: ~~M.A. in Justice Studies~~ admissions currently suspended

SOC(JUS) 8

Proposed new content for undergraduate catalog entry on Justice Studies

Overview of concentrations, to be inserted at bottom of DESCRIPTION section

All majors in the Criminology & Justice Studies program will select at least one concentration from the six concentrations offered, in consultation with a faculty advisor in Criminology & Justice Studies or the Undergraduate Coordinator for Criminology & Justice Studies. Consultations with faculty will enable students to make informed choices about which combinations of courses will maximize their preparation for future careers and possibly graduate education. The six concentrations are:

Policing-- relevant to students intending careers in law enforcement, and potentially also other occupations related to security and public safety.

Corrections-- relevant to students pursuing careers in institutional corrections for adults or juveniles, or in community corrections fields such as probation and parole.

Law & Society— appropriate for students interested in the social relevance of law and social influences on law; may be appropriate as preparation for law school or graduate studies in the social sciences.

Justice & Human Relations— may be appropriate for students interested in fields such as social work, counseling, or clinical psychology, victimology or victim advocacy, juvenile justice, public/community relations in criminal justice, community organizing, diversity, or social justice. Note: interdisciplinary training and/or specialized graduate training are necessary for careers in many of these fields.

Criminology & Deviance— relevant to students interested in understanding the origins and nature of deviance and crime, patterns of deviance and crime, societal responses to deviance and crime; often appropriate for students preparing for graduate studies in sociology, criminology, criminal justice, public policy, or social work.

General- Criminology & Justice Studies -- this concentration is offered for those students who either choose not to pursue specializations within the major or wish to pursue individualized programs of study in the major which do not align with the other available concentrations.

Kent State University Catalog 2010 - 2011

Criminology and

Justice Studies - B.A. Program Requirements

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I. DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)

Type	Course		Title	Credits
	US	10097	Destination Kent State: First Year Experience	1

II. MAJOR PROGRAM REQUIREMENTS (45 credits) *Courses count in major GPA*

Type	Course		Title	Credits
	JUS	12000	Introduction to Justice Studies	3
		22300	Police Role	3
		26701	Corrections	3
KSS		26704	Issues in Law and Society	3
WIC		32400	Research Methods in Justice Studies*	3
		36702	Criminology	3
		37311	Minorities in Crime and Justice (3)	
DD			*or*	3
		37411	Women in Crime and Justice	
		47211	Court Functions	3
	~~Major Electives~~: minimum 12 credit hours must be JUS courses; the remaining 9 credit hours may be selected from the following:**			21
	JUS		Justice studies elective (12-21)	
	PHIL	31035	Philosophy and Justice (3)	
	POL	30130	Courts (3)	
		30301	Introduction to Public Administration (3)	
		40183	Constitutional Law Civil Rights and Liberties (3)	
	~~PSYC~~	40111	Abnormal Psychology (3)	
		40383	Psychological Interventions (3)	
	SOC	32570	Inequality in societies (3)	
		32762	Deviant Behavior (3)	

Choose Concentration (21 hrs)

Criminology and

← PSYC 30111 Forensic Psychology (3)

← 42577 Sociology of Family Violence (3)

III. ADDITIONAL PROGRAM REQUIREMENTS (75 credits)

Type	Course	Title	Credits
	Foreign Language		14-20
	Kent Core Additional (must be from two categories)		6
	Kent Core Basic Sciences (must include one laboratory)		9-10
	Kent Core Composition		6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)		9
	Kent Core Mathematics and Critical Reasoning		3-5
	Kent Core Social Sciences (must be from two disciplines)		6
	General Electives (upper division)		22
		MINIMUM TOTAL	**121**

← insert concentration requirements (attached) overview

*A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

** Minimum 15 credit hours must be upper-division. A maximum 6 credit hours of the following courses may be used to fulfill the 21 major elective credit hours: JUS 45093 Variable Title Workshop, JUS 45096 Individual Investigation, JUS 46792 Internship and/or JUS 46798 Research in Justice Studies. ~~JUS~~ PLST 36792 Internship in Paralegal may not be used as a major elective.

To fulfill the ~~global~~ diversity requirement, Justice Studies majors must take one diversity course that is a not a JUS course, from the Kent Core.

Criminology and

SOC (JUS) 10

Insert concentration requirements

Kent State University Catalog 2010 - 2011

Criminology and

Justice Studies - B.A. Program Requirements

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (45 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	JUS	12000	Introduction to Justice Studies	3
		22300	Police Role	3
		26701	Corrections	3
KSS		26704	Issues in Law and Society	3
WIC		32400	Research Methods in Justice Studies*	3
		36702	Criminology	3
DD		37311 37411	Minorities in Crime and Justice (3) ***or*** Women in Crime and Justice	3
		47211	Court Functions	3
	~~Major Electives~~ minimum 12 credit hours must be JUS courses; the remaining 9 credit hours may be selected from the following:**			21
	JUS		Justice studies elective (12-21)	
	PHIL	31035	Philosophy and Justice (3)	
	POL	30130	Courts (3)	
		30301	Introduction to Public Administration (3)	
		40183	Constitutional Law Civil Rights and Liberties (3)	
	PSYC	40111	Abnormal Psychology (3)	
		40383	Psychological Interventions (3)	
	SOC	32570	Inequality in societies (3)	
		32762	Deviant Behavior (3)	
III.	**ADDITIONAL PROGRAM REQUIREMENTS (75 credits)**			
Type	**Course**		**Title**	**Credits**
	Foreign Language			14-20
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory)			9-10
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Mathematics and Critical Reasoning			3-5
	Kent Core Social Sciences (must be from two disciplines)			6
	General Electives (upper division)			22
			MINIMUM TOTAL	**121**

Choose Concentration (21 hours) - see attached

~~Criminology and~~

PSYC 30111 Forensic Psychology (3)

42577 ~~Sociology of Family Violence~~ (3)

insert concentration requirements (attached) overview

*A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

** Minimum 15 credit hours must be upper-division. A maximum 6 credit hours of the following courses may be used to fulfill the 21 major elective credit hours: JUS 45093 Variable Title Workshop, JUS 45096 Individual Investigation, JUS 46792 Internship and/or JUS 46798 Research in Justice Studies. ~~JUS~~ PLST 36792 Internship in Paralegal may not be used as a major elective.

To fulfill the ~~global~~ diversity requirement, Justice Studies majors must take one diversity course that is a not a JUS course, from the Kent Core.

Criminology and

Insert concentration requirements

SOC (JUS) 11

to be inserted below current B.A. Program Requirements material

IV CONCENTRATION REQUIREMENTS (21 credits)

Policing (21)

Corrections (21)

Law & Society (21)

Justice & Human Relations (21)

Criminology & Deviance (21)

General – Criminology & Justice Studies (21)

specific concentration requirements on following pages

SOC (JUS) 12

Policing Concentration

For semester-by-semester course sequencing for this program, view the 2011/2012 Roadmap

I. CONCENTRATION REQUIREMENTS (~~12~~ 21 credits) Courses count in major GPA

JUS 32200 Police & Community (3)

Choose a 2nd JUS diversity course* from the following: (3)

JUS 37311 Minorities in Crime & Justice (Domestic Diversity) (3)

JUS 37411 Women in Crime & Justice (Domestic Diversity) (3)

Choose two from the following: (6)

JUS 22301 The Investigative Process (3)

JUS 27311 Victimology (3)

JUS 32500 Crisis Intervention (3)

JUS 34200 Criminal Procedures & Evidence (3)

Concentration Electives (9)

Choose additional courses from above or from the rest of the JUS curriculum, or from the Paralegal Studies (PLST) curriculum, or from the specific courses in Philosophy, Political Science, Psychology and Sociology which are listed in General Concentration electives.

*One of the below courses is required for the major, a second is required for the concentration

Corrections Concentration

For semester-by-semester course sequencing for this program, view the 2011/2012 Roadmap

I. CONCENTRATION REQUIREMENTS (~~12~~ 21 credits) Courses count in major GPA

JUS 46705 Community Corrections (3)

JUS 46707 Correctional Institutions (3)

JUS 46708 Treatment Methods (3)

Choose one from the following: (3)

JUS 34200 Criminal Procedures & Evidence (3)

JUS 34311 Youth & the Justice System (3)

JUS 46701 Crime, Justice & Substance Abuse (3)

JUS 37311 Minorities in Crime & Justice* (Domestic Diversity) (3)

JUS 37411 Women in Crime & Justice* (Domestic Diversity) (3)

Concentration Electives (9)

Choose additional courses from above or from the rest of the JUS curriculum, or from the Paralegal Studies (PLST) curriculum, or from the specific courses in Philosophy, Political Science, Psychology and Sociology which are listed in General Concentration electives.

*The diversity course applied towards major requirements cannot be applied towards the concentration requirements; a second of the above-listed diversity course can be chosen as a concentration elective.

Law & Society Concentration

For semester-by-semester course sequencing for this program, view the 2011/2012 Roadmap

I. CONCENTRATION REQUIREMENTS (~~12~~ 21 credits) Courses count in major GPA

Choose two courses on law in relation to social groups, from the following: (6)

JUS 28003 Family Law & Procedure (3)

JUS 34311 Youth & The Justice System (3)

JUS 36703 Juvenile Delinquency (WIC)** (3)

JUS 37511 Immigration: Law, Crime & Justice (Global Diversity) (3)

JUS 37311 Minorities in Crime & Justice* (Domestic Diversity) (3)

JUS 37411 Women in Crime & Justice* (Domestic Diversity) (3)

Choose two courses on law as understood from various traditions of inquiry, from the following: (6)

JUS 32200 Police & Community (3)

JUS 33300 Development of Justice in America (3)

JUS 33400 Crime & Justice in Popular Culture (3)

JUS 47311 Comparative Justice Systems (3)

SOC 32762 Deviant Behavior (3)

Concentration Electives (9)

Choose additional courses from above or from the rest of the JUS curriculum, or from the Paralegal Studies (PLST) curriculum, or from the specific courses in Philosophy, Political Science, Psychology and Sociology which are listed in General Concentration electives.

*The diversity course applied towards major requirements cannot be applied towards the concentration requirements; a second of the indicated diversity course can be chosen as a concentration elective.

**A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

Justice & Human Relations Concentration

For semester-by-semester course sequencing for this program, view the 2011/2012 Roadmap

I. CONCENTRATION REQUIREMENTS (~~12~~ 21 credits) Courses count in major GPA

Choose at least one course related to law, from: (3)

PLST 28003 Family Law & Procedure (3)
JUS 37511 Immigration: Law, Crime & Justice (Global Diversity) (3)
JUS 38007 Human Service Agencies & the Law (3)
POL 40183 Constitutional Law: Civil Rights and Liberties (3)

Choose three additional electives from the courses listed above or below: (9)

JUS 27311 Victimology (3)
JUS 32200 Police & Community (3)
JUS 32500 Crisis Intervention (3)
JUS 34311 Youth & The Justice System (3)
JUS 36703 Juvenile Delinquency (WIC) ** (3)
JUS 37311 Minorities in Crime & Justice (Domestic Diversity)* (3)
JUS 37411 Women in Crime & Justice (Domestic Diversity)* (3)
JUS 46701 Crime, Justice & Substance Abuse (3)
JUS 46708 Treatment Methods (3)
PLST 47111 Civil Law & Procedure (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 40383 Psychological Interventions (3)
SOC 32570 Inequality in Societies (Domestic Diversity) (3)
SOC 32762 Deviant Behavior (3)

Concentration Electives (9)
Choose additional courses from above or from the rest of the JUS curriculum, or from the Paralegal Studies (PLST) curriculum, or from the specific courses in Philosophy, Political Science, Psychology and Sociology which are listed in General Concentration electives.

*The diversity course applied towards major requirements cannot be applied towards the concentration requirements; a second of the indicated diversity course can be chosen as a concentration elective.

**A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

Criminology & Deviance Concentration

For semester-by-semester course sequencing for this program, view the 2011/2012 Roadmap

I. CONCENTRATION REQUIREMENTS (~~9~~ 21 credits) Courses count in major GPA

SOC 32762 Deviant Behavior (3)

Choose two from: (6)

JUS 27311 Victimology (3)

JUS 36703 Juvenile Delinquency (WIC)** (3)

SOC 22778 Social Problems (Kent Core; Global Diversity) (3)

SOC 32570 Inequality in Societies (Domestic Diversity) (3)

SOC 42577 Sociology of Family Violence (3)

Concentration Electives (12)

Choose additional courses from above or from the rest of the JUS curriculum, or from the Paralegal Studies (PLST) curriculum, or from the specific courses in Philosophy, Political Science, Psychology and Sociology which are listed in General Concentration electives.

**A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

General Concentration – Criminology & Justice Studies

For semester-by-semester course sequencing for this program, view the 2011/2012 Roadmap

I. CONCENTRATION REQUIREMENTS (21 credits) Courses count in major GPA

Choose at least twelve hours in the Criminology & Justice Studies curriculum (JUS) and/or the Paralegal Studies curriculum (PLST). Additional hours may be chosen from the JUS and/or PLST curricula, and/or from:*

PHIL 31035	**Philosophy & Justice**
POL 30130	**Courts**
POL30301	**Intro to Public Administration**
POL 40183	**Const Law: Civil Rights & Liberties**
PSYC 30111	**Forensic Psychology**
PSYC 40111	**Abnormal Psychology**
PSYC 40383	**Psychological Interventions**
SOC 32570	**Inequality in Societies**
SOC 32762	**Deviant Behavior**
SOC 42577	**Sociology of Family Violence**

***Some courses have prerequisites; consult catalog.**

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Policing Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [Credit Hours]				
JUS 12000 Introduction to Justice Studies	**3**			
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	9			See Kent Core Summary on page 2
Semester Two: [Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	3			JUS 26704 fulfills Kent Core Social Sciences
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Three: [16-17 Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	**6**			JUS 26704 fulfills Kent Core Social Sciences
Foreign Language (Elementary I)	4-5			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Four: [16-17 Credit Hours]				
Foreign Language (Elementary II)	4-5			
Kent Core Requirement	9			See Kent Core Summary on page 2
Concentration Requirement	3			See note 2 on page [?]
Semester Five: [15-17 Credit Hours]				
JUS Core Courses (Upper Division)	6	■		See note 1 on page 2
Foreign Language (Intermediate I)	3-5			
Kent Core Requirement	3			See Kent Core Summary on page 2
Concentration Requirement	3			See note 2 on page [?]
Semester Six: [15-17 Credit Hours]				
JUS Core Courses (Upper Division)	6	■		See note 1 on page 2
Foreign Language (Intermediate II)	3-5			
Concentration Requirement (upper division)	3	■		See note 2 on page [?]
General Elective (lower or upper division)	3			
Summer III: [0-6 Credit Hours]				
JUS 46792 Internship	0-6	■		Recommended but not required; see note 4 on page [?]
Semester Seven: [15 Credit Hours]				
Concentration Elective (upper division)	3	■		See note 3 on page [?]
General Electives (lower or upper division)	9			
Concentration Requirement (upper division)	3	■		See note 2 on page [?]
Semester Eight: [16 Credit Hours]				
Concentration Electives (upper division)	6	■		**See note 3 on page [?]; Recommended: JUS 46792 Internship (see note 4 on p [?])**
General Electives (lower or upper division)	10			**Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours**

Revised Soc/Jus 2/25

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Policing Concentration

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	JUS 37311 or 37411 / Kent Core or Gen Ele	JUS 32400	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

[Insert Notes 1-5, attached]

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

REVISED SOC(JUS)24

[notes for insertion into JUS Policing Concentration]

Note 1: JUS Core Courses (24 credit hours)

JUS 12000 Introduction to Justice Studies (3)
JUS 22300 Police Role (3)
JUS 26701 Corrections (3)
JUS 26704 Issues in Law and Society (3)
JUS 32400 Research Methods in Justice Studies (3)
JUS 36702 Criminology (3)
Either JUS 37311 Minorities in Crime and Justice (3) *or* JUS 37411 Women in Crime and Justice (3)
JUS 47211 Court Functions (3)

Note 2: Policing Concentration Requirements (12 credit hours)

JUS 32200 Police & Community (3)
Choose a 2nd JUS domestic diversity course (3)
Either JUS 37311 Minorities in Crime and Justice *or* JUS 37411 Women in Crime and Justice
Choose two from the following: (6)
JUS 22301 The Investigative Process (3)
JUS 27311 Victimology (3)
JUS 32500 Crisis Intervention (3)
JUS 34200 Criminal Procedures & Evidence (3)

Note 3: Policing Concentration Electives (9 credit hours)
May be selected from JUS and/or PLST courses, and/or from the following:

PHIL 31035 Philosophy and Justice (3)
POL 30130 Courts (3)
POL 30301 Introduction to Public Administration (3)
POL 40183 Constitutional Law: Civil Rights and Liberties (3)
PSYC 30111 Forensic Psychology (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 40383 Psychological Interventions (3)
SOC 32570 Inequality in Societies (3)
SOC 32762 Deviant Behavior (3)
SOC 42577 Sociology of Family Violence (3)

Note 4: A maximum of 6 credit hours of the following courses may be used to fulfill the 9 concentration elective credit hours: JUS 45093 Variable Title Workshop, JUS 45096 Individual Investigation, JUS 46792 Internship, and/or JUS 46798 Research in Justice Studies. PLST 36792 Internship in Paralegal may not be used as a major elective.

Note 5: In the course of satisfying the JUS Core requirements, JUS students will satisfy the following university requirements: A Kent Core Social Sciences requirement is satisfied with JUS 26704 Issues in Law and Society; The domestic diversity course requirement is satisfied with *either* JUS 37311 Minorities in Crime and Justice *or* JUS 37411 Women in Crime and Justice; The writing intensive requirement is satisfied with a 'C' (2.0) grade in JUS 32400 Research Methods in Justice Studies. Internships are recommended but not required.

REVISED SOC (JUS) 26a

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Corrections Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [Credit Hours]				
JUS 12000 Introduction to Justice Studies	**3**			
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	9			See Kent Core Summary on page 2
Semester Two: [Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	3			JUS 26704 fulfills Kent Core Social Sciences
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Three: [16-17 Credit Hours]				
Two from: JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	**6**			JUS 26704 fulfills Kent Core Social Sciences
Foreign Language (Elementary I)	4-5			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Four: [16-17 Credit Hours]				
Foreign Language (Elementary II)	4-5			
Kent Core Requirement	9			See Kent Core Summary on page 2
Concentration Elective (lower or upper division)	3			See note 3 on page [?]
Semester Five: [15-17 Credit Hours]				
JUS Core Courses (Upper Division)	6	■		See note 1 on page 2
Foreign Language (Intermediate I)	3-5			
Kent Core Requirement	3			See Kent Core Summary on page 2
Concentration Elective (lower or upper division)	3			See note 3 on page [?]
Semester Six: [15-17 Credit Hours]				
JUS Core Courses (Upper Division)	6	■		See note 1 on page 2
Foreign Language (Intermediate II)	3-5			
Concentration Requirement (upper division)	3	■		See note 2 on page [?]
General Elective (lower or upper division)	3			
Summer III: [0-6 Credit Hours]				
JUS 46792 Internship	0-6	■		Recommended but not required; see note 4 on page [?]
Semester Seven: [15 Credit Hours]				
General Electives (lower or upper division)	9			
Concentration Requirements (upper division)	6	■		See note 2 on page [?]
Semester Eight: [16 Credit Hours]				
Concentration Elective (upper division)	3	■		See note 3 on page [?]
Concentration Requirement (upper division)	3	■		**See note 2 on page [?]; Recommended: JUS 46792 Internship (see note 4 on p [?])**
General Electives (lower or upper division)	10			**Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours**

REVISED SOC/JUS 27

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Corrections Concentration

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36				

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

[Insert Notes 1-5, attached]

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

REVISED SOC(JUS) 28

[notes for insertion into JUS Corrections Concentration]

Note 1: JUS Core Courses (24 credit hours)

JUS 12000 Introduction to Justice Studies (3)
JUS 22300 Police Role (3)
JUS 26701 Corrections (3)
JUS 26704 Issues in Law and Society (3)
JUS 32400 Research Methods in Justice Studies (3)
JUS 36702 Criminology (3)
Either JUS 37311 Minorities in Crime and Justice (3) *or* JUS 37411 Women in Crime and Justice (3)
JUS 47211 Court Functions (3)

Note 2: Corrections Concentration Requirements (12 credit hours)

JUS 46705 Community Corrections (3)
JUS 46707 Correctional Institutions (3)
JUS 46708 Treatment Methods (3)
Choose one from the following: (3)
- JUS 34200 Criminal Procedures & Evidence (3)
- JUS 34311 Youth & the Justice System (3)
- JUS 46701 Crime, Justice & Substance Abuse (3)
- JUS 37311 Minorities in Crime & Justice (Domestic Diversity) (3)
- JUS 37411 Women in Crime & Justice (Domestic Diversity) (3)

Note 3: Corrections Concentration Electives (9 credit hours)
May be selected from JUS and/or PLST courses, and/or from the following:

PHIL 31035 Philosophy and Justice (3)
POL 30130 Courts (3)
POL 30301 Introduction to Public Administration (3)
POL 40183 Constitutional Law: Civil Rights and Liberties (3)
PSYC 30111 Forensic Psychology (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 40383 Psychological Interventions (3)
SOC 32570 Inequality in Societies (3)
SOC 32762 Deviant Behavior (3)
SOC 42577 Sociology of Family Violence (3)

Note 4: A maximum of 6 credit hours of the following courses may be used to fulfill the 9 concentration elective credit hours: JUS 45093 Variable Title Workshop, JUS 45096 Individual Investigation, JUS 46792 Internship, and/or JUS 46798 Research in Justice Studies. PLST 36792 Internship in Paralegal may <u>not</u> be used as a major elective.

Note 5: In the course of satisfying the JUS Core requirements, JUS students will satisfy the following university requirements: A Kent Core Social Sciences requirement is satisfied with JUS 26704 Issues in Law and Society; The domestic diversity course requirement is satisfied with *either* JUS 37311 Minorities in Crime and Justice *or* JUS 37411 Women in Crime and Justice; The writing intensive requirement is satisfied with a 'C' (2.0) grade in JUS 32400 Research Methods in Justice Studies. Internships are recommended but not required.

REVISED SBC (JUS) 28a

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Law and Society Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [Credit Hours]				
JUS 12000 Introduction to Justice Studies	**3**			
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	9			See Kent Core Summary on page 2
Semester Two: [Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	3			JUS 26704 fulfills Kent Core Social Sciences
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Three: [16-17 Credit Hours]				
Two from: JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	**6**			JUS 26704 fulfills Kent Core Social Sciences
Foreign Language (Elementary I)	4-5			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Four: [16-17 Credit Hours]				
Foreign Language (Elementary II)	4-5			
Kent Core Requirement	9			See Kent Core Summary on page 2
Concentration Requirement	3			See note 2 on page [?]
Semester Five: [15-17 Credit Hours]				
JUS Core Courses (junior level)	6	■		See note 1 on page 2
Foreign Language (Intermediate I)	3-5			
Kent Core Requirement	3			See Kent Core Summary on page 2
Concentration Requirement	3	■		See note 2 on page [?]
Semester Six: [15-17 Credit Hours]				
JUS Core Courses (Upper Division)	6	■		See note 1 on page 2
Foreign Language (Intermediate II)	3-5			
Concentration Requirement	3	■		See note 2 on page [?]
General Elective (lower or upper division)	3			
Summer III: [0-6 Credit Hours]				
JUS 46792 Internship	0-6	■		Recommended but not required; see note 4 on page [?]
Semester Seven: [15 Credit Hours]				
Concentration Elective	3			See note 3 on page [?]
General Electives (lower or upper division)	9			
Concentration Requirement	3	■		See note 2 on page [?]
Semester Eight: [16 Credit Hours]				
Concentration Electives (upper division)	6	■		**See note 3 on page [?]; Recommended: JUS 46792 Internship (see note 4 on p [?])**
General Electives (lower or upper division)	10			**Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours**

Graduation Requirements Summary

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Law and Society Concentration

Course Subject and Title			Credit Hours	Upper Division	Min. Grade	Important Notes		
Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic			Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36						

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

[Insert Notes 1-5, attached]

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

REVISED SOC (JUS) 30

[notes for insertion into JUS Law and Society Concentration]

Note 1: JUS Core Courses (24 credit hours)

JUS 12000 Introduction to Justice Studies (3)
JUS 22300 Police Role (3)
JUS 26701 Corrections (3)
JUS 26704 Issues in Law and Society (3)
JUS 32400 Research Methods in Justice Studies (3)
JUS 36702 Criminology (3)
Either JUS 37311 Minorities in Crime and Justice (3) *or* JUS 37411 Women in Crime and Justice (3)
JUS 47211 Court Functions (3)

Note 2: Law and Society Concentration Requirements (12 credit hours)

Choose two courses on law in relation to social groups, from the following: (6)

JUS 28003 Family Law & Procedure (3)
JUS 34311 Youth & The Justice System (3)
JUS 36703 Juvenile Delinquency (WIC)** (3)
JUS 37511 Immigration: Law, Crime & Justice (Global Diversity) (3)
JUS 37311 Minorities in Crime & Justice* (Domestic Diversity) (3)
JUS 37411 Women in Crime & Justice* (Domestic Diversity) (3)

Choose two courses on law as understood from various traditions of inquiry, from the following: (6)

JUS 32200 Police & Community (3)
JUS 33300 Development of Justice in America (3)
JUS 33400 Crime & Justice in Popular Culture (3)
JUS 47311 Comparative Justice Systems (3)
SOC 32762 Deviant Behavior (3)

Note 3: Law and Society Concentration Electives (9 credit hours)
May be selected from JUS and/or PLST courses, and/or from the following:

PHIL 31035 Philosophy and Justice (3)
POL 30130 Courts (3)
POL 30301 Introduction to Public Administration (3)
POL 40183 Constitutional Law: Civil Rights and Liberties (3)
PSYC 30111 Forensic Psychology (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 40383 Psychological Interventions (3)
SOC 32570 Inequality in Societies (3)
SOC 32762 Deviant Behavior (3)
SOC 42577 Sociology of Family Violence (3)

Note 4: A maximum of 6 credit hours of the following courses may be used to fulfill the 9 concentration elective credit hours: JUS 45093 Variable Title Workshop, JUS 45096 Individual Investigation, JUS 46792 Internship, and/or JUS 46798 Research in Justice Studies. PLST 36792 Internship in Paralegal may <u>not</u> be used as a major elective.

Note 5: In the course of satisfying the JUS Core requirements, JUS students will satisfy the following university requirements: A Kent Core Social Sciences requirement is satisfied with JUS 26704 Issues in Law and Society; The domestic diversity course requirement is satisfied with *either* JUS 37311 Minorities in Crime and Justice *or* JUS 37411 Women in Crime and Justice; The writing intensive requirement is satisfied with a 'C' (2.0) grade in JUS 32400 Research Methods in Justice Studies. Internships are recommended but not required.

REVISED 30c (JUS) 30a

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Justice and Human Relations Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [Credit Hours]				
JUS 12000 Introduction to Justice Studies	**3**			
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	9			See Kent Core Summary on page 2
Semester Two: [Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	3			JUS 26704 fulfills Kent Core Social Sciences
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Three: [16-17 Credit Hours]				
Two from: JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	**6**			JUS 26704 fulfills Kent Core Social Sciences
Foreign Language (Elementary I)	4-5			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Four: [16-17 Credit Hours]				
Foreign Language (Elementary II)	4-5			
Kent Core Requirement	9			See Kent Core Summary on page 2
Concentration Requirement	3			See note 2 on page [?]
Semester Five: [15-17 Credit Hours]				
JUS Core Courses (junior level)	6	■		See note1 on page 2
Foreign Language (Intermediate I)	3-5			
Kent Core Requirement	3			See Kent Core Summary on page 2
Concentration Requirement	3			See note 2 on page [?]
Semester Six: [15-17 Credit Hours]				
JUS Core Courses (upper division)	6	■		See note 1 on page 2
Foreign Language (Intermediate II)	3-5			
Concentration Requirement (upper division)	3	■		See note 2 on page [?]
General Elective (lower or upper division)	3			
Summer III: [0-6 Credit Hours]				
JUS 46792 Internship	0-6	■		Recommended but not required; see note 4 on page [?]
Semester Seven: [15 Credit Hours]				
Concentration Elective (upper division)	3	■		See note 3 on page [?]
General Electives (lower or upper division)	9			
Concentration Requirement (upper division)	3	■		See note 2 on page [?]
Semester Eight: [16 Credit Hours]				
Concentration Electives (upper division)	6	■		**See note 3 on page [?]; Recommended: JUS 46792 Internship (see note 4 on p [?])**
General Electives (lower or upper division)	10			**Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours**

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Justice and Human Relations Concentration

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36				

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

[Insert Notes 1-5, attached]

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

[notes for insertion into JUS Justice and Human Relations Concentration]

Note 1: JUS Core Courses (24 credit hours)

JUS 12000 Introduction to Justice Studies (3)
JUS 22300 Police Role (3)
JUS 26701 Corrections (3)
JUS 26704 Issues in Law and Society (3)
JUS 32400 Research Methods in Justice Studies (3)
JUS 36702 Criminology (3)
Either JUS 37311 Minorities in Crime and Justice (3) *or* JUS 37411 Women in Crime and Justice (3)
JUS 47211 Court Functions (3)

Note 2: Justice and Human Relations Concentration Requirements (12 credit hours)

Choose at least one course related to law, from: (3)

PLST 28003 Family Law & Procedure (3)
JUS 37511 Immigration: Law, Crime & Justice (Global Diversity) (3)
JUS 38007 Human Service Agencies & the Law (3)
POL 40183 Constitutional Law: Civil Rights and Liberties (3)

Choose three additional electives from the courses listed above or below: (9)

JUS 27311 Victimology (3)
JUS 32200 Police & Community (3)
JUS 32500 Crisis Intervention (3)
JUS 34311 Youth & The Justice System (3)
JUS 36703 Juvenile Delinquency (WIC) ** (3)
JUS 37311 Minorities in Crime & Justice (Domestic Diversity)* (3)
JUS 37411 Women in Crime & Justice (Domestic Diversity)* (3)
JUS 46701 Crime, Justice & Substance Abuse (3)
JUS 46708 Treatment Methods (3)
PLST 47111 Civil Law & Procedure (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 40383 Psychological Interventions (3)
SOC 32570 Inequality in Societies (Domestic Diversity) (3)
SOC 32762 Deviant Behavior (3)

Note 3: Justice and Human Relations Concentration Electives (9 credit hours)
May be selected from JUS and/or PLST courses, and/or from the following:

PHIL 31035 Philosophy and Justice (3)
POL 30130 Courts (3)
POL 30301 Introduction to Public Administration (3)
POL 40183 Constitutional Law: Civil Rights and Liberties (3)
PSYC 30111 Forensic Psychology (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 40383 Psychological Interventions (3)
SOC 32570 Inequality in Societies (3)
SOC 32762 Deviant Behavior (3)
SOC 42577 Sociology of Family Violence (3)

Note 4: A maximum of 6 credit hours of the following courses may be used to fulfill the 9 concentration elective credit hours: JUS 45093 Variable Title Workshop, JUS 45096 Individual Investigation, JUS 46792 Internship, and/or JUS 46798 Research in Justice Studies. PLST 36792 Internship in Paralegal may <u>not</u> be used as a major elective.

REVISED SOC (JUS) 32a

Note 5: In the course of satisfying the JUS Core requirements, JUS students will satisfy the following university requirements: A Kent Core Social Sciences requirement is satisfied with JUS 26704 Issues in Law and Society; The domestic diversity course requirement is satisfied with *either* JUS 37311 Minorities in Crime and Justice *or* JUS 37411 Women in Crime and Justice; The writing intensive requirement is satisfied with a 'C' (2.0) grade in JUS 32400 Research Methods in Justice Studies. Internships are recommended but not required.

REVISED SOC (JUS) 32 6

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Criminology and Deviance Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [Credit Hours]				
JUS 12000 Introduction to Justice Studies	**3**			
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	6			See Kent Core Summary on page 2
SOC 12050 Introduction to Sociology	3			Fulfills Kent Core Social Sciences and Domestic Diversity course requirements
Semester Two: [Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	3			JUS 26704 fulfills Kent Core Social Sciences
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Three: [16-17 Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	**6**			JUS 26704 fulfills Kent Core Social Sciences
Foreign Language (Elementary I)	4-5			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Four: [16-17 Credit Hours]				
Foreign Language (Elementary II)	4-5			
Kent Core Requirement	9			See Kent Core Summary on page 2
Concentration Requirement	3			See note 2 on page [?]
Semester Five: [15-17 Credit Hours]				
JUS Core Courses (junior level)	6	■		See note 1 on page 2
Foreign Language (Intermediate I)	3-5			
Kent Core Requirement	3			See Kent Core Summary on page 2
Concentration Requirement	3			See note 2 on page [?]
Semester Six: [15-17 Credit Hours]				
JUS Core Courses (upper division)	6	■		See note 1 on page 2
Foreign Language (Intermediate II)	3-5			
Concentration Requirement (upper division)	3	■		See note 2 on page [?]
General Elective (lower or upper division)	3			
Summer III: [0-6 Credit Hours]				
JUS 46792 Internship	0-6	■		Recommended but not required; see note 4 on page [?]
Semester Seven: [15 Credit Hours]				
Concentration Electives (upper division)	6	■		See note 3 on page [?]
General Electives (lower or upper division)	9			
Semester Eight: [16 Credit Hours]				
Concentration Electives (upper division)	6	■		**See note 3 on page [?]; Recommended: JUS 46792 Internship (see note 4 on p [?])**
General Electives (lower or upper division)	10			**Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours**

Revised [illegible] 33

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts
[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

Criminology and Deviance Concentration

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36				

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

[Insert Notes 1-5, attached]

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

REVISED 3/2(JUS) 34

[notes for insertion into JUS Criminology and Deviance Concentration]

Note 1: JUS Core Requirements (24 credit hours)
JUS 12000 Introduction to Justice Studies (3)
JUS 22300 Police Role (3)
JUS 26701 Corrections (3)
JUS 26704 Issues in Law and Society (3)
JUS 32400 Research Methods in Justice Studies (3)
JUS 36702 Criminology (3)
Either JUS 37311 Minorities in Crime and Justice (3) *or* JUS 37411 Women in Crime and Justice (3)
JUS 47211 Court Functions (3)

Note 2: Criminology and Deviance Concentration Requirements (9 credit hours)

SOC 32762 Deviant Behavior (3)
Choose two from: (6)
JUS 27311 Victimology (3)
JUS 36703 Juvenile Delinquency (WIC) (3)
SOC 22778 Social Problems (Kent Core; Global Diversity) (3)
SOC 32570 Inequality in Societies (Domestic Diversity) (3)
SOC 42577 Sociology of Family Violence (3)

Note 3: Criminology and Deviance Concentration Electives (12 credit hours)
At least three additional credit hours must be taken in JUS or PLST courses.
The remaining nine credit hours may be selected from JUS and/or PLST courses, and/or from the following:
PHIL 31035 Philosophy and Justice (3)
POL 30130 Courts (3)
POL 30301 Introduction to Public Administration (3)
POL 40183 Constitutional Law: Civil Rights and Liberties (3)
PSYC 30111 Forensic Psychology (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 40383 Psychological Interventions (3)
SOC 32570 Inequality in Societies (3)
SOC 32762 Deviant Behavior (3)
SOC 42577 Sociology of Family Violence (3)

Note 4: A maximum of 6 credit hours of the following courses may be used to fulfill the 12 concentration elective credit hours: JUS 45093 Variable Title Workshop, JUS 45096 Individual Investigation, JUS 46792 Internship, and/or JUS 46798 Research in Justice Studies. PLST 36792 Internship in Paralegal may not be used as a major elective.

Note 5: In the course of satisfying the JUS Core requirements, JUS students will satisfy the following university requirements: A Kent Core Social Sciences requirement is satisfied with JUS 26704 Issues in Law and Society; The domestic diversity course requirement is satisfied with *either* JUS 37311 Minorities in Crime and Justice *or* JUS 37411 Women in Crime and Justice; The writing intensive requirement is satisfied with a 'C' (2.0) grade in JUS 32400 Research Methods in Justice Studies. Internships are recommended but not required.

REVISED SPC (JUS) 34a

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

General Concentration

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [Credit Hours]				
JUS 12000 Introduction to Justice Studies	**3**			
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	9			See Kent Core Summary on page 2
Semester Two: [Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	3			JUS 26704 fulfills Kent Core Social Sciences
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Three: [16-17 Credit Hours]				
JUS 26704 Issues in Law and Society or JUS 22300 Police Role or JUS 26701 Corrections	**6**			JUS 26704 fulfills Kent Core Social Sciences
Foreign Language (Elementary I)	4-5			
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Four: [16-17 Credit Hours]				
Foreign Language (Elementary II)	4-5			
Kent Core Requirement	9			See Kent Core Summary on page 2
Concentration Elective (lower or upper division)	3			See note 2 on page [?]
Semester Five: [15-17 Credit Hours]				
JUS Core Courses (upper division)	6	■		See note 1 on page 2
Foreign Language (Intermediate I)	3-5			
Kent Core Requirement	3			See Kent Core Summary on page 2
Concentration Elective (lower or upper division)	3			See note 2 on page [?]
Semester Six: [15-17 Credit Hours]				
JUS Core Courses (upper division)	6	■		See note 1 on page 2
Foreign Language (Intermediate II)	3-5			
Concentration Elective (upper division)	3	■		See note 2 on page [?]
General Elective (lower or upper division)	3			
Summer III: [0-6 Credit Hours]				
JUS 46792 Internship	0-6	■		Recommended but not required; see note 4 on page [?]
Semester Seven: [15 Credit Hours]				
Concentration Electives (upper division)	6	■		See note 2 on page [?]
General Electives (lower or upper division)	9			
Semester Eight: [16 Credit Hours]				
Concentration Electives (upper division)	6	■		See note 2 on page [?]; **Recommended: JUS 46792 Internship (see note 4 on p [?])**
General Electives (lower or upper division)	10			**Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours**

REVISED SOC (JUS) 35

KENT STATE UNIVERSITY

Roadmap: Criminology and Justice Studies - Bachelor of Arts

[AS-BA-JUS]

Remove critical designation from all major requirements *after* JUS 12000 in semester one

College of Arts and Sciences
Department of Sociology
Catalog Year: 2011-2012

General Concentration

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36				

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

[Insert Notes 1-4, attached]

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

REVISED SOC (JUS) 36

[notes for insertion into JUS General Concentration]

Note 1: JUS Core Courses (24 credit hours)

JUS 12000 Introduction to Justice Studies (3)
JUS 22300 Police Role (3)
JUS 26701 Corrections (3)
JUS 26704 Issues in Law and Society (3)
JUS 32400 Research Methods in Justice Studies (3)
JUS 36702 Criminology (3)
Either JUS 37311 Minorities in Crime and Justice (3) *or* JUS 37411 Women in Crime and Justice (3)
JUS 47211 Court Functions (3)

Note 2: General Concentration Electives (21 credit hours)
Minimum 12 credit hours must be JUS and/or PLST courses; the remaining 9 credit hours may be selected from JUS and/or PLST courses, and/or from the following:

PHIL 31035 Philosophy and Justice (3)
POL 30130 Courts (3)
POL 30301 Introduction to Public Administration (3)
POL 40183 Constitutional Law: Civil Rights and Liberties (3)
PSYC 30111 Forensic Psychology (3)
PSYC 40111 Abnormal Psychology (3)
PSYC 40383 Psychological Interventions (3)
SOC 32570 Inequality in Societies (3)
SOC 32762 Deviant Behavior (3)
SOC 42577 Sociology of Family Violence (3)

Note 3: A maximum of 6 credit hours of the following courses may be used to fulfill the 21 concentration elective credit hours: JUS 45093 Variable Title Workshop, JUS 45096 Individual Investigation, JUS 46792 Internship, and/or JUS 46798 Research in Justice Studies. PLST 36792 Internship in Paralegal may <u>not</u> be used as a major elective.

Note 4: In the course of satisfying the JUS Core requirements, JUS students will satisfy the following university requirements: A Kent Core Social Sciences requirement is satisfied with JUS 26704 Issues in Law and Society; The domestic diversity course requirement is satisfied with *either* JUS 37311 Minorities in Crime and Justice *or* JUS 37411 Women in Crime and Justice; The writing intensive requirement is satisfied with a 'C' (2.0) grade in JUS 32400 Research Methods in Justice Studies. Internships are recommended but not required.

REVISED 36a

RE: Justice Studies curricular changes

FOLK, JOCELYN

Sent: Monday, November 22, 2010 9:38 AM

To: TIM, BERARD; Zaragoza, Maria

Tim,
The Psychology department has no concerns about Justice Studies including Forensic Psychology class (assuming it gets full approval), Abnormal Psychology, and Psychological Interventions to any of your concentrations. Given the large number of psychology minors who are Justice Studies minors, we do not anticipate any enrollment difficulties.
Thanks.
Jill

****

Jocelyn R. (Jill) Folk, Ph.D.
Associate Professor and Coordinator of Undergraduate Program
Department of Psychology
Kent State University
330.672.4095
jfolk@kent.edu

From: TIM, BERARD
Sent: Friday, November 12, 2010 2:30 PM
To: FOLK, JOCELYN; Zaragoza, Maria
Subject: Justice Studies curricular changes

Dear Colleagues,

I am writing to request your support in the following proposed curricular changes in Justice Studies:

We are proposing the addition of your new forensic psychology course to the existing psychology courses that our majors can automatically apply to the JUS major.

We are proposing voluntary major concentrations, one of which includes PSYC classes as elective options. Specifically, we have a proposed concentration in Justice and Human relations, including a provision that students will choose three electives from a list of fourteen classes, two of which are Abnormal Psychology and Psychological Interventions, both of which are already on the list of electives that we accept towards the JUS BA.

It is possible that these changes will lead to a modest increase in JUS students' interests in these courses, but we are not expecting a significant change to existing enrollment patterns in this respect. The increase with forensic psychology may be more than modest.

Please don't hesitate to e-mail or call with questions or concerns.

Best Regards

Tim

Tim Berard
Undergraduate Program Coordinator for Justice Studies
Associate Professor of Sociology
cell 773 895-8884

SOC(JUS) 37

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Elizabeth Sinclair, *Assistant Dean*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department

DATE: December 6, 2010

SUBJECT: Proposal Establish a Healthcare Systems Management Minor

---

The attached is a proposal to establish a Healthcare Systems Management (HMGT) minor in the M&IS Department, College of Business.

According to recent forecasts by the Bureau of Labor Statistics, employment in healthcare related disciplines is expected to increase by as high as 16%, faster than that of any other discipline. And, according to various sources, healthcare expenditures in the US have been projected to reach $4 trillion by 2015, with about 31% of that cost due to administration. Yet, there is limited exposure of KSU students to this very important aspect of our economy as a possible career path. Thus, there is information gap between KSU students and management of the healthcare industry which the proposed minor hopes to bridge.

Like food and computers, healthcare is ubiquitous and not as susceptible to economic downturns as some other professions. The proposed minor does not increase the number of student credit hours required for graduation. Rather, it offers those students who wish to explore the healthcare profession an opportunity to do so. Further, the HSM minor will educate students to become cross-functional managers in the areas of managing healthcare operations, technologies, costs, and human resources issues.

The proposal has been approved by the M&IS curriculum committee, the Faculty Advisory Committee (FAC), and the Chair of the Department.

Proposal Summary

Title: Proposal to establish Healthcare Systems Management minor

Subject Specification: [Healthcare Systems Management]

Background Information: [The burgeoning of the health care industry in northeast Ohio has given rise to several related disciplines across many colleges and universities including Kent State. However, at KSU the current health care related disciplines cater mostly to the technical and policy issues, with little coverage given to the managerial aspects.

According to the 2010-2011 Edition of the Bureau of Labor Statistics Occupational Outlook Handbook, "employment of medical and health services managers is expected to grow 16 % 2008 to 2018, faster than the average for all occupations. The healthcare industry will continue to expand and diversify, requiring managers to help ensure smooth business operations. Managers in all settings will be needed to improve quality and efficiency of healthcare, while controlling costs, as insurance companies and Medicare demand higher levels of accountability. Managers also will be needed to oversee the computerization of patient records and to ensure their security as required by law."

The various foci of healthcare related disciplines at KSU include design, informatics, patient care, policy, public administration, and gerontology. The porposed Healthcare Systems Management (HSM) minor is designed to bridge competencies, build synergy and complementarities across colleges in our university. The minor intends to fill the management niche in healthcare and to build strong synergies by complementing initiatives from the College of Public Health and Nursing. These synergies will allow us to complement student and industry interests in healthcare systems management as a minor and build a more marketable repertoire among our students. In the process, Kent State University can be among a small number of public universities offering a focused approach towards the systematic management and administration of healthcare across various industries.

In part, the mission of the M&IS Department is the continuous improvement of the inter-related disciplinary areas of information systems, human resources management, and management. By graduating well rounded scholars in topical areas that are current and relevant, the Department is committed to enhancing the quality of life for Ohioans, the nation, and the world at large. The proposed HSM minor is in line with the furtherance of this mission.

The minor will be open to all majors who wish to take advantage of the growing healthcare industry to add some related knowledge base to their portoflio to increase their marketabilty. The minor does not compete with, but complements other programs in the university.

The resource implication of the proposed HSM minor is minimal. The minor includes only three new courses for which the proposing unit intends to leverage existing faculty expertise and when appropriate, use the services of qualified adjuncts who are practitioners in the healthcare industry.

Alternatives and Consequences: The only alternative to the proposed HSM nimor is to do nothing. However, this alternative is not acceptable because it is counter to the Department's mission of continuous improvement of the inter-related disciplinary areas of information systems, human resources management, and management. The HSM minor is timely and bodes well with the Department's goal of graduating well rounded scholars in topical areas that are current and relevant, and enhancing the quality of life for Ohioans, the nation, and the world at large. If M&IS Department does not go forward with the proposed HSM minor KSU and our students would be missing out on the opportunity to be one of the first universities to establish such a program.

Specific Recommendation and Justification: The M&IS Department recommends that a Healthcare System s management minor be established to help bridge the gap in the delivery and training of helathcare managers, and enable KSU tap into the healthcare field and provide our students with opportunities in the growing healthcare industry, which is projected to increase by about 16% over the next several years..

Timetable and Actions Required: [Since most of the courses in the proposed HSM minor presently exist in the catalog, there will be limited preparation time for faculty plus, the syllabi for the three new courses in the minor are near completion. The proposed timetable for the implementation of the minor is fall 2011.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department Management & Information Systems

College BU - Business Administration

Degree ~~BBA - Bachelor of Business Administration~~

Program Name **Healthcare Systems Management** Program Code **HMGT**

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

Proposal Establish ~~Program~~ Minor

Description of proposal:

The current health care related disciplines at KSU cater mostly to the technical and policy issues, with little coverage given to the managerial aspects. The proposal is to establish a Healthcare Systems Management minor in the M&IS Department, College of Business. Recent Bureau of Labor Statistics forecasts show that employment in healthcare disciplines is expected to increase by as high as 16%, faster than any other discipline. Further, healthcare expenditures in the US have been projected to reach $4 trillion by 2015, with about 31% of that cost due to administration. Yet, there is limited exposure of our students to this very important aspect of our economy as a possible career path. Thus, there is information gap between KSU students and the management of healthcare industry which the proposed minor hopes to bridge.

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

Current total credit hours: ~~124~~ 0 Proposed total credit hours ~~124~~ 18

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

The proposed Healthcare Systems Management minor has little or no resource implications to the proposing unit and other units in the College or university. At the present there is no management related healthcare program in the University. The proposed minor seeks to collaborate with the College of Public health and othe colleges in the university to gridge the information gap in the healthcare systems area.

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

1. College of Public Health
2. School of Library and Information Science
3. College of Nursing
4. College of Business Undergraduate Programs

REQUIRED ENDORSEMENTS

_____ 12/10/10

Department Chair / School Director / Campus Dean

Elizabeth A. Sinclair _____ 12/10/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

OFFODILE, O. FELIX

From: BREWER, THOMAS
Sent: Monday, January 03, 2011 2:51 PM
To: OFFODILE, O. FELIX
Subject: Re: Healthcare Systems Management minor

Felix,

I have reviewed your proposal for the Healthcare Systems Management minor and believe that it will be a valuable addition to your curriculum and a great compliment to the College of Public Health. We support your proposal and look forward to working with you in the future.

Regards,
Tom Brewer

--
Thomas W. Brewer, Ph.D.
Associate Dean for Undergraduate Academic Affairs
Associate Professor, Social and Behavioral Sciences
College of Public Health
Kent State University
126 Lowry Hall
Kent, OH 44242
Phone: 330-672-4703
Fax: 330-672-4711

OFFODILE, O. FELIX

From: THORNTON, JOHN
Sent: Wednesday, December 15, 2010 2:11 PM
To: OFFODILE, O. FELIX
Subject: RE: Healthcare Systems Management minor

Felix,

I have reviewed the minor. The Finance course included seems appropriate. We can meet if you would like, although I am comfortable with your proposal.

John

OFFODILE, O. FELIX

From: Bice, Michael
Sent: Monday, December 27, 2010 8:25 AM
To: OFFODILE, O. FELIX
Subject: RE: Healthcare Systems Management minor

Felix:

I have reviewed your proposal, and believe it warrants approval from all parties. The minor will be a valuable addition to your curriculum offerings, and will complement our graduate program in Health Informatics. I heartily endorse this initiative.

All the best.

Mike

Michael O. Bice
Professor
School of Library and Information Science
Kent State University
Phone: 330 672 0026
Cell: 330 541 7999

Proposed ~~HSM~~ HMGT Minor

Business Majors

Minor Requirements

M&IS 34161:	Managerial and Technological Aspects of HSM	3
34162:	Managing Healthcare Systems Operations	3
34163:	Introduction to Healthcare Systems Management	3
	TOTAL	**9**

Minor Electives:

Choose 3 courses (9 hours):

M&IS 34180:	Human Resource Management (3)	
44062:	~~Global~~ Supply Chain Management (3)	
44152:	Collaborative Project Management (3)	
44392:	Business Consulting and Practicum (3)	
PH 10001:	Introduction to Public Health (3)	
	TOTAL	**9**

Non-Business Majors

Minor Requirements

M&IS 34161:	Managerial and Technological Aspects of HSM	3
34162:	Managing Healthcare Systems Operations	3
34163:	Introduction to healthcare Systems Management	3
44152:	Collaborative Project Management (3)	3
	TOTAL	**12**

Minor Electives

Choose 2 courses (6 hours): *No more than one from each curricular area.*

ACCT 23020:	Introduction to Financial Accounting (3)	
ECON 22060:	Principles of Microeconomics (3)	
42086:	Economics of Health Care (3)	
FIN 36053:	Business Finance (3)	
M&IS 24163:	Principles of Management (3)	
34180:	Human Resource Management (3)	
44062:	Global Supply Chain Management (3)	
MKTG 25010:	Marketing (3)	
PH 10001:	Introduction to Public Health (3)	
	TOTAL	**6**

Name: Onyebuchi Felix Offodile Submission Date: 1/3/2011

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form **Print**

Course Catalog Update Information: **STU0004**

Reference Number: CCU001844 **Date:** 05-DEC-10

Level: 1.00 **of** 2.00 **Currently On The Worklist Of:** Onyebuchi Offodile, foffodil

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: Pratim Datta

Requested Effective Term: 201180

Campus: Kent

College: BU-Business Administration and Graduate School of Management

Department: MIS-Management and Information Systems

Course Subject: MIS-Management and Information Systems

Course Number: 34161

Course Title: Managerial and Technological aspects of Healthcare Systems Management

Title Abbreviation: Healthcare Technology Mgmt

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: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This course will introduce students to the main components of health care information technology, with emphasis on the components that distinguish the health care delivery system from other business enterprises. It will prepare them as clinical managers and consultants who must rely upon or manage information technology to accomplish their objectives.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Fundamentals of the healthcare industry and the Economic role of information technology – eHealth evolution and HIT adoption

6	Hospital information requirements for decision support - the provider approach to quality and patient safety.
3	The role of government, standards, national coordination, and the impact of regulation on HIT adoption (JCAHO, State agencies, HIPAA, ONCHIT)
3	IT Connectivity Solutions: Telehealth and Other applications, informing consumerpatients, and telemedicine
6	Integrated Clinical Systems: Linking the hospital to physician practices and other cross-site-of-care coordination
6	Payer Perspective: Healthcare Informatics and Pay-for-Performance
6	Patient management in physician offices and across sites of care; ePrescribing
6	IT and the Healthcare Supply Chain
3	Presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Assorted articles from the Harvard Business Review, Sloan Management Review, California Management Review, and Health Affairs devoted to "Health Information Technology." Other articles posted on the course web site and assembled in a bulk pack.

Writing Expectations: Quizzes and Exams

Instructor(s) expected to teach: Pratim Datta, Adjunct Healthcare Professionals

Instructor(s) contributing to content: Pratim Datta, M&IS Faculty

Proposal Summary

Explain the purpose for this proposal:

Required course for Healthcare Systems Management Minor for undergraduate students

Explain how this proposal affects program requirements and students in your unit:

Complements department strengths and resources

Explain how this proposal affects courses, program requirements and student in other units:

Complements Public Health majors

Explain how this proposal affects enrollment and staffing:

None

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

College of Public Health, School of Library and Information Science, College of Business Undergraduate Programs

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
12/5/2010	Pratim Datta	No comments available.

History:

Date	User	Status
12/5/2010	Pratim Datta	Submitted

Name: Onyebuchi Felix Offodile Submission Date: 1/3/2011

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form **Print**

Course Catalog Update Information: **STU0004**

Reference Number: CCU001845 **Date:** 05-DEC-10

Level: 1.00 **of** 2.00 **Currently On The Worklist Of:** Onyebuchi Offodile, foffodil

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: Pratim Datta

Requested Effective Term: 201180

Campus: Kent

College: BU-Business Administration and Graduate School of Management

Department: MIS-Management and Information Systems

Course Subject: MIS-Management and Information Systems

Course Number: 34162

Course Title: Managing Healthcare Systems Operations

Title Abbreviation: Healthcare Systems Ops

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: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Operational process management, cost-control and productivity is critical to cost-effective healthcare. The course covers topics in improving operations such as patient flow, quality (concepts and mechanics) and process improvement. Students will become familiar with methods and resources for implementing change in a health care setting, such as a hospital or outpatient clinic. The course provides skills to assess current hospital operations and to identify the appropriate tools to address various functional areas, useful for managers, consultants, clinical providers and others. Process improvement methods such as lean thinking, six sigma, statistical tools, flowcharting, queuing models and other tools will be covered. Health care settings beyond the hospital, such as outpatient clinics, will be included.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description

3	Introduction, overview, general terminology, metrics of operations, history of performance improvement
3	Process flow. Health care process analysis (in general), workflow charting, diagramming of problems, data sources, benchmarking & balanced scorecards, forecasting
3	Data, Statistical tools, control charting, process control concepts, Decision tools. Reengineering Project Management. Change Management.
3	Financial Operations: Breakeven Analysis, Economic Value Added (EVA), Market Value Added (MVA), Total Costs of Ownership (TCO), Benchmarking, Critical Mass and Metcalfe's Law.
6	Quality concepts, quality of care measurement, Error Reduction, Patient Safety & Clinical Quality,
6	Lean thinking and Six Sigma methodologies to identify and implement change. Staffing, tools for nursing and other areas. Human resource planning. Taguchi methodology
3	Operations Strategy: SWOT, Five Forces, and Balanced Scorecard
6	Capacity and Materials management. Inventory systems. Technology assessment, evaluation of automation such as PACS, Application of simulation. Application of Operations Research methods
3	Teams, committees & meetings to implement change, improving customer service. Service Quality (ServQual) and Integrating balanced scorecards
6	Emergency Planning, security, IRP (Incidenct Response Planning), DRP (Disaster Recovery Planning), BCP (Business Continuity Planning)
3	Presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Healthcare Operations Management by McLaughlin & Hayes, Health Administration Press, 2008. Additional readings and cases.

Writing Expectations: Quizzes and Exams

Instructor(s) expected to teach: Pratim Datta, Adjunct Healthcare Professionals

Instructor(s) contributing to content: M&IS and Public Health faculty

Proposal Summary

Explain the purpose for this proposal:

Complements operational understanding of Healthcare

Explain how this proposal affects program requirements and students in your unit:

Required course for students in Healthcare Systems Management Minor

Explain how this proposal affects courses, program requirements and student in other units:

Can be used as an elective by other units

Explain how this proposal affects enrollment and staffing:

The proposal is likely to increase enrollment in the future.

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

College of Public Health, School of Library and Information Sciecne, College of Business Undergraduate Programs

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
12/5/2010	Pratim Datta	No comments available.

History:

Date	User	Status
12/5/2010	Pratim Datta	Submitted

Name: Onyebuchi Felix Offodile Submission Date: 1/3/2011

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form **Print**

Course Catalog Update Information: **STU0004**

Reference Number: CCU001846 **Date:** 05-DEC-10

Level: 1.00 **of** 2.00 **Currently On The Worklist Of:** Onyebuchi Offodile, foffodil

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: Pratim Datta

Requested Effective Term: 201180

Campus: Kent

College: BU-Business Administration and Graduate School of Management

Department: MIS-Management and Information Systems

Course Subject: MIS-Management and Information Systems

Course Number: 34163

Course Title: Introduction to Healthcare Systems Management

Title Abbreviation: Healthcare Systems Management

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: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): This course provides an overview of the management, economic and policy issues facing the healthcare, pharmaceutical, biotechnology and medical device industries. The course perspective is global, with emphasis on the U.S. as the largest and most profitable market.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Introduction and Issues, Global Industry Structure: Pharma and Biotech
6	Healthcare Economics and R&D: Regulation, Costs and Returns

6	Healthcare Marketing: Principles in online and offline worlds
6	Healthcare and Biotech: Entrereneurship and Business Models
6	Pricing and Health and Pharmacoeconomics
9	Global Healthcare Management: Management Principles and Practices in Healthcare
3	HMOs, Intermediaries, and Global Healthcare Challenges
3	Presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Assorted articles from the Harvard Business Review, Sloan Management Review, California Management Review, and Health Affairs, as well as international articles.

Writing Expectations: Quizzes and Exams

Instructor(s) expected to teach: Pratim Datta, Adjunct Healthcare Professionals and College of Public Health faculty

Instructor(s) contributing to content: M&IS faculty

Proposal Summary

Explain the purpose for this proposal:

Required for Healthcare Systems Management minors and covers management of healthcare

Explain how this proposal affects program requirements and students in your unit:

Required for students in the Healthcare Systems Management minor

Explain how this proposal affects courses, program requirements and student in other units:

Can be taken as an elective for students in other units

Explain how this proposal affects enrollment and staffing:

The proposal is likely to improve future enrollment.

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

College of Public Health, School of Library and Information Science, College of Business Undergraduate Programs

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
12/5/2010	Pratim Datta	No comments available.

History:

Date	User	Status
12/5/2010	Pratim Datta	Submitted

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: November 22, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposal:

COMM – Establish a concentration in Global Communication

This proposal was approved by the COMM FAC in October 2010 and by the CCI CCC on November 19, 2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 10-Sep-10 Curriculum Bulletin _____
Effective Date Fall 2011 Approved by EPC _____

Department	COMM
College	CI - Communication and Information
Degree	BA - Bachelor of Arts
Program Name	**COMM** Program Code **BA-CI-COMM**
Concentration(s)	Global Communication Concentration(s) Code(s) GLBL
Proposal	Establish Program

Description of proposal:

This proposal seeks to establish a Global Communication concentration within the existing Communication Studies major.

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

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

This proposed concentration supports the College of Communication & Information objective of enhanced interdisciplinary education and research. It supports further the University's strategic objectives of internationalizing the curriculum, expanding collaborative research partnerships, promoting study abroad opportunities, expanding our population of international students, encouraging the development of new, high impact, academic programs, and increasing student diversity. Because the concentration takes advantage of faculty currently teaching and designing courses in the concentraion, staffing will not be problematic. An indirect effect will be a concentration that may offer attractive electives for students in a broad range of majors.

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

College of Arts & Sciences; Department of Modern & Classical Language Studies; the other CCI schools: Journalism and Mass Communication, Library and Information Science, Visual Communication Design

---

REQUIRED ENDORSEMENTS

Paul Haridakis — 10/26/10
Department Chair / School Director / Campus Dean

[illegible] — 11/22/10
College Dean

_____ — ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Proposal Summary

Title: Establish Global Communication Concentration

Subject Specifications: This proposal establishes a global communication concentration (GLBL) within the existing Bachelor of Arts in Communication Studies (CI-BA-COMM).

Background Information

Description of action including its intended effect:
The term globalization is used in many contexts, but the most recognized understanding of globalization is a process by which industries, economies, societies, and cultures are integrated via transportation, trade, and communication. Communication is central to it. The evolution of communication technologies has sped up the evolution of globalization, the creation of global markets and organizations, and the amount and quality of global communication. New communication technologies are enabling new modes of interaction. The use of these new technologies is evoking fundamental changes in the character of interaction, and, by extension, organizations and society. Global communication has changed life on social, cultural, and political levels. Communication technologies are changing how people learn, create and process information; how people interact and relate; how people work; how organizations are run; and how people view themselves and others in the world. Meanwhile, distance, time, and language barriers, while reduced by new forms of global communication, must still be dealt with effectively.

As a result of these changes in global communication, the majority of industries today operate globally. This requires that universities graduate professionals with a global perspective who have the theoretical, analytical and practical skills to play a powerful role in understanding and redefining the way the world communicates.

The development of the Global Communication concentration is in response to the demand in the current professional environment to provide communication specialists with the combination of speaking, writing and media skills; problem-solving ability; and theoretical knowledge needed to understand and apply communication strategies and techniques that are effective for a broad array of culturally diverse audiences. The concentration is designed to equip students with an understanding of the centrality of communication to decision making and success in global social and working environments.

The concentration employs an interdisciplinary approach to understanding global communication issues by incorporating theory, application, and intercultural communication skills in a variety of mediated, interpersonal, intergroup, and organizational contexts. Students will take courses across all four schools within the College of Communication and Information (CCI) to prepare for careers in public information, community relations, communication management, governmental agencies, non-governmental organizations, public institutions, nonprofit agencies, and small businesses operating with a growingly global perspective. Students also will be required to choose 15 hours of coursework with an international focus from outside the College of Communication and Information to help them develop a more global perspective and a better understanding of cultures different from their own. A list of choices is included in the attached curriculum and on the roadmap.

Proposal Summary

Required Courses: Students in the Global concentration will take the following required core courses:

COMM 20000	Foundations of Communication	3
COMM 35852	Intercultural Communication	3
COMM 46091	Senior Seminar	3
JMC 20001 *OR* JMC 20003	Media, Power & Culture *OR* Intro to Mass Comm	3
JMC 40009	Comparative Media Systems	3
LIS 30010	Information Fluency in the Workplace & Beyond	3
VCD 14001	Visual Design Literacy	3
Total Credits		21

Additionally, students will take 18 hours of electives in the College of Communication and Information from the following selection of JMC, COMM, LIS, and VCD courses. Twelve of the 18 CCI elective hours must be upper division. Other courses are to be developed.

COMM 25902 Communication Theory	3	JMC 22000 Photography Basics	1
COMM 26000 Criticism of Public Discourse	3	JMC 22001 Photography	3
COMM 35864 Organizational Communication WIC	3	JMC 22002 Videography Basics	1
COMM 35912 Gender and Communication	3	JMC 22003 Videography Basics II	1
COMM 36505 Communication, Aging and Culture**	3	JMC 28001 Principles of Public Relations	3
COMM 40001 Advanced Interpersonal Comm. WIC	3	JMC 33024 Performance for Electronic Media	3
COMM 42000 Media, War and Propaganda	3	JMC 30034 Programming for Electronic Media	3
COMM 43000 Com.Technology&Human Interaction**	3	JMC 40004 Computer Assisted Reporting	3
COMM 45459 Communication and Conflict	3	JMC 40035 Television Graphics	3
COMM 45902 Communication and Influence WIC	3	JMC 40036 Non-linear Video Editing	3
COMM 45957 Language, Meaning, and Cognition*	3	JMC 40022 Film As Communication	3
JMC 12001 Elementary Photography	2	VCD 14002 Communicating with Color	3
JMC 20005 Fundamentals of Media Messages	3	VCD 17000 Color: Theory and Application	3
JMC 20006 Multimedia Techniques	3	VCD 20010 Introduction to Design Research	3
JMC 20008 Audience Analysis and Research	3	VCD 37000 Visual Design for Media: Advanced	3
JMC 21001 Principles of Advertising	3	VCD 45000 Graphic Design Perspectives	3

*revised, see CCU **new, see CCU

Senior Seminar is the capstone course that will allow students to synthesize their major coursework by completing a portfolio of classroom/field experience and a senior thesis. This curriculum is designed to integrate skills-based knowledge and expertise with theory and to give students a well-rounded curriculum that covers the broad array of skill sets needed by communication specialists working in global and culturally diverse professional and social environments. **See attached program requirements for the complete curriculum.**

Conformity of action with mission of sponsoring unit: The Global Communication concentration conforms to and advances the Communication Studies undergraduate program objective of expanding "skills and understandings of verbal and mediated discourse, and critical appreciation of the human values of symbolic communication." It also advances our School's objectives of providing "diverse course offerings to prepare graduates for the challenges of the 21st century"; expanding "skills and understandings of verbal and mediated discourse, and critical appreciation of the human values of symbolic communication"; advancing "knowledge concerning the functions, processes, and effects of communication"; and applying "communication to the task of coping with the problems of modern society." The concentration advances further Goal 4 of University's Excellence Agenda (*Engaging with the world beyond our campuses*) by internationalizing the curriculum, expanding collaborative research partnerships, promoting study abroad opportunities and experiences, and expanding our population of international students. It promotes Goal 2 (*enhancing academic excellence and innovation*) by encouraging development of new, high impact, academic programs and increasing student quality and diversity. The Global Communication Concentration will provide students with marketable skills necessary to compete in the ever-changing global workplace and is in keeping with the founding spirit of collaboration and intellectual hybridization in the College of Communication and Information.

Proposal Summary

Rationale for action: This concentration will address the need for communication specialists equipped with the knowledge and skills needed to solve the problems of today's internationally focused organizations. Graduates from this concentration can expect a broad range of opportunities in small businesses, government, media organizations and nonprofit agencies including work as public information officers, communication officers, international campaign specialists, and in areas such as international conflict resolution.

The Global Communication concentration will:

- Augment the current curriculum offered by the Schools within CCI.
- Further develop interdisciplinary collaboration among the Schools within CCI.
- Provide a flexible program for students desiring to build on their existing skills.
- Explore communication challenges students must face as technology outmodes "domestic" and "local" communication, and people around the world can be easily reached but not as easily understood.
- Address the communication ramifications of the world's social, political and economic changes from which arise such issues as the nexus of communication, global organizing, and terrorism/human rights.

In addition to the potential for attracting new students, this concentration has strong retention potential, particularly because it is adaptable for students who begin their collegiate study in other academic disciplines, but later decide that they want a broader communication education.

Effect on current programs, offerings, students, and staff: The Global Communication concentration will add a new academic track to the existing Communication Studies program. The concentration is a collaborative effort of the four Schools in CCI and will be managed by and housed in the School of Communication Studies. The addition of this concentration will broaden the scope of current offerings, attract new students, represent a new interdisciplinary collaboration among Schools in CCI, and provide students with the opportunity to take courses across the communication discipline, as well as courses with a global perspective throughout the university. All core courses for this concentration already exist in the Schools of Communication Studies, Journalism and Mass Communication, Visual Communication Design, and Library and Information Science. Thus, while we hope to develop courses as needed to keep the curriculum dynamic and current, no new courses would have to be developed immediately. As enrollment in the concentration grows, additional sections will need to be offered.

Scope of action: The Global Communication concentration will be ready for implementation in Fall 2011. The addition of the Global concentration will result in a stronger interdisciplinary collaboration among the Schools of Communication Studies, Journalism and Mass Communication, Visual Communication Design, and Library and Information Science than has previously existed. It also will provide more opportunities for connections with other colleges. Finally, it will provide more opportunities to enhance and integrate CCI's study abroad programs.

Fiscal impact of action: The Global Communication concentration is expected to attract new students to Kent State University – both domestic and international – who wish to pursue a global communication-based degree that will better equip them for international employment opportunities. This concentration also has strong retention potential for students already in CCI majors who desire a broader communication curriculum than is permitted by the more specialized majors currently in existence. Because the program takes advantage of existing courses across the university, no new academic staff is initially anticipated; and the Communication Studies

undergraduate coordinator, school advisor, support staff, and school director will absorb the initial administrative responsibilities. As enrollment grows, we anticipate the need to fund additional course sections in all four schools (COMM, JMC, VCD, and LIS) and to provide additional program coordination in Communication Studies. Funding to support this growth is being requested as an entrepreneurial revenue initiative.

Evidence of Need and Sustainability: The issues referenced above evidence the need and sustainability of a concentration in global communication. The fact is that globalization is a multi-faceted and irreversible phenomenon in the world today. It is due largely to the increase in the development and use of communication technologies, and the global flow of communication and information. The increase in fiber optic communication, satellites, and increased availability of communication platforms such as cellular phones and the Internet makes global business and other connection among people easier than ever. This requires communication professionals who are versed in these technological shifts and trained in the skills needed to help organizations and communities use communication to operate most effectively in a global environment.

The effects of globalization are striking, including changes in industrial, financial, economic, health policy, political, informational, and cultural practices. This track is designed to focus on the latter two. The most popular language in the world is Mandarin (over 800 million speakers), followed by Spanish (over 300 million speakers), and English (also over 300 million speakers). Accordingly, only about 35% of mail, 40% of radio programs, and 50% of Internet communication is in English. These and other varied types of communication patterns necessitate the global communication concentration that is designed to produce graduates having the theoretical, practical, and cultural sensitivity skills to use communication most effectively in global organizations and environments of all kinds.

The concentration is sustainable because global communication continues to evoke fundamental changes in our society. The ongoing evolution of communication technologies continues to change life on social, cultural, and political levels. Newer global communication technologies continue to be developed. As a result, global communication patterns continue to change. The ongoing need to study those changes and adapt to them will also be an ongoing endeavor on which the global communication concentration will focus.

Alternatives and Consequences: Initial reaction for this concentration has been positive. An advantage to this concentration is that it fosters further interdisciplinary collaboration at the undergraduate level. Without concentrations of this nature, Kent State could lose undergraduate students to other universities that offer such concentrations for students interested in specific expertise for communication/information work in global-oriented organizations. Thus, the new concentration is one component of the college's overall plans for enrollment growth, retention and interdisciplinary collaboration.

Specific Recommendation and Justification: The recommendation is to implement the Global Communication concentration in the Fall 2011 as an interdisciplinary collaboration between the schools of Communication Studies, Journalism and Mass Communication, Visual Communication Design, and Library and Information Science. This concentration will graduate students who have begun to develop a cosmopolitan perspective and to embrace globalization, who can use technologies to communicate with diverse and international publics, who can face organizational challenges in institutions with worldwide constituencies, who can manage the changing global workplace, and who can develop written communication to be understood by people outside their own culture. The Global Communication concentration will represent a new career option for students, increase Kent State's undergraduate population, and fill a direct need for communication

specialists in a variety of workplace venues. The Global concentration will also continue to build the collaborative relationship among the CCI schools that was begun with the Applied Communication concentration and that has great potential for keeping CCI in the forefront of communication and information higher education.

Timetable and Actions Required:

Action	Timetable
Approve proposal at FAC	Oct 2010 for implementation in Fall 2011
Submit proposal to CCC	Nov 2010 for implementation in Fall 2011
Submit proposal to EPC	Jan 2011 for implementation in Fall 2011
Submit proposal to Faculty Senate	Feb 2011 for implementation in Fall 2011

Assessment Plan for Global Communication

Identify and list the student learning goals for this program:

- Speaking, writing, design, and media skills relevant to global communication
- Problem-solving in global organizational and media contexts
- Understanding and application of communication strategies and techniques in cross-cultural settings (e.g., communication campaigns, dealing with different media systems)
- Understanding of cultural differences and willingness to adapt to another culture's methods of communication

Articulate multiple measurable student learning objectives for each goal:

- Students will be able to write business correspondence, news releases, brochures, annual reports, and other relevant documents for culturally diverse audiences
- Students will be able to make individual and group presentations to diverse audiences using appropriate technological tools
- Students will be able to design various promotional materials for global entities
- Students will be able to explore both the scholarship and application of communication in global contexts (organizational, media, societal)
- Students will develop knowledge and research skills in communication to broaden and deepen their understanding of communication in global and societal settings
- Students will be able to use media technologies to design various communication materials
- Students will be able to understand the impact of print, broadcast, electronic, and news media on diverse populations, global organizations and in societal settings
- Through study abroad and foreign language acquisition, students will begin to widen their cultural perspective and develop an appreciation for cultures not their own

List and describe the appropriate methods that will be used to assess how well students are meeting the articulated objectives

- Students must write various business-related documents and design campaigns for diverse audiences in global settings
- Students must write a theoretically based research paper pertaining to a relevant global communication context/issue
- Students must deliver speeches, give group presentations, and design effective message campaigns
- Students must write in a variety of forms and styles in various courses in CCI including research-based papers, public relations writing, advertising copywriting
- Students must develop basic computer design skills in Visual Design. The skills will be appropriate to brochure, flier, report, PowerPoint, and Web design
- Students must complete the required level of a foreign language or demonstrate proficiency in a second language
- Students must complete a study abroad experience or the equivalent

Include a timeline for implementation of the assessment plan

- Assessed in individual courses and in Senior Seminar, which serves as a capstone experience
- Data gathered each semester will be compiled into a portfolio to be assessed in the capstone course

Global communication program description

Global communication has changed life on social, cultural, and political levels. Communication technologies are changing how people learn, create and process information; how people interact and relate; how people work; how organizations are run; and how people view themselves and others in the world. Meanwhile, distance, time, and language barriers, while reduced by new forms of global communication, must still be dealt with effectively. Now that a majority of industries operate globally, there is a demand for communication professionals with a global perspective who have the theoretical, analytical and practical skills to understand communication across cultures and in culturally diverse environments around the globe, and who can play a powerful role in redefining the way the world communicates. Students take courses in all four schools in the College of Communication and Information to prepare for careers in public information, community relations, communication management, government, non-governmental organizations, public institutions, nonprofit agencies and businesses operating with a global perspective. Students also take courses with an international focus from outside the College of Communication and Information to help them develop a more global perspective and a better understanding of cultures different from their own.

Keywords: keywords for our other concentrations may be included here. We also would like to add the following keywords for this concentration to that list: global communication, globalization, intercultural communication, media, migration, popular culture, trade, technology, acculturation, transnational, multi-cultural, multi-media, international, world .

Global Communication - B.A. Program Requirements

Kent State University Catalog 2011 - 2012 > Colleges and Programs > College of Communication and Information > Undergraduate Programs > Global Communication - B.A. Program Requirements

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts; **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

I. DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)

Type	Course	Title	Credits
	US 10097	Destination Kent State: First Year Experience	1

II. MAJOR PROGRAM REQUIREMENTS in CCI (39 credits) *ALL courses count in major GPA*

Type	Course	Title	Credits
	COMM 20000	Foundations of Communication *	3
	COMM 35852	Intercultural Communication	3
	COMM 46091	Senior Seminar *	3
	JMC 20001/ 20003	Media, Power and Culture ***OR*** Introduction to Mass Communication	3
	JMC 40009	Comparative Media Systems	3
	LIS 30010	Information Fluency in the Workplace and Beyond	3
	VCD 14001	Visual Design Literacy	3

CCI Elective Courses – Choose 18 hours from Appendix #1. Twelve (12) hours must be upper division; One course must satisfy the University's Writing Intensive Requirement, and a grade of C or better must be earned in that course. 18

III. NON-CCI DEGREE REQUIREMENTS (29 credits)

Foreign Language Requirement ** 14 credits equals three to four semesters depending on the language selected. The 14 hours must be in one language, and it must be a living, spoken language. Requirement may be waived with demonstrated proficiency in a second language. **14**

Approved Study Away Experience*** (credits awarded under other categories) **X**

Non-CCI Global Perspective/Cultural Awareness Elective Courses - Choose 15 hours from Appendix #2. Six (6) hours must be upper division. **15**

IV. ADDITIONAL PROGRAM REQUIREMENTS (52 credits)

Type	Title	Credits
	Kent Core Additional (must be from two categories)	6
	Kent Core Basic Sciences (must include one laboratory)	6-7
	Kent Core Composition	6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)	9
	Kent Core Mathematics and Critical Reasoning	3-5
	Kent Core Social Sciences (must be from two disciplines)	6
	General Electives (minimum 9 hours must be upper division)	**16**
	TOTAL	**121**

*A grade of C (2.0) or better is required in COMM 20000 and COMM 46091, and in the writing intensive course; minimum score of 680 on the Grammar test or minimum grade of "C" in COMM 21000; and a 2.25 GPA in the major are required to graduate in the Communication Studies major

** Foreign Language Requirement: The 14-credit foreign language requirement equals three to four semesters, depending on the language selected. The 14 hours must be in one language, and it must be a living, spoken language. Students may instead demonstrate an equivalent level of proficiency. Students with foreign language experience should consult with the Department of Modern and Classical Language Studies for appropriate placement. Students are required to begin meeting the foreign language requirement by their third semester of full-time enrollment (that is, no later than upon completing 30 semester hours) and are required to continue to enroll for foreign language courses until the requirement has been completed. Visit www.kent.edu/catalog/foreign-languages for course list.

Experience

*** Study Away ~~Requirement~~: Students are required to complete an approved study away experience ranging from one week to a full semester. The College of Communication and information is committed to assisting students with financial support for the study away experience. The study away requirement is waived for international students.

Minimum Cumulative GPA: 2.0
Minimum Major GPA: 2.25 in all CCI coursework, including CCI, COMM, JMC, LIS and VCD courses
121 Total Credit Hours Required
39 Upper-division Credit Hours Required
Writing Intensive Course
Domestic Diversity Course
Global Diversity Course

Description of CCI Core courses for Global Communication

(The following seven courses (21 credit hours) are required as the CCI Global Communication core)

COMM 20000 Foundations of Communication (3) This cornerstone course will introduce pre-communication studies majors to the communication discipline by acquainting students with career information, major requirements, skills needed in major courses and database and Internet search strategies.

COMM 35852 Intercultural Communication (3) Theory and application of communication between people of different cultures and different national systems.

COMM 46091 Senior Seminar (3) Capstone course helps students synthesize major coursework. Students complete a career exploration project, examine ethics and issues in communication and also do a portfolio of their achievements.

JMC 20001 Media Power and Culture (3) Fosters critical understanding of mass media in their historical, ideological, economic and cultural contexts. Examines what forces influence media and how media influence consumers.
OR
JMC 20003 Introduction to Mass Communication (3) Introduction to various fields of mass communication with a particular emphasis on evolution of new media technologies. History of technological and cultural change leading to the present media forms and consideration of new media.

JMC 40009 Comparative Media Systems (3) (also taught in Florence) Study of the forms, organization scope and modes of operation of media systems in foreign lands. Also examines agents, channels and contents of international communication.

LIS 30010 Information Fluency in the Workplace and Beyond (3) Teaches information access, technology, and media literacy skills which enables students to become, not only information literate, but also information fluent—able to move seamlessly among multiple information sources and technologies resources to fill their informational needs, whether in the classroom or the workplace.

VCD 14001 Visual Design Literacy (3) Examines the topics visual communication design theory, two-dimensional graphic design, environmental graphic design, typography, illustration, photographic illustration and interactive media. Introduction to how and why professionals in the field of visual communication design create meaning and context through their work. Students explore the language of visual communication, how it is influenced by form, content and context.

Appendix #1 – List of CCI Elective Courses

Choose 18 hours from the following COMM, JMC, LIS and VCD courses. Twelve (12) hours must be upper division. One COMM course must satisfy the university's Writing Intensive Requirement. Some courses may require prerequisites or departmental or faculty approval. The student is responsible for completing any required prerequisites or obtaining departmental or faculty approval as needed.

Communication Studies

COMM 25902 Communication Theory (3) Study of the process of human communication. Emphasis on source, message, channel and receiver dimensions of communication. Examination of major theories of communication and social influence.

COMM 26000 Criticism of Public Discourse (3) Critical examination of selected public speeches representing diverse viewpoints on a variety of historic and contemporary issues, emphasizing methods of evaluating public oral communication and the role of speechmaking in free societies.

COMM 35864 Organizational Communication (3) WIC Application of communication theory to organizational settings. Exploration of communication structures, processes and methods in organizations. Prerequisite: minimum grade of C (2.0) in COMM 20000; and pass the Grammar Test with a 680 or better or have a minimum grade of C (2.0) in COMM 21000. This course may be used to satisfy the writing-intensive requirement with approval of major department.

COMM 35912 Gender and Communication (3) Examines influence of gender in interpersonal and organizational communication including communication processes in interpersonal violence, STDs and other contemporary social problems. Prerequisite: none. This course may be used to satisfy the diversity requirement.

COMM 36505 Communication, Aging and Culture (3)

COMM 40001 Advanced Interpersonal Communication (3) WIC Advanced treatment of interpersonal communication theory and research. Interpersonal principles are applied to group and organizational contexts. Prerequisites: COMM 20001 and minimum grade of C (2.0) in COMM 20000; and pass the Grammar Test with a 680 or better or have a minimum grade of C(2.0) in COMM 21000. This course may be used to satisfy the writing-intensive requirement with approval of major department.

COMM 42000 Media, War and Propaganda (3) Examines the influence of TV, movies, and media images of war, the war effort and portrayals of enemies, protesters and anti-war groups on communication research, including mass communication and persuasion.

COMM 43000 Communication Technology & Human Interaction (3)

COMM 45459 Communication and Conflict (3) Examination of issues related to managing conflict in communication. Critique and synthesis of conceptual approaches and research pertaining to conflict in interpersonal, organizational and public communication settings.

COMM 45902 Communication and Influence (3) (WIC) Explores theories and strategies of social influence in contemporary society. Students discuss and critique influential communication practices such as interpersonal persuasion, product and services advertisements, social movements and political messages. Course addresses global perspectives on persuasion. Prerequisites: COMM 25902 and minimum grade of C (2.0) in COMM 20000; and pass the Grammar Test with a 680 or better or have a minimum grade of C (2.0) in COMM 21000. This course may be used to satisfy the writing-intensive requirement with approval of major department.

COMM 45957 Language, Meaning, and Cognition (3) Examines the influence of verbal codes in human communication. Theories of meaning are explored through readings, field study and class exercises.

Journalism and Mass Communication

JMC 12001 Elementary Photography (2) Introduction to fundamentals and techniques of still and motion picture photography. Terminal course for students who do not have photography requirements. Prerequisite: none. Special fee: $30 flat fee—subject to change.

JMC 20005 Fundamentals of Media Messages (3) Working with messages for print, broadcast, electronic and new media outlets.

JMC 20006 Multimedia Techniques (3) Introduction to basic elements of multimedia journalistic storytelling, including the creation of audio, video, slideshows and multimedia packages for distribution via the Internet.

JMC 20008 Audience Analysis and Research (3) An overview of the principles used to understand, interpret and design audience research. This includes terminology methodologies of syndicated research, audience ratings analysis and psychographic lifestyle data.

JMC 21001 Principles of Advertising (3) Advertising history, purposes, techniques, media and research; analysis of functions of advertising organizations.

JMC 22000 Photography Basics (1) Fundamentals of b/w and color photography and digital manipulation software. Introduction of basic themes of journalistic photography including flash photography. Student furnishes 35mm or APS camera with flash. Disposable cameras not acceptable. Special fee: $20 flat fee—subject to change.

JMC 22001 Photography (3) (Cross-listed with VCD 28000) Basic camera and darkroom techniques to provide a better understanding of photography as a creative and journalistic skill. Special fee: $55 flat fee—subject to change.

JMC 22002 Videography Basics (1) Instruction in basic camcorder videography/video editing techniques to provide understanding of processes as creative/journalistic skills and as practical application of knowledge acquired in the prerequisite class. Special fee: $20 flat fee—subject to change.

JMC 22003 Videography Basics II (1) Emphasis on video editing for broadcast news and electronic media production applications using computer video editing skills.

JMC 28001 Principles of Public Relations (3) Explores strategic role and function of public relations in business, nonprofit public institutions and society. Covers public relations practice from development to present.

JMC 33024 Performance for Electronic Media (3) Development of effective communication techniques in performance situations for electronic media. Special fee: $45 flat fee—subject to change.

JMC 30034 Programming for Electronic Media (3) Background analysis of radio, TV, cable and Internet programming and the relationship to audience needs, interests, expectations and audience measurement procedures.

JMC 40004 Computer Assisted Reporting (3) Computer analysis of large data sets, focusing on government, court, police records for preparation of news stories; basics of online searching; software and databases. Special fee: $30 flat fee—subject to change.

JMC 40035 Television Graphics (3) Basic design, theory and technique in creating and preparing TV and video graphics. Prerequisites: junior or senior standing.

JMC 40036 Non-linear Video Editing (3) Introduction to planning and creating short computer video programs integrating multi-layered digital effects and transitions for application by end users in a variety of current video file formats. Prerequisites: junior or senior standing.

JMC 40022 Film As Communication (3) Study of the relationship of television and theatre films to the mass audience in terms of components and effects.

Visual Communication Design

VCD 14002 Communicating with Color (3) Introduction to color as it applies to fields of design and related areas. Topics covered include the vocabulary of color, the primary elements of color theory, color systems, color printing, color in film and online, and the effects of lighting on color. Students gain an appreciation for how color influences design and commerce through an understanding of basic practices of color forecasting and a study of how color perception is influenced by cultural difference.

VCD 17000 Color: Theory and Application (3) Color and its interaction through a series of non-applied (abstract) exercises.

VCD 20010 Introduction to Design Research (3) Introduction to research methods used in the professional practice of visual communication design. Students are exposed to strategies, tactics and frameworks used in the creation of design artifacts.

VCD 37000 Visual Design for Media: Advanced (3) A laboratory course in which students apply design concepts to computer-generated communication pieces using a layout software program. Special fee: $30 flat fee—subject to change.

VCD 45000 Graphic Design Perspectives (3) Comprehensive exploration of design through history. Topics include the early alphabet, print processes, illustration, photography, corporate design, modern design and digital processes. Prerequisite: visual communication design (VCD) major and junior standing. This course may not be used to satisfy the writing-intensive requirement.

Library and Information Science

Possible courses to be created

Appendix #2 - List of Non-CCI Global Perspective/Cultural Awareness Elective Courses
Choose 15 hours from the following courses. Six (6) hours must be upper division.
Some courses may require prerequisites or departmental approval. The student is responsible for completing any required prerequisites or obtaining departmental approval. Some additional US-focused courses may be approved for international students.

	Anthropology (ANTH)	
K	18210	Introduction to Cultural Anthropology (3)
K	18420	Introduction to Archaeology (3)
	38240	Culture and Personality (3)
	48212	Kinship and Social Organization (3)
	48250	Culture and Curing (3)
	48260	Culture Conflict (3)
	48630	Pacific Island Cultures (3)
W	48830	Human Behavioral Ecology and Evolution (3)
	Art History (ARTH)	
K	22020	Art of Africa, Oceania and the Americas (3)
	42025	Art of West Africa (3)
	42026	Art of Nigeria (3)
	42027	Art of Central Africa (3)
	Business Administration Interdisciplinary (BUS)	
K	30234	International Business (3)
	Center for Applied Conflict Management (CACM)	
	21010	Cross-Cultural Conflict Management (3)
	22020	International Conflict Resolution (3)
W	41010	Reconciliation Versus Revenge: Transitional Justice (3)
	Classical Studies (CLAS)	
K	21404	The Greek Achievement (3)
K	21405	The Roman Achievement (3)
	Dance (DAN)	
K	27076	Dance as an Art Form (3)
	Economics (ECON)	
	32075	Introduction to International Trade (3)
	42075	International Economic Relations (3)
	English (ENG)	
	31006	World Englishes (3)
	33013	Pan-African Women's Literature (3)
	33015	African Literatures (3)
	34011	World Literature (3)
	Finance (FIN)	
K	46064	International Business Finance (3)
	Geography (GEOG)	
K	17063	World Geography (3)
K	22061	Human Geography (3)
	32080	Politics and Place (3)
	36065	Cities and Urbanization (3)
	37040	Geography of Africa (3)
	37050	Geography of Russia and the Commonwealth of Independent States (3)
	37066	Geography of Europe (3)
	37070	Geography of East and Southeast Asia (3)
	37079	Geography of South Asia (3)
	37084	Geography of South America (3)
	37085	Geography of Central America and Mexico (3)
	History (HIST)	
K	11050	History of Civilization I (3)
K	11051	History of Civilization II (3)
	31024	World War II (3)
	31029	History of the British Empire and Commonwealth (3)
	31112	Chinese Civilization (3)
	31125	Zionism and Israel (3)
	31126	History of the Middle East (3)

	31128	Late Medieval and Modern Jewish History (3)
	31130	History of African Civilization (3)
	31140	Modern Latin America (3)
	31141	Early Latin America (3)
	31143	The African-Brazilian Experience in Culture and Literature (3)
	41020	19th Century Europe (3)
	41024	Modern European History, 1914-1945 (3)
	41025	Modern European History, 1945-Present (3)
	41041	History of Germany, 1817-Present (3)
	41044	Imperial Russia, 1689-1917 (3)
	41045	Modern Russia, 1917-Present (3)
	41049	History of the Balkans: 18th Century-1914 (3)
	41050	History of the Balkans: 1914-Present (3)
	41112	History of Modern China (3)
	41116	History of Japan (3)
	41132	History of Africa, 1880-Present (3)
	41135	History of West Africa (3)
W	42297	Colloquium: China and Japan (3)*
W	42297	Colloquium in Social History of Latin America (3)*
W	42397	Colloquium: Women in Europe from Antiquity to Renaissance (3)
W	42497	Colloquium: Women in Modern Europe (3)
W	45797	Colloquium in Comparative Latin American Revolutions (3)*
W	46597	Colloquium in 20th-Century European Diplomacy (3)*
	47597	Colloquium on Nato (3)
	Honors (HONR)	
K	13197	Colloquium: History of Civilization I (3)
K	13297	Colloquium: History of Civilization II (3)
K	15397	Colloquium: World Politics (3)
K	15497	Colloquium: Comparative Politics (3)
	Justice Studies (JUS)	
	33400	Crime and Justice in Popular Culture (3)
	47311	Comparative Justice Systems (3)
	Marketing (MKTG)	
K	45060	International Marketing (3)
	Modern and Classical Language Studies (MCLS)	
	21417	Multiculturalism in Today's Germany (3)
	22217	Diversity in Today's Russia (3)
	23217	The Francophone Experience (3)
	28404	The Latin American Experience (3)
	28405	The Spanish Experience (3)
	30376	Novels of Pierre Loti (3)
	37143	The African-Brazilian Experience in Culture and Literature (3)
	40420	Foreign Languages and Culture Studies (3)
	Music (MUS)	
K	22121	Music as a World Phenomenon (3)
	Pan-African Studies (PAS)	
K	23001	Black Experience I: Beginnings to 1865 (3)
	24407	Caribbean Studies (3)
	32050	African Literatures (3)
	34000	Introduction to the African World View (3)
	37100	Pan-African Women's Literature
	37143	The African-Brazilian Experience in Culture and Literature (3)
	Philosophy (PHIL)	
K	11001	Introduction to Philosophy (3)
K	21001	Introduction to Ethics (3)
K	21020	Comparative Religious Thought I (3)
K	21021	Comparative Religious Thought II (3)
	31075	Philosophy and Multiculturalism (3)
	Political Science (POL)	
K	10004	Comparative Politics (3)
K	10500	World Politics (3)
	30500	International Relations Theory (3)

	30501	Comparative Theory and Concepts (3)
	30511	Problems of International Organization (3)
	30520	European Politics (3)
	30530	Asian Politics (3)
	30540	African Politics (3)
	30550	Latin American Politics (3)
	30551	U.S. - Latin American Relations (3)
	30810	Politics of the Global Economy (3)
	30820	International Organization and Law (3)
	30840	Nongovernmental Organizations (3)
	40530	Politics of War (3)
	40540	Politics of Development (3)
	40560	Human Rights and Social Justice (3)
	40810	Government - Business Relations (3)
	40830	U.S. Foreign Policy (3)
	40840	Comparative Foreign Policy (3)
	40920	Politics of Social Movements (3)
	Public Health (PH)	
K	10002	Introduction to Global Health (3)
	Recreation, Park and Tourism Management (RPTM)	
K	26060	Introduction to Global Tourism (3)
	Sociology (SOC)	
K	22778	Social Problems (3)
	42575	Family Patterns: A World Perspective (3)
	Sports Administration (SPAD)	
K	22778	Sport in Global Perspective (3)
	Theatre (THEA)	
K	11000	The Art of the Theatre (3)

KENT STATE UNIVERSITY

Roadmap: Communication Studies - Global Communication - Bachelor of Arts

[CI-BA-COMM-GLBL]
College of Communication and Information
School of Communication Studies
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [14-15 Credit Hours]				
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Foreign Language (Elementary I)	4-5			See note 1 on page 2
JMC 20001 Media, Power and Culture *OR* JMC 20003 Introduction to Mass Communication	3			JMC 20001 Fulfills Kent Core Social Sciences and domestic diversity requirement
Kent Core Requirements	6			See Kent Core Summary on page 2
Semester Two: [16-17 Credit Hours]				
COMM 20000 Foundations of Communication	3		C	
Foreign Language (Elementary II)	4-5			
Kent Core Requirements	9			See Kent Core Summary on page 2
Semester Three: [15-17 Credit Hours]				
COMM 35852 Intercultural Communication	3	■		
VCD 14001 Visual Design Literacy	3			
Foreign Language (Intermediate I)	3-5			
Kent Core Requirements	6			See Kent Core Summary on page 2
Semester Four: [15-17 Credit Hours]				
LIS 30010 Information Fluency Workplace/Beyond	3	■		
Foreign Language (Intermediate II)	3-5			
Non-CCI Global Perspective Elective	3			See note 4 on page 3
Kent Core Requirements	6			See Kent Core Summary on page 2
Semester Five: [16 Credit Hours]				
This semester is open to allow for a study away experience, but students are encouraged to select the best time for study away based on their academic goals. See note 2 on page 2				
General Electives (9 hours must be upper division)	16	■		
Semester Six: [15 Credit Hours]				
JMC 40009 Comparative Media Systems	3	■		
CCI Elective	3			See note 3 on page 2
Non-CCI Global Perspective Elective (upper division)	6	■		See note 4 on page 3
Kent Core Requirements	3			See Kent Core Summary on page 2
Semester Seven: [15 Credit Hours]				
CCI Elective (3 hours upper division - COMM Writing-Intensive - WIC - Course)	6	■	C	See note 3 on page 2
Non-CCI Global Perspective Elective	3			See note 4 on page 3
Kent Core Requirements	6			See Kent Core Summary on page 2
Semester Eight: [15 Credit Hours]				
COMM 46091 Senior Seminar	3	■	C	
CCI Elective from list (upper-division)	9	■		See note 3 on page 2
Non-CCI Global Perspective Elective	3			See note 4 on page 3

KENT STATE UNIVERSITY

Roadmap: Communication Studies - Global Communication - Bachelor of Arts
[CI-BA-COMM-GLBL]
College of Communication and Information
School of Communication Studies
Catalog Year: 2011-2012

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	COMM 35852/JMC 20001	COMM 35864,40001 or 45902	2.25	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from Humanities in Arts and Sciences category and minimum one course from Fine Arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Note 1: Foreign Language Requirement - The 14-credit foreign language requirement equals three to four semesters, depending on the language selected. The 14 hours must be in one language, and it must be a living, spoken language. Students may instead demonstrate an equivalent level of proficiency. Students with foreign language experience should consult with the Department of Modern and Classical Language Studies for appropriate placement. Students are required to begin meeting the foreign language requirement by their third semester of full-time enrollment (that is, no later than upon completing 30 semester hours) and are required to continue to enroll for foreign language courses until the requirement has been completed.
Visit www.kent.edu/catalog/foreign-languages for course list.

Note 2: Study Away Experience - Students are required to complete an approved study away experience ranging from one week to a full semester. The College of Communication and information is committed to assisting students with financial support for the study away experience. The study away requirement is waived for international students.

Note 3: CCI Global Communication Elective course selection - Students must complete 18 hours. Twelve hours must be upper division. One course must satisfy the University's Writing Intensive Requirement, and a grade of C or better must be earned in that course. Some courses may require prerequisites or departmental approval. The student is responsible for completing any required prerequisites or obtaining departmental approval.

COMM 25902 Communication Theory		3	**JMC 22000 Photography Basics**	1
COMM 26000 Criticism of Public Discourse		3	**JMC 22001 Photography**	3
COMM 35864 Organizational Communication	WIC	3	**JMC 22002 Videography Basics**	1
COMM 35912 Gender and Communication		3	**JMC 22003 Videography Basics II**	1
COMM 36505 Communication, Aging and Culture		3	**JMC 28001 Principles of Public Relations**	3
COMM 40001 Advanced Interpersonal Communication	WIC	3	**JMC 33024 Performance for Electronic Media**	3
COMM 42000 Media, War and Propaganda		3	**JMC 30034 Programming for Electronic Media**	3
COMM 43000 Comm. Technology & Human Interaction		3	**JMC 40004 Computer Assisted Reporting**	3
COMM 45459 Communication and Conflict		3	**JMC 40035 Television Graphics**	3
COMM 45902 Communication and Influence	WIC	3	**JMC 40036 Non-linear Video Editing**	3
COMM 45957 Language, Meaning, and Cognition		3	**JMC 40022 Film As Communication**	3
JMC 12001 Elementary Photography		2	**VCD 14002 Communicating with Color**	3
JMC 20005 Fundamentals of Media Messages		3	**VCD 17000 Color: Theory and Application**	3
JMC 20006 Multimedia Techniques		3	**VCD 20010 Introduction to Design Research**	3
JMC 20008 Audience Analysis and Research		3	**VCD 37000 Visual Design for Media: Advanced**	3
JMC 21001 Principles of Advertising		3	**VCD 45000 Graphic Design Perspectives**	3

KENT STATE UNIVERSITY

Roadmap: Communication Studies - Global Communication - Bachelor of Arts

[CI-BA-COMM-GLBL]
College of Communication and Information
School of Communication Studies
Catalog Year: 2011-2012

Note 4: Non-CCI Global Perspective/Cultural Awareness Elective course selection - Students must complete 15 hours (five courses). Six hours must be upper division. Some courses may require prerequisites or departmental approval. The student is responsible for completing any required prerequisites or obtaining departmental approval. Some additional US-focused courses may be approved for international students.

	Anthropology (ANTH)	
K	18210	Introduction to Cultural Anthropology (3)
K	18420	Introduction to Archaeology (3)
	38240	Culture and Personality (3)
	48212	Kinship and Social Organization (3)
	48250	Culture and Curing (3)
	48260	Culture Conflict (3)
	48630	Pacific Island Cultures (3)
W	48830	Human Behavioral Ecology and Evolution (3)
	Art History (ARTH)	
K	22020	Art of Africa, Oceania and the Americas (3)
	42025	Art of West Africa (3)
	42026	Art of Nigeria (3)
	42027	Art of Central Africa (3)
	Business Administration Interdisciplinary (BUS)	
K	30234	International Business (3)
	Center for Applied Conflict Management (CACM)	
	21010	Cross-Cultural Conflict Management (3)
	22020	International Conflict Resolution (3)
W	41010	Reconciliation Versus Revenge. Transitional Justice (3)
	Classical Studies (CLAS)	
K	21404	The Greek Achievement (3)
K	21405	The Roman Achievement (3)
	Dance (DAN)	
K	27076	Dance as an Art Form (3)
	Economics (ECON)	
	32075	Introduction to International Trade (3)
	42075	International Economic Relations (3)
	English (ENG)	
	31006	World Englishes (3)
	33013	Pan-African Women's Literature (3)
	33015	African Literatures (3)
	34011	World Literature (3)
	Finance (FIN)	
K	46064	International Business Finance (3)
	Geography (GEOG)	
K	17063	World Geography (3)
K	22061	Human Geography (3)
	32080	Politics and Place (3)
	36065	Cities and Urbanization (3)
	37040	Geography of Africa (3)
	37050	Geography of Russia and the Commonwealth of Independent States (3)
	37066	Geography of Europe (3)
	37070	Geography of East and Southeast Asia (3)
	37079	Geography of South Asia (3)
	37084	Geography of South America (3)
	37085	Geography of Central America and Mexico (3)
	History (HIST)	
K	11050	History of Civilization I (3)
K	11051	History of Civilization II (3)
	31024	World War II (3)
	31029	History of the British Empire and Commonwealth (3)
	31112	Chinese Civilization (3)
	31125	Zionism and Israel (3)
	31126	History of the Middle East (3)
	31128	Late Medieval and Modern Jewish History (3)
	31130	History of African Civilization (3)
	31140	Modern Latin America (3)
	31141	Early Latin America (3)
	31143	The African-Brazilian Experience in Culture and Literature (3)
	41020	19th Century Europe (3)
	41024	Modern European History, 1914-1945 (3)
	41025	Modern European History, 1945-Present (3)
	41041	History of Germany, 1817-Present (3)
	41044	Imperial Russia, 1689-1917 (3)
	41045	Modern Russia, 1917-Present (3)
	41049	History of the Balkans: 18th Century-1914 (3)
	41050	History of the Balkans: 1914-Present (3)
	41112	History of Modern China (3)
	41116	History of Japan (3)
	41132	History of Africa, 1880-Present (3)
	41135	History of West Africa (3)
W	42297	Colloquium: China and Japan (3)*
W	42297	Colloquium in Social History of Latin America (3)*
W	42397	Colloquium: Women in Europe from Antiquity to Renaissance (3)
W	42497	Colloquium: Women in Modern Europe (3)
W	45797	Colloquium in Comparative Latin American Revolutions (3)*
W	46597	Colloquium in 20th-Century European Diplomacy (3)*
	47597	Colloquium on Nato (3)
	Justice Studies (JUS)	
	33400	Crime and Justice in Popular Culture (3)
	47311	Comparative Justice Systems (3)
	Honors (HONR)	
K	13197	Colloquium. History of Civilization I (3)
K	13297	Colloquium. History of Civilization II (3)
K	15397	Colloquium: World Politics (3)
K	15497	Colloquium. Comparative Politics (3)
	Marketing (MKTG)	
K	45060	International Marketing (3)
	Modern and Classical Language Studies (MCLS)	
	21417	Multiculturalism in Today's Germany (3)
	22217	Diversity in Today's Russia (3)
	23217	The Francophone Experience (3)
	28404	The Latin American Experience (3)
	28405	The Spanish Experience (3)
	30376	Novels of Pierre Loti (3)
	37143	The African-Brazilian Experience in Culture and Literature (3)
	40420	Foreign Languages and Culture Studies
	Music (MUS)	
K	22121	Music as a World Phenomenon (3)
	Pan-African Studies (PAS)	
K	23001	Black Experience I: Beginnings to 1865 (3)
	24407	Caribbean Studies (3)
	32050	African Literatures (3)
	34000	Introduction to the African World View (3)
	37100	Pan-African Women's Literature (3)
	37143	The African-Brazilian Experience in Culture and Literature (3)
	Philosophy (PHIL)	
K	11001	Introduction to Philosophy (3)
K	21001	Introduction to Ethics (3)
K	21020	Comparative Religious Thought I (3)
K	21021	Comparative Religious Thought II (3)
	31075	Philosophy and Multiculturalism (3)
	Political Science (POL)	
K	10004	Comparative Politics (3)
K	10500	World Politics (3)
	30500	International Relations Theory (3)
	30501	Comparative Theory and Concepts (3)
	30511	Problems of International Organization (3)
	30520	European Politics (3)
	30530	Asian Politics (3)
	30540	African Politics (3)
	30550	Latin American Politics (3)
	30551	U S - Latin American Relations (3)
	30810	Politics of the Global Economy (3)
	30820	International Organization and Law (3)
	30840	Nongovernmental Organizations (3)
	40530	Politics of War (3)
	40540	Politics of Development (3)
	40560	Human Rights and Social Justice (3)
	40810	Government - Business Relations (3)
	40830	U S Foreign Policy (3)
	40840	Comparative Foreign Policy (3)
	40920	Politics of Social Movements (3)
	Public Health (PH)	
K	10002	Introduction to Global Health (3)
	Recreation, Park and Tourism Management (RPTM)	
K	26060	Introduction to Global Tourism (3)
	Sociology (SOC)	
K	22778	Social Problems (3)
	42575	Family Patterns: A World Perspective (3)
	Sports Administration (SPAD)	
K	22778	**Sport in Global Perspective (3)**
	Theatre (THEA)	
K	11000	The Art of the Theatre (3)

Kent Core

Students must complete a minimum 36-credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement

KENT STATE UNIVERSITY

Roadmap: Communication Studies - Global Communication - Bachelor of Arts
[CI-BA-COMM-GLBL]
College of Communication and Information
School of Communication Studies
Catalog Year: 2011-2012

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 Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

HANSON, LUETT

From: WEARDEN, STANLEY
Sent: Wednesday, October 27, 2010 11:41 AM
To: HALEY, MARY ANN
Cc: Moerland, Timothy; DAVIS, DEBORAH; HARIDAKIS, PAUL; HANSON, LUETT
Subject: RE: Global Communication Concentration in BA Communication Studies

Mary Ann,

Thank you very much for your support! We are confident that this program will bring in new enrollment that will benefit both of our colleges.

Best regards,

Stan

Stanley T. Wearden
Dean
College of Communication and Information
P.O. Box 5190, Room 131 Moulton Hall
Kent State University
Kent, OH 44242
Phone: 330-672-2950
Fax: 330-672-2952

From: HALEY, MARY ANN
Sent: Wednesday, October 27, 2010 11:00 AM
To: WEARDEN, STANLEY
Cc: Moerland, Timothy; DAVIS, DEBORAH; HARIDAKIS, PAUL
Subject: Global Communication Concentration in BA Communication Studies

Dear Dean Wearden,

The College of Arts and Sciences supports the establishment of a Global Communication Concentration within the BA in Communication Studies degree program. In addition to the Dean's Office, this proposal has been reviewed by the Arts and Sciences Chairs and Curriculum Committee members. We are happy to see another unit promote an internationally-oriented program with the inclusion of foreign language study and courses that offer an international perspective and cultural awareness. We look forward to working with you in the education of these students.

A few units made suggestions for additional courses to add to the non-CCI elective list:
ENG 31006 World Englishes
ENG 33013 Pan-African Women's Literature (cross-listed with PAS 37100)
ENG 33015 African Literatures (cross-listed with PAS 32050)
ENG 34011 World Literature
JUS 33400 Crime and Justice in Popular Culture
JUS 47311 Comparative Justice Systems

Also, we found one misprint in the list of non-CCI electives. The course number for Social Problems is SOC 22778 (not 45024).

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

DEPARTMENT OF MODERN & CLASSICAL LANGUAGE STUDIES
KENT STATE UNIVERSITY
KENT OHIO 44242
INTERDEPARTMENTAL CORRESPONDENCE

TO: Deborah Davis, Coordinator of International Programs
FROM: Jennifer Larson, Chairperson, MCLS
DATE: October 8, 2010
SUBJECT: Endorsement of new Global Communication curriculum

Thank you for consulting us on the proposed offering of a new curriculum in Global Communication. On behalf of the department of Modern and Classical Language Studies, I endorse your proposal and welcome the opportunity for more KSU students to become proficient in a second language. The proposal is in line with strategic priorities for internationalization at Kent State. I have offered some minor suggestions in a separate email regarding the wording of the requirement.

HANSON, LUETT

From: BLASE, GREGORY
Sent: Friday, October 15, 2010 9:24 AM
To: FRUIT, JEFFREY; HANSON, LUETT; HARIDAKIS, PAUL; DAVIS, DEBORAH
Cc: WEARDEN, STANLEY
Subject: Re: JMC support for Global Comm

All,

JMC is pleased to support establishment of the Global Communications Concentration in the Communication Studies B.A. Program. The JMC Curriculum Committee voted unanimously to support this initiative.

Greg

Greg Blase
Associate Director
School of Journalism and Mass Communication
Kent State University
330-672-8290
gblase@kent.edu

19 October 2010

Dr. Paul Haridakis, Director
School of Communication Studies
College of Communication & Information
Kent State University
Kent, OH 44242-0001

Dear Paul,

By a unanimous vote, the Faculty Advisory Committee of the School of Library & Information Science approved the new Bachelor of Global Communication degree program at its October 15th meeting. We at SLIS are pleased to be a part of this new degree program. We heartily support his global communication concentration.

Sincerely,

Don A. Wicks

Don A. Wicks, PhD
Associate Professor and Interim Director

School of Library & Information Science
Kent State University, P.O. Box 5190, Kent, OH 44242-0001 - (330) 672-2782

From: LEBLANC, ANNMARIE
Sent: Monday, October 25, 2010 10:47 AM
To: HARIDAKIS, PAUL
Subject: Global Communication

Dear Dr. Haridakis:

This letter is to confirm that the School of Visual Communication Design Undergraduate Curriculum Committee reviewed your school's proposal for a Global Communication Concentration. I am pleased to report the committee approved and endorsed this curriculum proposal. I concur and look forward to witnessing the implementation of this program.

Sincerely,

AnnMarie LeBlanc / Director / School of Visual Communication Design
Kent State University / 231 Art Building, Kent, Ohio 44242
ph: 330.672.7856 / fax: 330.672.9714 / aleblanc@kent.edu

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: November 30, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposals:

COMM – Revise COMM minor

COMM – Establish Health Communication (HCMM) minor

COMM – Establish Interpersonal Communication (IPCM) minor

COMM – Establish Organizational Communication (ORCM) minor

COMM – Establish Public Communication (PCMM) minor

These proposals were approved by the Communication Studies FAC on 11/5/2010 and by the CCI CCC on 11/19/2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department COMM

College CI - Communication and Information

Degree Minor

Program Name Health Communication ~~Studies~~ Program Code ~~COMM~~ HCMM

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

Proposal Establish Program

Description of proposal:

The purpose of this proposal is to establish a minor in Health Communication (HCMM).

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

Current total credit hours: 18 Proposed total credit hours 18

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

This new minor in Health Communication (HCMM) has little impact on other units external to the School of Communication Studies. The minor establishment will extend curriculum efforts occuring in the Health Communication concentration (HCMM) to students wishing to complete a minor in the same area. The lack of prerequisites for courses included in the minor make it adaptable to students across the university.

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

No other units on campus will be affected by this proposal. As such, no other units were consulted.

REQUIRED ENDORSEMENTS

Paul Haridakis — 11/11/10

Department Chair / School Director / Campus Dean

[illegible] — 11/30/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

1. **Title:** Proposal to Establish a Minor in Health Communication

2. **Subject Specification:**

The intent of this proposal is to establish a new 18-credit minor in Health Communication (HCMM) within the School of Communication Studies.

3. **Background Information:**

   a. **Description of the Action (Including Intended Effects):**

   Health Communication is a new major degree program concentration being established in another proposal for the Fall, 2011 catalog in the School of Communication Studies. In the past several years, the School of Communication Studies has hired several faculty members with research and grant expertise in Health Communication. This proposal extends some of the coursework within this new Communication Studies major degree concentration to students wishing to minor in the same area.

   The 18-credit minor in Health Communication would require three courses that all students complete, including Introduction to Human Communication (COMM. 15000), Communication Theory (COMM. 25902), and Introduction to Health Communication (COMM. 26501). Then, students would be provided a list of five possible upper-division courses in Health Communication and they will be required to select three from the list of options. These options for completing the remaining nine credits include, Communication in Health Care (COMM. 36501), Communication, Aging and Culture (COMM. 36505), Communication and Influence (COMM. 45902), Health Communication and Media (COMM. 46503), or Everyday Interpersonal Communication and Health (COMM. 46507).

   The intended effect of these revisions is to increase the number of students across the university choosing to add a minor in Health Communication. After approval of the minor, the School of Communication Studies will employ an aggressive recruitment campaign to make students more aware of both the degree requirements and the usefulness of possessing a Health Communication minor.

   b. **Conformity of the Action with mission of Sponsoring Unit:**

   The objectives of the BA in Communication Studies are:
   1. to expand skills and understandings of verbal and mediated discourse, and critical appreciation of the human values of symbolic communication
   2. to advance knowledge concerning the functions, processes, and effects of communication
   3. to apply communication to the task of coping with the problems of modern society
   4. to encourage more active participation in the affairs of a free society

Establishing a Health Communication minor is related to these same program goals and objectives guiding the B.A. degree insomuch that the minor would advance a more broad range of students understanding of Health communication functions, processes, effects, and applications in modern society. This proposal has the potential to enhance more students' capabilities to meet the diverse communication demands in a variety of careers with more training in health communication theory, research, and practice.

c. **Rationale for Action:**

Few students initially choose Communication Studies as a major when graduating from local area high schools in pursuit of an undergraduate degree at Kent State University. Often, students simply do not know enough about Communication Studies programs to make such selections initially. As such, the bulk of major degree-declaring students in Communication Studies transfer into the program from other majors as sophomores, juniors, and seniors at Kent State University. Positive experiences in broad-based Communication Studies courses (COMM. 15000 and COMM. 26000) in addition to finding out more about Communication Studies degrees from other students, advisors, and faculty prove the best recruitment tools for the major. However, much more could be done through minor degree offerings to increase potential Communication Studies major degree considerations with an emphasis in Health Communication.

Communication Studies majors have several diverse specialization options available to select as concentrations, targeting communication in a wide variety of settings (Interpersonal Communication, Organizational Communication, Public Communication, Applied Communication with both Health Communication and Global Communication proposals submitted for inclusion in the fall, 2011 Catalog). Given that students do not often understand the diverse major degree options in Communication Studies, more specific minors that package relevant curriculum with recognizable labels (i.e., Health Communication minor) may make the degree more accessible and understandable to a wider array of students who may be simply not choosing to minor in communication because of a lack of understanding the diversity of options available within the Communication discipline.

The establishment of an Health Communication minor would allow students pursuing, for example, nursing or public health major degrees a more specific minor in Health Communication to add and demonstrate they have more communication training facilitating health communication processes because of required specialized curriculum guiding the minor degree selections. This adaptation and exploration is likely to be more appealing to both students when constructing their resumes and to employers when making hiring decisions and considering the necessary types of communication skill competencies required for the profession.

d. **Effect on Current Programs, Offerings, Students, and Staff:**

The new minor in Health Communication will strengthen the current program by increasing enrollment numbers in courses offered to both overall university students as well as new students seeking major degrees in the Health Communication concentration in Communication Studies. Communication Studies currently has the appropriate staff and experience in place to support the modifications.

The new Health Communication minor will be appealing to students because it can be completed without any prerequisites impeding completion of the wide-ranging courses available in the minor. The new Health Communication minor will also positively impact faculty by allowing them to teach more students from a variety of disciplines in their main research areas.

e. **Scope of Action:**

The scope of this action is internal to Communication Studies, since the proposal will extend the major degree concentration to a minor degree offering.

f. **Fiscal and Staffing Impact of Action:**

The proposal was designed to have a positive impact on fiscal issues, with limited foreseen negative ramifications to budgetary concerns. The new Health Communication minor may generate more interest in the Communication field and result in increased demand for Health courses.

g. **Evidence of Need and Sustainability:**

The most recent job outlook statistics from the National Association for Colleges and Employers (2010) rank effective communication skills as the most important job characteristic employers consider when making hiring decisions. Technical skills ranked fourth in the annual survey. Students who choose to minor in Health Communication will be more equipped to meet the health communication demands of an aging population in diverse health-related careers they may pursue over the course of their professional lives.

The opportunity exists to meet these communication skill demands required by employers in the Communication Studies curriculum through specialized minor degrees taught by individuals who have advanced degrees and specific training in Health Communication. Students would make better applicants and be more effective in meeting health-related industry demands with more training in Health Communication theory, research, and skill development.

4. **Alternatives and Consequences:**

   Not allowing the establishment of an Health Communication minor will mean that current faculty members studying Health Communication will not be meeting their full potential to serve the university by training students with an enhanced understanding of these communication principles, processes, problems, and effects.

5. **Specific Recommendations and Justifications:**

   Allow the establishment of an 18-credit Health Communication minor degree within the School of Communication Studies as detailed within this proposal.

6. **Timetable and Actions Required:**

November 5, 2010	Approval by COMM FAC
November 19, 2010	Approval by CCI College Curriculum Committee
January, 2011	Approval by EPC
February, 2011	Approval by Faculty Senate
Fall, 2011	New Requirements Included in the 2010-11 Undergrad. Catalog

7. **Certification of Curriculum Proposal (CCP):** See attached document.

8. **Memos Concerning Duplication, Encroachment, Impact, and Support:**

   The changes were reviewed and supported by the COMM Undergraduate Committee in October, 2010. All encroachment checks were made with proposal of new courses in the new Health Communication concentration as a Communication Studies degree. This proposal configures these reviewed course offerings in a coordinated manner as a minor degree. Because of the previous encroachment checks with the related proposal, no further encroachment checks were conducted.

9. **Catalog Copy:**

   The attached document entitled "New Health Communication Minor Catalog Information" contains the detailed information needed for the course catalog.

10. **GPS Website Program Description and Keywords for Searching (If Changes are Made):** Not applicable for minors.

11. **Assessment Plan (AQIP):** No assessment plan is required for minors.

New Health Communication Minor Catalog Information

School of Communication Studies
College of Communication and Information
135 Taylor Hall
E-mail: comm@kent.edu
Tel: 330-672-2659
Fax: 330-672-3510
Web: http://www.kent.edu/comm/index.cfm

HEALTH COMMUNICATION MINOR REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
~~**Complete the Following:**~~			
COMM	15000	Introduction to Human Communication	3
	25902	Communication Theory	3
	26501	Introduction to Health Communication**	3
~~**Complete Any Three of the Following Courses** (COMM 36501, COMM 36505, COMM 45902; COMM 46503; *or* COMM 46507):~~ Choose from the following			9
COMM	36501	Communication in Health Care** (3)	~~3~~
	36505	Communication, Aging ~~&~~ and Culture** (3)	~~3~~
	45902	Communication and Influence (3)	~~3~~
	46503	Health Communication and Media** (3) and	~~3~~
	46507	Everyday Interpersonal Communication ~~&~~ Health** (3)	~~3~~
		TOTAL	**18**

Minimum 2.25 GPA in the minor required for graduation.

**New course – see CCU.

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: November 30, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposals:

COMM – Revise COMM minor

COMM – Establish Health Communication (HCMM) minor

COMM – Establish Interpersonal Communication (IPCM) minor

COMM – Establish Organizational Communication (ORCM) minor

COMM – Establish Public Communication (PCMM) minor

These proposals were approved by the Communication Studies FAC on 11/5/2010 and by the CCI CCC on 11/19/2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department COMM

College CI - Communication and Information

Degree Minor

Program Name Interpersonal ~~Communication Studies~~ Program Code ~~COMM~~ IPCM

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

Proposal Establish Program

Description of proposal:

The purpose of this proposal is to establish a minor in Interpersonal Communication (IPCM).

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

Current total credit hours: 18 Proposed total credit hours 18

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

This new minor in Interpersonal Communication (IPCM) has little impact on other units external to the School of Communication Studies. The minor establishment will extend curriculum efforts occuring in the Interpersonal Communication concentration (IPCM) to students wishing to complete a minor in the same area. The lack of prerequisites for courses included in the minor make it adaptable to students across the university.

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

No other units on campus will be affected by this proposal. As such, no other units were consulted.

REQUIRED ENDORSEMENTS

Paul Haridakis — 11/1/10

Department Chair / School Director / Campus Dean

11/30/10

College Dean

___/___/___

Dean of Graduate Studies (for graduate proposals)

___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

1. **Title:** Proposal to Establish a Minor in Interpersonal Communication

2. **Subject Specification:**

The intent of this proposal is to establish a new 18-credit minor in Interpersonal Communication (IPCM) within the School of Communication Studies.

3. **Background Information:**

   a. **Description of the Action (Including Intended Effects):**

   Interpersonal Communication is one of the longest-standing concentrations in the School of Communication Studies, with students choosing major degree coursework in this area for over twenty years at Kent State University. In the past several years, the School of Communication Studies has hired several faculty members with expertise in Interpersonal Communication. This proposal extends some of the coursework within this popular Communication Studies major degree concentration to students wishing to minor in the same area.

   The 18-credit minor in Interpersonal Communication would require three courses that all students complete, including Introduction to Human Communication (COMM. 15000), Communication Theory (COMM. 25902), and Interpersonal Communication (COMM. 20001). Then, students would be provided a list of eight possible upper-division courses in Interpersonal Communication and they will be required to select three from the list of options. These options for completing the remaining nine credits include, Communication in Small Groups and Teams (COMM. 35600), Communication, Aging and Culture (COMM. 36505), Advanced Interpersonal Communication (COMM. 40001), Language, Meaning, and Cognition (COMM. 45957), Nonverbal Communication (COMM. 45959), Relational Communication (COMM. 46601), Communication Across the Life Span (COMM. 46605), or Family Communication (COMM. 46608).

   The intended effect of these revisions is to increase the number of students across the university choosing to add a minor in Interpersonal Communication. After approval of the minor, the School of Communication Studies will employ an aggressive recruitment campaign to make students more aware of both the degree requirements and the usefulness of possessing an Interpersonal Communication minor.

   b. **Conformity of the Action with mission of Sponsoring Unit:**

   The objectives of the BA in Communication Studies are:
   1. to expand skills and understandings of verbal and mediated discourse, and critical appreciation of the human values of symbolic communication
   2. to advance knowledge concerning the functions, processes, and effects of communication

3. to apply communication to the task of coping with the problems of modern society
4. to encourage more active participation in the affairs of a free society

Establishing an Interpersonal Communication minor is related to these same program goals and objectives guiding the B.A. degree insomuch that the minor would advance a more broad range of students understanding of interpersonal communication functions, processes, effects, and applications in modern society. This proposal has the potential to enhance more students' capabilities to meet the diverse communication demands in a variety of careers with more training in interpersonal communication theory, research, and practice.

c. **Rationale for Action:**

Few students initially choose Communication Studies as a major when graduating from local area high schools in pursuit of an undergraduate degree at Kent State University. Often, students simply do not know enough about Communication Studies programs to make such selections initially. As such, the bulk of major degree-declaring students in Communication Studies transfer into the program from other majors as sophomores, juniors, and seniors at Kent State University. Positive experiences in broad-based Communication Studies courses (COMM. 15000 and COMM. 26000) in addition to finding out more about Communication Studies degrees from other students, advisors, and faculty prove the best recruitment tools for the major. However, much more could be done through minor degree offerings to increase potential Communication Studies major degree considerations with an emphasis in Interpersonal Communication.

Communication Studies majors have several diverse specialization options available to select as concentrations, targeting communication in a wide variety of settings (Interpersonal Communication, Organizational Communication, Public Communication, Applied Communication with both Health Communication and Global Communication proposals submitted for inclusion in the fall, 2011 Catalog). Given that students do not often understand the diverse major degree options in Communication Studies, more specific minors that package relevant curriculum with recognizable labels (i.e., Interpersonal Communication minor) may make the degree more accessible and understandable to a wider array of students who may be simply not choosing to minor in communication because of a lack of understanding the diversity of options available within the Communication discipline.

The establishment of an Interpersonal Communication minor would allow students pursuing, for example, advising or educational-related major degrees a more specific minor in interpersonal communication to add and demonstrate they have more communication training facilitating interpersonal communication processes because of required specialized curriculum guiding the minor degree selections. This adaptation and exploration is likely to be more appealing to both students when constructing their resumes and to employers when making hiring decisions and considering the necessary types of communication skill competencies required for the profession.

d. **Effect on Current Programs, Offerings, Students, and Staff:**

The new minor in Interpersonal Communication will strengthen the current program by increasing enrollment numbers in courses offered to both overall university students as well as major degree-seeking students in the Interpersonal Communication concentration in Communication Studies. Communication Studies currently has the appropriate staff and experience in place to support the modifications.

The new Interpersonal Communication minor will be appealing to students because it can be completed without any prerequisites impeding completion of the wide-ranging courses available in the minor. The new Interpersonal Communication minor will also positively impact faculty by allowing them to teach more students from a variety of disciplines in their main research areas.

e. **Scope of Action:**

The scope of this action is internal to Communication Studies, since the proposal will extend the major degree concentration to a minor degree offering.

f. **Fiscal and Staffing Impact of Action:**

The proposal was designed to have a positive impact on fiscal issues, with limited foreseen negative ramifications to budgetary concerns. The new Interpersonal Communication minor may generate more interest in the Communication field and result in increased demand for Interpersonal courses which do not always fill to capacity.

g. **Evidence of Need and Sustainability:**

The most recent job outlook statistics from the National Association for Colleges and Employers (2010) rank effective communication skills as the most important job characteristic employers consider when making hiring decisions. Technical skills ranked fourth in the annual survey. Students who choose to minor in Interpersonal Communication will be more equipped to meet the interpersonal communication demands of diverse careers they may pursue over the course of their professional lives.

The opportunity exists to meet these communication skill demands required by employers in the Communication Studies curriculum through specialized minor degrees taught by individuals who have advanced degrees and specific training in Interpersonal Communication. Students would make better applicants and be more effective in meeting industry demands with more training in Interpersonal Communication theory, research, and skill development.

4. **Alternatives and Consequences:**

   Not allowing the establishment of an Interpersonal Communication minor will mean that current faculty members studying Interpersonal Communication will not be meeting their full potential to serve the university by training students with an enhanced understanding of these communication principles, processes, problems, and effects.

5. **Specific Recommendations and Justifications:**

   Allow the establishment of an 18-credit Interpersonal Communication minor degree within the School of Communication Studies as detailed within this proposal.

6. **Timetable and Actions Required:**

November 5, 2010	Approval by COMM FAC
November 19, 2010	Approval by CCI College Curriculum Committee
January, 2011	Approval by EPC
February, 2011	Approval by Faculty Senate
Fall, 2011	New Requirements Included in the 2010-11 Undergrad. Catalog

7. **Certification of Curriculum Proposal (CCP):** See attached document.

8. **Memos Concerning Duplication, Encroachment, Impact, and Support:**

   The changes were reviewed and supported by the COMM Undergraduate Committee in October, 2010. All encroachment checks were made with proposal of new courses. This proposal configures these reviewed course offerings in a coordinated manner as a minor degree. Because of the previous encroachment checks with establishing new courses, no further encroachment checks were conducted.

9. **Catalog Copy:**

   The attached document entitled "New Interpersonal Communication Minor Catalog Information" contains the detailed information needed for the course catalog.

10. **GPS Website Program Description and Keywords for Searching (If Changes are Made):** Not applicable for minors.

11. **Assessment Plan (AQIP):** No assessment plan is required for minors.

New Interpersonal Communication Minor Catalog Information

School of Communication Studies
College of Communication and Information
135 Taylor Hall
E-mail: comm@kent.edu
Tel: 330-672-2659
Fax: 330-672-3510
Web: http://www.kent.edu/comm/index.cfm

INTERPERSONAL COMMUNICATION MINOR REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
Complete the Following:			
COMM	15000	Introduction to Human Communication	3
	25902	Communication Theory	3
	20001	Interpersonal Communication	3
~~**Complete Any Three of the Following Courses** (COMM 35600, COMM 36505, COMM 40001; COMM 45957; COMM 45959; COMM 46601; COMM 46605, *or* COMM 46608)~~: Choose from the following:			9
COMM	35600	Communication in Small Groups and Teams* (3)	~~3~~
	36505	Communication, Aging & Culture** (3)	~~3~~
	40001	Advanced Interpersonal Communication (3)	~~3~~
	45957	Language, Meaning, and Cognition* (3)	~~3~~
	45959	Nonverbal Communication (3)	~~3~~
	46601	Relational Communication** (3)	~~3~~
	46605	Communication Across the Life Span** (3)	~~3~~
	46608	Family Communication** (3)	~~3~~
		TOTAL	**18**

Minimum 2.25 GPA in the minor required for graduation.

*Revised – see CCU.
**New course – see CCU.

HANSON, LUETT

From: CHILD, JEFFREY T.
Sent: Friday, November 12, 2010 11:35 PM
To: RICHARDSON, RHONDA
Cc: HANSON, LUETT
Subject: Re: HDFS response to proposed Communications courses and minor

Rhonda,

Thank you for your endorsement. I look forward to further collaboration. I will certainly do all I can to get our interested students considering your fantastic courses too. In fact I just recommended two of your classes to one of our graduate students. I will teach most of these courses you reviewed and will focus entirely on the interaction perspectives of the content. I welcome you our your colleagues coming to my classes anytime.

Thanks again, your support means a lot to me!
Jeff

Sent from my iPad

On Nov 12, 2010, at 3:01 PM, "RICHARDSON, RHONDA" <rrichard@kent.edu> wrote:

Jeff,

HDFS faculty reviewed the curriculum proposals for a new undergraduate minor in Interpersonal Communications and five new courses. After lengthy discussion, HDFS faculty reached a consensus to endorse all of the proposals.

Please note, however, that based on the information available on the basic data sheets there were some concerns expressed about the Family Communications courses, COMM 46608 and COMM 8/65673. There appears to be some significant content overlap between those two courses and several HDFS courses, specifically: HDFS 24011, Interpersonal Relationships and Families; HDFS 44023, Building Family Strengths; HDFS 44028, Parent-Child Relationships; and HDFS 44021, Family Intervention Across the Lifespan. HDFS faculty would appreciate an opportunity to work cooperatively with your faculty to ensure that the specific content in the new Communications courses is supplementing and not duplicating what is already available on campus.

HDFS faculty look forward to having these new family-related courses available to recommend as electives to both our undergraduate and graduate students. Conversely, we hope your faculty will consider how some of our HDFS courses might be of benefit to your students in your Interpersonal Communications track.

If you have any questions, please don't hesitate to contact me.

Thanks,

Rhonda

Rhonda A. Richardson, Ph.D., CFLE

Professor and Program Coordinator

Human Development and Family Studies

College of Education, Health, and Human Services

406-E White Hall

Kent State University

Kent, OH 44242

330-672-2026

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: November 30, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposals:

COMM – Revise COMM minor

COMM – Establish Health Communication (HCMM) minor

COMM – Establish Interpersonal Communication (IPCM) minor

COMM – Establish Organizational Communication (ORCM) minor

COMM – Establish Public Communication (PCMM) minor

These proposals were approved by the Communication Studies FAC on 11/5/2010 and by the CCI CCC on 11/19/2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department COMM

College CI - Communication and Information

Degree Minor

Program Name Organizational & Communication ~~Studies~~ Program Code ~~COMM~~ ORCM

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

Proposal Establish Program

Description of proposal:

The purpose of this proposal is to establish a minor in Organizational Communication (ORCM).

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

Current total credit hours: 18 Proposed total credit hours 18

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

This new minor in Organizational Communication (ORCM) has little impact on other units external to the School of Communication Studies. The minor establishment will extend curriculum efforts occuring in the Organizational Communication concentration (ORCM) to students wishing to complete a minor in the same area. The lack of prerequisites for courses included in the minor make it adaptable to students across the university.

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

No other units on campus will be affected by this proposal. As such, no other units were consulted.

REQUIRED ENDORSEMENTS

Paul Haridakis _____ 11 / 7 / 10

Department Chair / School Director / Campus Dean

_____ 11 / 30 / 10

College Dean

_____ / /

Dean of Graduate Studies (for graduate proposals)

_____ / /

Provost and Senior Vice President for Academic Affairs

Proposal Summary

1. **Title:** Proposal to Establish a Minor in Organizational Communication

2. **Subject Specification:**

The intent of this proposal is to establish a new 18-credit minor in Organizational Communication (ORCM) within the School of Communication Studies.

3. **Background Information:**

   a. **Description of the Action (Including Intended Effects):**

   Organizational Communication is one of the longest-standing concentrations in the School of Communication Studies, with students choosing major degree coursework in this area for over twenty years at Kent State University. This proposal extends some of the coursework within this popular Communication Studies major degree concentration to students wishing to minor in the same area.

   The 18-credit minor in Organizational Communication would require three courses that all students complete, including Introduction to Human Communication (COMM. 15000), Communication Theory (COMM. 25902), and Business and Professional Communication (COMM. 25863). Then, students would be provided a list of four possible upper-division courses in Organizational Communication and they will be required to select three from the list of options. These options for completing the remaining nine credits include, Communication in Small Groups and Teams (COMM. 35600), Interviewing (COMM. 35860), Organizational Communication (COMM. 35864), and Organizational Communication Training and Development (COMM. 45865).

   The intended effect of these revisions is to increase the number of students across the university choosing to add a minor in Organizational Communication. After approval of the minor, the School of Communication Studies will employ an aggressive recruitment campaign to make students more aware of both the degree requirements and the usefulness of possessing an Organizational Communication minor.

   b. **Conformity of the Action with mission of Sponsoring Unit:**

   The objectives of the BA in Communication Studies are:
   1. to expand skills and understandings of verbal and mediated discourse, and critical appreciation of the human values of symbolic communication
   2. to advance knowledge concerning the functions, processes, and effects of communication
   3. to apply communication to the task of coping with the problems of modern society
   4. to encourage more active participation in the affairs of a free society

Establishing an Organizational Communication minor is related to these same program goals and objectives guiding the B.A. degree insomuch that the minor would advance a more broad range of students understanding of organizational communication functions, processes, effects, and applications in modern society. This proposal has the potential to enhance more students' capabilities to meet the diverse communication demands in a variety of careers with more training in organizational communication theory, research, and practice.

c. **Rationale for Action:**

Few students initially choose Communication Studies as a major when graduating from local area high schools in pursuit of an undergraduate degree at Kent State University. Often, students simply do not know enough about Communication Studies programs to make such selections initially. As such, the bulk of major degree-declaring students in Communication Studies transfer into the program from other majors as sophomores, juniors, and seniors at Kent State University. Positive experiences in broad-based Communication Studies courses (COMM. 15000 and COMM. 26000) in addition to finding out more about Communication Studies degrees from other students, advisors, and faculty prove the best recruitment tools for the major. However, much more could be done through minor degree offerings to increase potential Communication Studies major degree considerations with an emphasis in Organizational Communication.

Communication Studies majors have several diverse specialization options available to select as concentrations, targeting communication in a wide variety of settings (Interpersonal Communication, Organizational Communication, Public Communication, Applied Communication with both Health Communication and Global Communication proposals submitted for inclusion in the fall, 2011 Catalog). Given that students do not often understand the diverse major degree options in Communication Studies, more specific minors that package relevant curriculum with recognizable labels (i.e., Organizational Communication minor) may make the degree more accessible and understandable to a wider array of students who may be simply not choosing to minor in communication because of a lack of understanding the diversity of options available within the Communication discipline.

The establishment of an Organizational Communication minor would allow students pursuing, for example, business management, marketing, or business-related major degrees a more specific minor in Organizational Communication to add and demonstrate they have more communication training facilitating organizational communication processes because of required specialized curriculum guiding the minor degree selections. This adaptation and exploration is likely to be more appealing to both students when constructing their resumes and to employers when making hiring decisions and considering the necessary types of communication skill competencies required for the profession.

d. **Effect on Current Programs, Offerings, Students, and Staff:**

The new minor in Organizational Communication will strengthen the current program by increasing enrollment numbers in courses offered to both overall university students as well as major degree-seeking students in the Organizational Communication concentration in Communication Studies. Communication Studies currently has the appropriate staff and experience in place to support the modifications.

The new Organizational Communication minor will be appealing to students because it can be completed without any prerequisites impeding completion of the wide-ranging courses available in the minor. The new Organizational Communication minor will also positively impact faculty by allowing them to teach more students from a variety of disciplines in their main research areas.

e. **Scope of Action:**

The scope of this action is internal to Communication Studies, since the proposal will extend the major degree concentration to a minor degree offering.

f. **Fiscal and Staffing Impact of Action:**

The proposal was designed to have a positive impact on fiscal issues, with limited foreseen negative ramifications to budgetary concerns. The new Organizational Communication minor may generate more interest in the Communication field and result in increased demand for Organizational courses which do not always fill to capacity.

g. **Evidence of Need and Sustainability:**

The most recent job outlook statistics from the National Association for Colleges and Employers (2010) rank effective communication skills as the most important job characteristic employers consider when making hiring decisions. Technical skills ranked fourth in the annual survey. Students who choose to minor in Organizational Communication will be more equipped to meet the work-related communication demands of diverse careers they may pursue over the course of their professional lives.

The opportunity exists to meet these communication skill demands required by employers in the Communication Studies curriculum through specialized minor degrees taught by individuals who have advanced degrees and specific training in Organizational Communication. Students would make better applicants and be more effective in meeting industry demands with more training in Organizational Communication theory, research, and skill development.

4. **Alternatives and Consequences:**

   Not allowing the establishment of an Organizational Communication minor will mean that current faculty members studying Organizational Communication will not be meeting their full potential to serve the university by training students with an enhanced understanding of these communication principles, processes, problems, and effects.

5. **Specific Recommendations and Justifications:**

   Allow the establishment of an 18-credit Organizational Communication minor degree within the School of Communication Studies as detailed within this proposal.

6. **Timetable and Actions Required:**

November 5, 2010	Approval by COMM FAC
November 19, 2010	Approval by CCI College Curriculum Committee
January, 2011	Approval by EPC
February, 2011	Approval by Faculty Senate
Fall, 2011	New Requirements Included in the 2010-11 Undergrad. Catalog

7. **Certification of Curriculum Proposal (CCP):** See attached document.

8. **Memos Concerning Duplication, Encroachment, Impact, and Support:**

   The changes were reviewed and supported by the COMM Undergraduate Committee in October, 2010. No new courses were created as a result of this proposal. All encroachment checks were made with proposal of new courses. This proposal configures these reviewed course offerings in a coordinated manner as a minor degree. Because of the previous encroachment checks with establishing new courses, no further encroachment checks were conducted.

9. **Catalog Copy:**

   The attached document entitled "New Organizational Communication Minor Catalog Information" contains the detailed information needed for the course catalog.

10. **GPS Website Program Description and Keywords for Searching (If Changes are Made):** Not applicable for minors.

11. **Assessment Plan (AQIP):** No assessment plan is required for minors.

New Organizational Communication Minor Catalog Information

School of Communication Studies
College of Communication and Information
135 Taylor Hall
E-mail: comm@kent.edu
Tel: 330-672-2659
Fax: 330-672-3510
Web: http://www.kent.edu/comm/index.cfm

ORGANIZATIONAL COMMUNICATION MINOR REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
Complete the Following:			
COMM	15000	Introduction to Human Communication	3
	25902	Communication Theory	3
	25863	Business and Professional Communication	3
Complete Any Three of the Following Courses (~~COMM 35600, COMM 35860, COMM 35864; *or* COMM 45865~~): Choose from the following:			9
COMM	35600	Communication in Small Groups and Teams* (3)	~~3~~
	35860	Interviewing (3)	~~3~~
	35864	Organizational Communication (3)	~~3~~
	45865	Organizational Communication Training and Development (3)	~~3~~
		TOTAL	**18**

Minimum 2.25 GPA in the minor required for graduation.

*Revised – see CCU.

DATE: November 3, 2010

TO: Dr. Jeffrey Child
Undergraduate Coordinator, School of Communication Studies

FROM: Dr. Paul J. Albanese, Chair
Undergraduate Curriculum Committee, Department of Marketing

SUBJECT: Organizational Communication Minor

We support the revision of the Organizational Communication Minor. It is a good selection of courses that offers some flexibility in choice. At18 credit hours it will be more feasible for our majors to minor in this area. We will do our best to promote this minor within the College of Business Administration.

HANSON, LUETT

From: HANSON, LUETT
Sent: Wednesday, November 10, 2010 10:57 AM
To: HANSON, LUETT
Subject: FW: New Organizational Comm. Minor

Begin forwarded message:

From: "GRIMM, PAMELA" <pgrimm@kent.edu>
Date: November 9, 2010 5:37:07 PM EST
To: "CHILD, JEFFREY T." <jchild@kent.edu>
Subject: RE: New Organizational Comm. Minor

Hello Jeff,

I hope this e-mail is not too late to be useful. I have reviewed your e-mail and the attachment describing your minor. I believe Organizational Communications are critical and the selection of courses you've put together to address this area is impressive. I believe this minor has the potential to attract a number of our majors, as well as majors in Human Resources.

Best wishes with your endeavors,

Pam Grimm

Pamela E. Grimm, PhD.

Associate Professor and Chair

Department of Marketing

Kent State University

P.O. Box 5190

Kent, OH 44242-0001

330-672-1262

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: November 30, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposals:

COMM – Revise COMM minor

COMM – Establish Health Communication (HCMM) minor

COMM – Establish Interpersonal Communication (IPCM) minor

COMM – Establish Organizational Communication (ORCM) minor

COMM – Establish Public Communication (PCMM) minor

These proposals were approved by the Communication Studies FAC on 11/5/2010 and by the CCI CCC on 11/19/2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department COMM

College CI - Communication and Information

Degree Minor

Program Name Public Communication ~~Studies~~ Program Code ~~COMM~~ PCMM

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

Proposal Establish Program

Description of proposal:

The purpose of this proposal is to establish a minor in Public Communication (PCMM).

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

Current total credit hours: 18 Proposed total credit hours 18

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

This new minor in Public Communication (PCMM) has little impact on other units external to the School of Communication Studies. The minor establishment will extend curriculum efforts occuring in the Public Communication concentration (PCMM) to students wishing to complete a minor in the same area. The lack of prerequisites for courses included in the minor make it adaptable to students across the university.

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

No other units on campus will be affected by this proposal. As such, no other units were consulted.

REQUIRED ENDORSEMENTS

Paul Haidakis _____ 11/1/10

Department Chair / School Director / Campus Dean

_____ 11/30/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

1. **Title:** Proposal to Establish a Minor in Public Communication

2. **Subject Specification:**

The intent of this proposal is to establish a new 18-credit minor in Public Communication (PCMM) within the School of Communication Studies.

3. **Background Information:**

   a. **Description of the Action (Including Intended Effects):**

   Public Communication is one of the popular concentrations in the School of Communication Studies. In the past several years, the School of Communication Studies has hired several faculty members with expertise in Public Communication. This proposal extends some of the coursework within this popular Communication Studies major degree concentration to students wishing to minor in the same area.

   The 18-credit minor in Public Communication would require three courses that all students complete, including Introduction to Human Communication (COMM. 15000), Communication Theory (COMM. 25902), and Public Communication (COMM. 26001). Then, students would be provided a list of six possible upper-division courses in Public Communication and they will be required to select three from the list of options. These options for completing the remaining nine credits include, Media Uses & Effects (COMM. 45006), Freedom of Speech (COMM. 45007), Communication and Influence (COMM. 45902), Sport Communication (COMM. 41000), Media, War, & Propaganda (COMM. 42000), or Communication Technologies and Human Interaction (COMM. 43000).

   The intended effect of these revisions is to increase the number of students across the university choosing to add a minor in Public Communication. After approval of the minor, the School of Communication Studies will employ an aggressive recruitment campaign to make students more aware of both the degree requirements and the usefulness of possessing a Public Communication minor.

   b. **Conformity of the Action with mission of Sponsoring Unit:**

   The objectives of the BA in Communication Studies are:
   1. to expand skills and understandings of verbal and mediated discourse, and critical appreciation of the human values of symbolic communication
   2. to advance knowledge concerning the functions, processes, and effects of communication
   3. to apply communication to the task of coping with the problems of modern society
   4. to encourage more active participation in the affairs of a free society

Establishing a Public Communication minor is related to these same program goals and objectives guiding the B.A. degree insomuch that the minor would advance a more broad range of students understanding of Public Communication functions, processes, effects, and applications in modern society. This proposal has the potential to enhance more students' capabilities to meet the diverse communication demands in a variety of careers with more training in public communication theory, research, and practice.

c. **Rationale for Action:**

Few students initially choose Communication Studies as a major when graduating from local area high schools in pursuit of an undergraduate degree at Kent State University. Often, students simply do not know enough about Communication Studies programs to make such selections initially. As such, the bulk of major degree-declaring students in Communication Studies transfer into the program from other majors as sophomores, juniors, and seniors at Kent State University. Positive experiences in broad-based Communication Studies courses (COMM. 15000 and COMM. 26000) in addition to finding out more about Communication Studies degrees from other students, advisors, and faculty prove the best recruitment tools for the major. However, much more could be done through minor degree offerings to increase potential Communication Studies major degree considerations with an emphasis in Public Communication.

Communication Studies majors have several diverse specialization options available to select as concentrations, targeting communication in a wide variety of settings (Interpersonal Communication, Organizational Communication, Public Communication, Applied Communication with both Health Communication and Global Communication proposals submitted for inclusion in the fall, 2011 Catalog). Given that students do not often understand the diverse major degree options in Communication Studies, more specific minors that package relevant curriculum with recognizable labels (i.e., Public Communication minor) may make the degree more accessible and understandable to a wider array of students who may be simply not choosing to minor in communication because of a lack of understanding the diversity of options available within the Communication discipline.

The establishment of a Public Communication minor would allow students pursuing, for example, Journalism and Mass Communication, Advertising, or Political Science degrees a more specific minor in Public Communication to add and demonstrate they have more communication training facilitating public communication processes because of required specialized curriculum guiding the minor degree selections. This adaptation and exploration is likely to be more appealing to both students when constructing their resumes and to employers when making hiring decisions and considering the necessary types of public communication skill competencies required for the profession.

d. **Effect on Current Programs, Offerings, Students, and Staff:**

The new minor in Public Communication will strengthen the current program by increasing enrollment numbers in courses offered to both overall university students as well as major degree-seeking students in the Public Communication concentration in Communication Studies. Communication Studies currently has the appropriate staff and experience in place to support the modifications.

The new Public Communication minor will be appealing to students because it can be completed without any prerequisites impeding completion of the wide-ranging courses available in the minor. The new Public Communication minor will also positively impact faculty by allowing them to teach more students from a variety of disciplines in their main research areas.

e. **Scope of Action:**

The scope of this action is internal to Communication Studies, since the proposal will extend the major degree concentration to a minor degree offering.

f. **Fiscal and Staffing Impact of Action:**

The proposal was designed to have a positive impact on fiscal issues, with limited foreseen negative ramifications to budgetary concerns. The new Public Communication minor may generate more interest in the Communication field and result in increased demand for Public courses which do not always fill to capacity.

g. **Evidence of Need and Sustainability:**

The most recent job outlook statistics from the National Association for Colleges and Employers (2010) rank effective communication skills as the most important job characteristic employers consider when making hiring decisions. Technical skills ranked fourth in the annual survey. Students who choose to minor in Public Communication will be more equipped to meet the communication demands of public-related careers they may pursue over the course of their professional lives.

The opportunity exists to meet these communication skill demands required by employers in the Communication Studies curriculum through specialized minor degrees taught by individuals who have advanced degrees and specific training in Public Communication. Students would make better applicants and be more effective in meeting industry demands with more training in public communication theory, research, and skill development.

4. **Alternatives and Consequences:**

   Not allowing the establishment of an Public Communication minor will mean that current faculty members studying Public Communication will not be meeting their full potential to serve the university by training students with an enhanced understanding of these communication principles, processes, problems, and effects.

5. **Specific Recommendations and Justifications:**

   Allow the establishment of an 18-credit Public Communication minor degree within the School of Communication Studies as detailed within this proposal.

6. **Timetable and Actions Required:**

November 5, 2010	Approval by COMM FAC
November 19, 2010	Approval by CCI College Curriculum Committee
January, 2011	Approval by EPC
February, 2011	Approval by Faculty Senate
Fall, 2011	New Requirements Included in the 2010-11 Undergrad. Catalog

7. **Certification of Curriculum Proposal (CCP):** See attached document.

8. **Memos Concerning Duplication, Encroachment, Impact, and Support:**

   The changes were reviewed and supported by the COMM Undergraduate Committee in October, 2010. All encroachment checks were made with proposal of new courses. This proposal configures these reviewed course offerings in a coordinated manner as a minor degree. Because of the previous encroachment checks with establishing new courses, no further encroachment checks were conducted.

9. **Catalog Copy:**

   The attached document entitled "New Public Communication Minor Catalog Information" contains the detailed information needed for the course catalog.

10. **GPS Website Program Description and Keywords for Searching (If Changes are Made):** Not applicable for minors.

11. **Assessment Plan (AQIP):** No assessment plan is required for minors.

New Public Communication Minor Catalog Information

School of Communication Studies
College of Communication and Information
135 Taylor Hall
E-mail: comm@kent.edu
Tel: 330-672-2659
Fax: 330-672-3510
Web: http://www.kent.edu/comm/index.cfm

PUBLIC COMMUNICATION MINOR REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
Complete the Following:			
COMM	15000	Introduction to Human Communication	3
	25902	Communication Theory	3
	26001	Public Communication	3
Choose from the following:		~~**Complete Any Three of the Following Courses** (COMM 45006, COMM 45007, COMM 45902, COMM 41000, COMM 42000, *or* COMM 43000):~~	9
COMM	45006	Media Uses & Effects (3)	~~3~~
	45007	Freedom of Speech (3)	~~3~~
	45902	Communication and Influence (3)	~~3~~
	41000	Sport Communication (3)	~~3~~
	42000	Media, War, & Propaganda (3)	~~3~~
	43000	Communication Technologies & Human Interaction** (3)	~~3~~
		TOTAL	**18**

Minimum 2.25 GPA in the minor required for graduation.

**New course – see CCU.

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

REQUEST FOR APPROVAL SUBMITTED BY:

KENT STATE UNIVERSITY

BACHELOR OF SCIENCE DEGREE IN HOSPITALITY MANAGEMENT

10 March 2011
(expected date)

TABLE OF CONTENTS

Request **3**

Section 1: Introduction **3**

Section 2: Accreditation **4**
Institutional regional accreditation *4*
Results of the last accreditation review *4*
Notification of appropriate agencies *4*

Section 3: Academic Leadership—Institution **5**
Mission statement *5*
Organizational structure *5*

Section 4: Academic Leadership—Program **5**
Organizational structure *5*
Program development *7*
Collaboration with other Ohio institutions *10*

Section 5: Student Support Services **11**
Admission policies and procedures *11*
Student administrative services *12*
Student academic services *13*

Section 6: Curriculum **13**
Introduction *13*
Program goals and objectives *15*
Course offerings/descriptions *16*
Program sequence *21*
Alternate delivery options *21*
Off-site program components *22*

Section 7: Assessment and Evaluation **22**
Program assessment *22*
Measuring student success *23*

Section 8: Faculty **24**
Faculty appointment policies *24*
Program faculty *25*
Expectations for professional development/scholarship *26*
Faculty matrix *26*

Section 9: Library Resources and Information Literacy **29**
Library resources *29*
Information literacy *30*

Section 10: Budget, Resources and Facilities **31**
Resources and facilities *31*
Budget/financial planning *33*

Appendices Listing **35**

Signature Page **35**

REQUEST

Date of submission: 10 March 2011 (expected date)

Name of institution: Kent State University

Degree/degree program title: Bachelor of Science degree in Hospitality Management

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Director, Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Delivery sites: Ashtabula Campus, Kent Campus

Date that the request was approved by the institution's governing board:
Approved by the Kent State University Faculty Senate on 14 February 2011 (expected date), and the Board of Trustees on 9 March 2011 (expected date)

Proposed start date: Fall 2011

Date Institution established: 1910

Institution's programs: Associate, bachelor's, master's, educational specialist and doctoral degrees (total 286 degree majors as of fall 2010)

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.
Licensure: No Endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University proposes to establish a new major, Hospitality Management, within the Bachelor of Science degree, to be offered at the Ashtabula and Kent campuses. A Hospitality Management program currently exists at the Kent Campus, but as a concentration within the Bachelor of Science degree in Nutrition and Food. Thus, this proposal is requesting that an existing course of study be changed into a separate degree program and to be offered at two campuses. Since 2004, the Ashtabula Campus has offered (and will continue to do so) a post-secondary certificate in Hospitality Management. All coursework in the certificate articulates to the baccalaureate program.

The current Hospitality Management program is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). The program was initially accredited by ACPHA in 2002 and was reaccredited in 2010. It is the only baccalaureate program in Hospitality Management at a state university in Ohio that is ACPHA accredited.

Kent State's Hospitality Management program was originally created as a food service option in the Nutrition and Food major in the early 1980s and, therefore, has been educating students in the hospitality field for nearly 30 years. The Nutrition and Food major was established at Kent State University in the 1930s.

In fall 2010, 258 students were declared in the Kent State Hospitality Management program. The program has six full-time faculty members at the Kent campus and one full-time faculty member at the Ashtabula campus. Because of the program's continued growth, the search for an additional tenure-track faculty member is underway. Four of the existing faculty are tenured or tenure-track and have doctorates in hospitality management. The remaining three faculty members have master's degrees. All of the faculty members have relevant work experience in the hospitality management field.

The establishment of this ACPHA-accredited hospitality program as an independent major is considered necessary by Kent State University. Students seeking a career in the hospitality management industry are confused by the name of the major (Nutrition and Food), which does not reflect the focus of the program. Additionally, potential employers may be unsure of the emphasis of the program and by extension the qualifications of the graduates because of the major's name. Students in the Hospitality Management concentration take only one course (3 credit hours) within the nutrition area. In reality, the Hospitality Management concentration and the Nutrition and Food major operate as separate degree programs. Consequently, the establishment of an independent Bachelor of Science degree in Hospitality Management will better serve students and employers in the state of Ohio.

SECTION 2: ACCREDITATION

2.1 Institutional regional accreditation

Original date of accreditation:	1915
Date of last review:	2007 - 2008
Date of next review:	2014 - 2015

2.2 Results of the last accreditation review

Kent State University was reaccredited by the North Central Association Higher Learning Commission on 28 February 2008 (www.kent.edu/aqip/upload/reaffirmation-of-accreditation-2008.pdf).

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.

In the self-study submitted to the Accreditation Commission for Programs in Hospitality Administration (ACPHA) in February 2010, Kent State alerted the commission of the plan to pursue the curricular actions needed to establish program as an independent major. The accreditation visiting team supported this plan and, furthermore, strongly encouraged that the establishment of the independent major occur as soon as possible (see Appendix A).

SECTION 3: ACADEMIC LEADERSHIP—INSTITUTION

3.1 Mission statement

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.
(www.kent.edu/president/mission-statement.cfm)

3.2 Organizational structure

The organizational structure for Kent State University can be found at www.kent.edu/president/upload/ksu_org_2010-2011_nov_1_2010.pdf.

See Appendix B for the organizational structure for Kent State's Ashtabula Campus.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty and staff for the proposed program.

The current Hospitality Management program (as a concentration within the Nutrition and Food major) is under the auspices of the School of Health Sciences in the College of Education, Health and Human Services. However, the Hospitality Management faculty are housed in the School of Foundations, Leadership and Administration in the same college. As a result of this structure, curriculum revisions are at this time being reviewed by both schools. For all other administrative leadership, the program is administered within the School of Foundations, Leadership and Administration.

Going forward, the proposed Hospitality Management major will be fully housed and administered in the School of Foundations, Leadership and Administration (the Nutrition and Food major remains in the School of Health Sciences). Thus, the creation of the Hospitality Management major is also advantageous from an administrative perspective as the dual nature of where the program is housed will be removed.

The Hospitality Management program coordinator reports to the director of the School of Foundations, Leadership and Administration, who reports to the dean of the College of Education, Health and Human Services. The dean reports to the provost and senior vice president for academic affairs. This chain of leadership will not change.

The program coordinator approves faculty to teach courses at the Ashtabula Campus for the existing post-secondary certificate and will continue to do so when the baccalaureate is offered there. For both campuses, faculty curricular vitae are provided to the program coordinator to enable an assessment of qualifications for specific courses. Program curriculum, admission and graduation requirements will be the same on both campuses.

The overall curriculum will be under the direction of the faculty at the Kent Campus. Any changes to the program will be initiated and approved by the Hospitality Management faculty at the Kent Campus and then will be submitted through the curricular process as outlined by Kent State University guidelines. If a special topic or other course is developed at the Ashtabula Campus for the Hospitality Management major, the curricular process will be followed as set forth by university and college policy. New special topics and other courses in Hospitality Management proposed by Ashtabula Campus faculty will need to be approved by the Kent Campus faculty prior to consideration by the school, college and university-level curriculum committees before being offered.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The program coordinator of the Hospitality Management concentration is Barbara Scheule, PhD (see Appendix C for curriculum vitae). She convenes program faculty meetings on a bi-monthly basis, prepares the schedule of classes, assists the faculty with curricular changes, coordinates the Hospitality Industry Advisory Board meetings, represents the faculty on school and college program coordinator committees, oversees the program's assessment reporting for the Higher Learning Commission's Academic Quality Improvement Program (AQIP) and handles other program-related responsibilities.

Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

Excepting the Board of Trustees and Faculty Senate, the key committees within the school, college and university that support the program are the following:

School Faculty Advisory Committee (FAC): Members of the FAC advise the school director on school policy. The FAC, with the school director, is responsible for revisions of the school handbook. The Hospitality Management program coordinator serves on the FAC. The term of appointment on FAC is two years.

School Curriculum Committee: This committee reviews and approves curricular proposals to be sent forward to the College Curriculum Committee. A Hospitality Management faculty member serves on this committee. Representatives to this committee are selected from each program in the school on an annual basis. Faculty members may serve successive terms. This committee approved the Hospitality Management major on 2 December 2010.

School Program Coordinators Committee: Composed of all program coordinators in the school, this committee meets monthly. The term of appointment is two years, which matches the term for program coordinators. Successive terms may be served depending on the vote of the program faculty.

College Advisory Council (CAC): This committee comprises the college dean and faculty representatives from each of the schools in the college. The CAC reviews reappointment, tenure and promotion files. CAC members also advise the dean on policy operations and long-range planning. The CAC meets weekly or bimonthly in the fall and monthly in the spring. The Hospitality Management program coordinator serves on the CAC. Terms of appointment as a CAC representative is two years.

College Curriculum Committee. This committee reviews and votes on all curricular proposals within the college. Membership includes faculty representatives from each of the schools within the college; the chairs are the (undergraduate and graduate) college associate deans. This committee meets monthly. Terms of appointment are one year although representatives may serve successive years. The College Curriculum Committee approved establishment of the Hospitality Management major on 17 December 2010.

Educational Policies Council (EPC): Co-chaired by the provost and Faculty Senate chair, the committee is composed of university deans and representation from Faculty Senate and the individual college curriculum committees. The EPC is a sub-body of the Faculty Senate and is charged with curricular oversight for the university. It reviews all proposals that have been approved by the program faculty, school and college curriculum committees. The council meets approximately nine times a year; senators and college curriculum committee members are appointed annually. The EPC approved establishment of the Hospitality Management major on 24 January 2011 (expected).

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

The mission of the Hospitality Management program at Kent State University is to prepare leaders for major hospitality industry segments through academic and research programs valuing quality of life, business success, collaborative partnerships, creative approaches and ethical principles. Within the context of the mission:

- *Quality of life* reflects the commitment of the hospitality faculty, as well as the university at large, to provide accessible and knowledgeable faculty, dynamic programming and a campus environment that provides a wide variety of helpful services for students. Through developing a campus and professional community, the Hospitality Management program seeks to assist students in developing a supportive, professional peer group to ensure a positive living and learning experience.
- *Business success* acknowledges that successful business practices are one of the foundations of the hospitality industry. Courses within the curriculum and partnerships with successful hospitality business leaders will help guide students in their understanding of the elements needed for business success.
- *Collaborative partnerships* are encouraged and realized both by providing opportunities for students to collaborate as a result of class group projects and student organizations and by active collaboration of the faculty with industry professionals through its Hospitality Advisory Board, use of guest speakers in classes, its mentoring program and other initiatives that connect faculty, students and hospitality industry professionals.

- *An emphasis on creative approaches* to problem solving and education are key to class and curriculum design, promoting active learning and challenging students to find innovative approaches that address challenges experienced by hospitality professionals and businesses.
- *A commitment to ethical principles* in research and academic programs will encourage hospitality students to value ethical considerations as part of the larger concept of professionalism in their personal lives and professional careers.

The mission of the Hospitality Management program supports the university mission through the (a) provision of academic and research programs to prepare students for productive careers, (b) promotion of creative approaches and ethical principles and (c) acknowledgement of the importance of the quality of life, collaborative partnerships and business success.

The Hospitality Management program offers a diversity of learning environments through lab experiences, use of computers, inclusion of guest speakers and class projects involving outreach to the hospitality business community. Students are exposed to the larger global community through the diversity of faculty, course content, hospitality practicum/internship experiences, as well as some study abroad opportunities available at Kent State University.

On a humanitarian level, a significant number of Hospitality Management students and three faculty members were in New Orleans, during successive spring breaks, following hurricane Katrina, to provide community assistance. Additionally, Kent State student chapters of the Club Managers Association of American (CMAA) and Professional Convention Management Association (PCMA) have engaged in service projects. The PCMA student chapter was recognized as a Student Chapter of the Year in 2009 at the national conference. Student representatives from both of these student chapters attend national conferences annually. A student honorary, Eta Sigma Delta (International Hospitality Management Society) is in the preliminary stages of formation at Kent State this academic year.

The mission of the College of Education, Health and Human Services is *to create and advance knowledge as it educates professionals who enhance health and well being and enable learning across the lifespan.* The Hospitality Management program supports the mission of the college through the education of professionals who provide services in settings such as hotels, restaurants, clubs and other venues that enhance the quality of life and well-being of guests and clients. The creation of employment opportunities for individuals with a diversity of talent is yet another way in which graduates in hospitality management positions enhance the well-being of others. Hospitality Management faculty members engage in research and other areas of scholarship as independent researchers and as advisors for students completing a thesis in Kent State's Master of Science degree in Hospitality and Tourism Management.

The objectives of the School of Foundations, Leadership and Administration are the following:

1. Create an academic environment, which promotes the intellectual and professional development of students and faculty
2. Develop and maintain a commitment to scholarly activity in research, graduate education and undergraduate education, which is commensurate with the goals and mission of Kent State University and its College of Education, Health and Human Services

3. Provide programs for all students that meet the educational and technological demands of the disciplines represented in the school
4. Offer courses in cognate academic disciplines and professional fields that provide the necessary basis for the professional and scholarly goals of students and faculty
5. Provide the public service commensurate with a university

Describe how the program aligns with the chancellor's strategic plan for higher education in Ohio.

The chancellor's strategic plan for higher education in Ohio includes three key goals: (1) graduate more students, (2) keep more of graduates in Ohio and (3) attract more degree holders from out of state. The proposed Bachelor of Science degree in Hospitality Management at Kent State University will help to graduate more students in Ohio by making this degree program more assessable to those in the Ashtabula area who may not be able to relocate to attend college in another community.

The greater visibility of the program, at the Kent and Ashtabula campuses, as a result of being an independent major instead of a concentration in the Nutrition and Food major will enable Ohio students and their parents to make a more fully informed choice when deciding where to attend college. At this time, some students are going out of state to pursue education in hospitality management. Among recent Kent State graduates are students who initially attended an out-of-state college and later returned to Ohio to study Hospitality Management at Kent State. Some of these students reported becoming aware of the program when home during semester breaks to visit family in the area. Thus, a greater awareness of the program as a result of becoming an independent major will help to not only help to keep more of Ohio's graduates in state, but this greater visibility is likely to also attract more students from out of state.

Another way that the program helps to keep college graduates in Ohio is through the linkages of the program with hospitality professionals. The current Hospitality Management program enjoys strong relationships with industry professionals and alumni, who speak in classes, provide practicum/internship work experiences and serve as mentors to students through a formalized mentoring program. Through these existing outreach efforts, students are able to connect with employers to facilitate a smoother transition into the Ohio workplace as entry-level professionals. However, the program continues to be disadvantaged by the name of the major (Nutrition and Food), which does not accurately reflect the focus of the program and as a result is a source of confusion for students and hospitality professionals.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

Enrollment for the current Hospitality Management concentration over the past four years, as reported below, shows strong, positive growth of the program. Because this is an existing and viable program, a needs assessment and/or market analysis was seen as not needed.

2006-2007	2007-2008	2009-2010	2010-2011
202	220	240	258

Given the difficulty students report in finding the Hospitality Management program, it is evident that creating this program as an independent major is warranted. About three-fourths of the students start in other majors because the Hospitality Management program is essentially hidden in the Nutrition and Food major. Students who want to manage a hotel, restaurant or private club do not perceive Nutrition and Food to be the major they are seeking and, as a result, start out in a variety of other majors until they become aware of the program. Sophomores and juniors who meet with faculty to declare the Hospitality Management concentration frequently state that they had difficultly locating the program.

In February 2010, 35 junior- and senior-level students met with the accreditation visiting team. These students reported to the commission how difficult it had been to find this program under the Nutrition and Food major and expressed the desire for the program to be an independent major, not only so it would be easier to find, but so that their degrees more accurately represented their program of study. Students who serve on the Marketing and Communications Committee—comprised of Hospitality Management faculty members, students and industry professionals—also made similar observations.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The Hospitality Management program has had an active industry advisory board at the Kent Campus since 1998. Board members are managers and owners of hospitality business, representing restaurants, contract food service, hotels, food service distribution, private clubs, hospitality publishing and other businesses affiliated with the hospitality industry. This board meets three times annually. Student representatives are also invited to meetings of the board. Board members have identified that having Hospitality Management as a concentration in the Nutrition and Food major is not in the best interest of the students or the program.

At the Ashtabula Campus, a hospitality advisory board, comprising area business leaders, meets annually in the spring to discuss issues related to the post-secondary certificate. Both the Ashtabula Campus Faculty Council, which is an advisory body to the dean, and the Hospitality Management Advisory Board support an expansion of the campus' hospitality program to include the Bachelor of Science degree in Hospitality Management.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

The Hospitality Management program has been continuously accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) since 2002. The program was re-accredited in 2010 for the full period of seven years. Thus, the Hospitality Management program will next seek reaccreditation in 2017. The initial accreditation and recent re-accreditation provide evidence that the Hospitality Management program is aligned with ACPHA standards.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

Hospitality Management programs within 30 miles of the Kent Campus are at the University of Akron and Cuyahoga Community College, both of which offer it as an associate degree program only. Kent State has an articulation agreement with Cuyahoga Community College for the program, and plans to explore the feasibility of one with the University of Akron. There are no institutions within 30 miles of the Ashtabula Campus that offer the proposed program at any level.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The proposed program was not developed in collaboration with another Ohio institution.

SECTION 5: STUDENT SUPPORT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The current and future admission requirements for the Hospitality Management program are the same as for the institution as a whole. Admission requirements to Kent State University, as described in the 2010 University Catalog (www.kent.edu/catalog/2010/admission), are below:

> *Freshmen entering Kent State must submit a high school transcript and American College Test (ACT) or Scholastic Assessment Test (SAT) scores. Kent State requires that students take the writing section of the ACT. Students are excused from this test score requirement only if they have been graduated from high school for three or more years or if they are 21 or older at the time of their first enrollment. These test scores are essential in determining students' admission status and academic aptitudes; assisting in academic advising; and helping to determine scholarship eligibility.*
>
> *Admission Requirements at the Kent Campus: Kent State University's freshman admission policy differentiates among students with varying degrees of preparation for college studies. The students most likely to be admitted and succeed at the Kent Campus are those who will have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a minimum high school 2.50 grade point average and whose composite ACT score is 21 or better (combined SAT score of 980 in critical reading and math).*

Students who do not meet the above criteria but who have graduated with a cumulative grade point average of at least 2.20 (on a scale of 4.00) at a chartered or accredited high school or have passed the General Educational Development (GED) Examinations may be admitted. High school course selection, class rank, recommendations and ACT/SAT scores will be closely examined for such students in making admissions decisions.

Admission Requirements at the Regional Campuses: Admission to the Regional Campuses is handled through the Admissions Office at any of the seven Regional Campuses. Admission is open to anyone with a high school diploma or its equivalent. Part-time early admission opportunities are available for qualified high school students in consultation with an advisor. In programs with special admission requirements, admission decisions and judgments are made by the director of the program following normal faculty consultative procedures and take into account factors such as life experience, level of motivation and concern for under-represented groups in the program, as well as such indicators as GPA or ACT score.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred (a) according to the Board of Regents' Transfer Assurance Guide and Career Technical Credit Transfer initiatives; and (b) other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP).

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 30 semester hours (including 9 semester hours of upper-division coursework in the major) at Kent State to be awarded a Kent State bachelor's degree. The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses.

The Hospitality Management faculty are receptive for equating transfer coursework. A recent example is a 2+2 articulation with Cuyahoga Community College, where faculty equated 10 of the community college's Hospitality Management courses to eight Kent State Hospitality Management courses. In addition, three Hospitality Management courses have recently been submitted for the culinary CTAG. There are three Hospitality Management courses in the Dietetics TAG. Advanced Placement, CLEP credit and Kent State's Credit-by-Exam is awarded for general education requirements and electives.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

As this proposed major is an existing program at the Kent Campus, all administrative services are adequate to support the current students and will be adequate going forward.

At the Ashtabula Campus, these services are sufficiently provided for students in a variety of programs, including the post-secondary certificate in Hospitality Management. The transition to offering the Hospitality Management major will not require new or expanded services.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

The ACPHA visiting team reviewed the quality of the career services, counseling, tutoring and accessibility services during the 2010 site visit at the Kent Campus and found that the existing services met ACPHA standards. The transitions from concentration to major will not have an impact on the ability of Kent State to provide these services for students in the major as these services are provided for the current students in the existing concentration.

A staff member from Kent State's Career Services Center serves on the Hospitality Management Program Industry Advisory Board; thus, the program and the Career Services Center enjoy a close relationship.

All students have access to advising from a professional advisor in the College of Education, Health and Human Services. To make an appointment with a Hospitality Management faculty member, students sign up for an appointment time as posted on the faculty member's office door. Full-time Hospitality Management faculty members are required to provide a minimum of five office hours for student appointments each week.

The Ashtabula Campus provides student academic support services and resources in line with the services offered to the students on the Kent Campus. Specifically, the Ashtabula Campus offers advising, tutoring, student activities and financial aid services. Full-time professional academic advisors are also on the Ashtabula Campus.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the catalog.

The Bachelor of Science in Hospitality Management prepares leaders for major hospitality industry segments through academic and research programs that value quality of life, business success, collaborative partnerships, creative approaches and ethical principles. Faculty members have advanced degrees in hospitality management and professional work experience in restaurants, hotels, club management, on-site foodservice, catering businesses and conference centers.

<u>Career Opportunities:</u>
Hospitality Management graduates manage restaurants, hotels, private clubs and other related hospitality businesses or plan social and corporate events that include food, beverage and lodging services. Sales management for food distribution companies or hotels and resorts are additional career paths for alumni. The National Restaurant Association projects the number of foodservice management positions to increase eight percent from 2010 to 2020. U.S. Bureau of Labor Statistics projects a three-percent increase in hotel and lodging managers and a 13-percent increase in casino hotel managers from 2008 to 2018.

Admission Requirements:
General Admissions for Freshman Students: Students most likely to be admitted and succeed at the Kent Campus are those who have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale) and whose composite ACT score is 21 or better (980 combined critical reading and math SAT score). . Admission to a Regional Campus is open to anyone with a high school diploma or its equivalent. Part-time early admission opportunities are available for qualified high school students in consultation with an advisor. In programs with special admission requirements, admission decisions and judgments are made by the director of the program following normal faculty consultative procedures and take into account factors such as life experience, level of motivation and concern for under-represented groups in the program, as well as such indicators as GPA or ACT score. For more information on admissions, visit the Admissions website for new freshmen.

General Admissions for Transfer Student: Generally, a transfer applicant who has taken 12 or more semester hours with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12 semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the Admissions website for transfer students.

Graduation Requirements
During the junior year and prior to taking HM 33050 Professional Practices in Hospitality Management and HM 43092 Practicum in Hospitality Management, students must provide documentation of the following graduation requirements to the Vacca Office of Student Services:

- Minimum cumulative 2.0 GPA
- Minimum 2.25 GPA in major coursework
- First Aid certificate
- CPR certificate
- 400 hours of approved work hours within the hospitality industry
- Ohio Certified Manager status
- Completion of the following courses: HM 13022, 13023, 13024 and 23030

To graduate, students must have a minimum of 121 credits, complete course requirements specified for the degree and meet all of the requirements listed above, including the minimum of 2.25 major GPA and 2.0 cumulative GPA.

Student Organizations
Student chapters of the Club Managers Association of America (CMAA), the Professional Convention Management Association (PCMA) and Eta Delta Sigma Honorary provide opportunities for students to network with industry professionals and engage in community service.

Link to annual Kent State University Catalog: www.kent.edu/catalog.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

As program learning outcomes, Hospitality Management graduates are expected to demonstrate (a) foundational knowledge of hospitality operations; (b) competence in business and managerial decision making; (c) effective written and verbal communication; (d) interpersonal skills emphasizing professional behaviors, collaborative relationships and networking styles; and (e) analytical thinking and problem solving.

The curriculum has been designed to enable graduates to demonstrate these learning outcomes. Course objectives for the required courses have been matched with these outcomes. For example, the required Hospitality Management courses focus on quantity and commercial food production, food safety, lodging, legal issues, purchasing, cost control, catering operations, layout and design, marketing and human resources to provide foundational knowledge of hospitality operations. All students complete a minimum of 21 credits of business courses that include economics, accounting, computer applications, principles of management, human resource management and marketing. Junior- and senior-level courses within the Hospitality Management program then utilize these business concepts to further develop their business and managerial decision making abilities.

To promote effective communication, students complete three English courses and one communication course. In addition, several courses include papers and class presentations. HM 43027 Hospitality Human Resource Management is a writing-intensive course that includes multiple writing assignments and a write-and-revise requirement. Students must earn a minimum C grade in this course to graduate.

Interpersonal skills are developed in part through student group assignments in several of the Hospitality Management courses. Networking with industry through interviews of hospitality professionals for course assignments is likewise incorporated into a number of the Hospitality Management courses. Guest speakers from the hospitality field in courses are yet another way that students develop their interpersonal skills and gain networking opportunities.

The development of analytical thinking and problem solving is a progressive process throughout the curriculum. At the senior level, however, students are completing projects that require case study analysis, development of marketing concepts for actual hospitality businesses and the creation of a foodservice layout, including local building codes and a justification of the financial implications of their plan.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (number/name)	Cr hrs	Major/ Core/ Tech	General Education (Kent Core)	Elective	OTM TAG CTAG	New/Existing Course
HOSPITALITY MANAGEMENT COURSES						
HM 13022 Sanitation and Safety Principles and Practices)	3	■			CTAG	Existing
HM 13024 Introduction to Hospitality Management	2	■			CTAG	Existing
HM 21095 Special Topics in Hospitality Management	1-4			■*		New
HM 23012 Food Study	3			■*	TAG	Existing
HM 23030 Lodging Operations	3	■				Existing
HM 33020 Legal Issues in the Hospitality Industry	3	■				Existing
HM 33026 Hospitality Cost Control and Analysis	5	■				Existing
HM 33028 Hospitality Purchasing	3	■				Existing
HM 33029 Catering and Banquet Preparation and Service	5	■				Existing
HM 33031 Food, Wine and Beverage Pairing	3			■*		New
HM 33035 Hospitality Service Quality Management	3			■*		Existing
HM 33036 Club Management	3			■*		Existing
HM 33040 Hotel Convention Group Sales and Services	3			■*		Existing
HM 33050 Professional Practices in Hospitality Management	1	■				Existing
HM 3777 Casino Management and Gaming Operations	3			■*		New
HM 41093 Variable Topic Workshop in Hospitality Management	1-3			■		Existing
HM 41095 Special Topics in Hospitality Management	1-4			■*		Existing
HM 41096 Individual Investigation	1-3			■		Existing
HM 43025 Hospitality Marketing	3	■				Existing
HM 43027 Hospitality Human Resource Management	3	■				Existing
HM 43029 Hospitality Financial Policy	3			■*		Existing
HM 43031 Layout and Design of Food Service Operations	3	■				Existing
HM 43040 Strategic Lodging Management	3			■*		Existing
HM 43043 Hospitality Meetings Management	4			■*		Existing
HM 43092 Practicum in Hospitality Management	3-6	▪				Existing

Course (number/name)	Cr hrs	Major/ Core/ Tech	General Education (Kent Core)	Elective	OTM TAG CTAG	New/Existing Course
BUSINESS COURSES						
ACCT 23020 Introduction to Financial Accounting	3	■			TAG	Existing
ECON 22060 Principles of Microeconomics (Kent Core Social Sciences)	3	■	■		OTM TAG	Existing
ECON 22061 Principles of Macroeconomics (Kent Core Social Sciences)	3	■	■		OTM TAG	Existing
ENG 30063 Business and Professional Writing	3	■				Existing
MKTG 25010 Marketing	3	■			TAG	Existing
MIS 24053 Introduction to Computer Applications	3	■			TAG	Existing
MIS 24163 Principles of Management	3	■				Existing
MIS 34180 Human Resource Management	3	■				Existing
KENT CORE / ADDITIONAL REQUIREMENTS						
Kent Core Composition	6		■		OTM	Existing
Kent Core Mathematics and Critical Reasoning	3-5		■		OTM	Existing
Kent Core Humanities and Fine Arts	9		■		OTM	Existing
Kent Core Social Sciences (not ECON)	3		■		OTM	Existing
Kent Core Basic Sciences (must include lab)	3-4		■		OTM	Existing
COMM 15000 Introduction to Human Communication (Kent Core Additional)	3		■		OTM	Existing
NUTR 23511 Science of Human Nutrition (Kent Core Basic Sciences)	3		■		TAG	Existing
US 10097 Destination Kent State: First Year Experience	1		■			Existing
General Electives	7-15			■		Existing

** Students must select 9-12 credits of hospitality professional electives as a requirement of the program.*

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items. Course syllabi provided in Appendix D.

ACCT 23020 *Introduction to Financial Accounting* (3)
Introduction to principles of accounting as they relate to financial accounting and the preparation of financial statements. Prerequisite: none.

COMM 15000 *Introduction to Human Communication* (3)
An inquiry into the nature and function of human communication in interpersonal, group and public contexts. Prerequisite: none.

ECON 22060 *Principles of Microeconomics* (3)
Principles and policies affecting prices, including factor incomes, under alternative market structures. Tools developed to examine social problems, including poverty, crime, pollution and international relations. Prerequisite: MATH 10007 or 10022 or 10023 or 10024 or 11009 or 11010 or appropriate placement test score(s).

ECON 22061 *Principles of Macroeconomics* (3)
Principles and policies affecting aggregate production, consumption, investment and government expenditures. Includes role of money, the banking system, inflation, unemployment and economic growth. Prerequisite: ECON 22060.

ENG 30063 *Business and Professional Writing* (3)
Analysis of how textual genre function in business and professional settings. Students gain extensive individual and collaborative practice writing in these genres. Prerequisites: ENG 21011 or HONR 10297 with minimum C (2.0) grade and junior standing.

HM 13022 *Sanitation and Safety Principles and Practices* (3)
Safety and sanitation practices pertinent to food service. Emphasis is on laws, food microbiology, storage practices and accident prevention. Prerequisite: none.

HM 13023 *Techniques of Food Production* (5)
Commercial food production principles for milk, cheese, eggs, produce, grains, meats, poultry and fish are covered. Sauces, soups, salads, entrees, side dishes and desserts are prepared with an emphasis on food quality and safety, effective equipment use, work planning and simplification, recipe standardization, pricing and presentation. Prerequisites: HM 13022 and nutrition and food (NF) majors.

HM 13024 *Introduction to Hospitality Management* (2)
Career opportunities and the scope, development and history of the hospitality industry. Introduction to management in the hospitality industry including food service, lodging and tourism. Prerequisite: none.

HM 21095 *Special Topics in Hospitality Management (1-4)*
Discussion of a major discipline or subject within the hospitality industry. Prerequisite: none>

HM 23012 *Food Study* (3)
Principles of food preparation and quality evaluation with consideration of nutritive value and retention. One hour of lecture and four hours of lab. (Note: nutrition and dietetics majors should take CHEM 10060, 10061 and 20481; students in other majors should take CHEM 10050 and 10052 as prerequisites for this course.) Prerequisite: NUTR 23511.

HM 23030 *Lodging Operations* (3)
This course provides students with an introduction to lodging, resort operations and management. Skills needed to succeed in the field and career opportunities are emphasized. Prerequisite: none.

HM 33020 *Legal Issues in the Hospitality Industry* (3)
Overview and analysis of legal issues of concern to the hospitality operation. Topics include: employment law; food and beverage liabilities; patron civil rights, local, state and federal regulations; and franchising. Prerequisite: junior standing.

HM 33026 *Hospitality Cost Control and Analysis* (5)
Prepares students to analyze and control costs encountered in hospitality operations. Includes computer applications, math drills and simulations. Prerequisites: MIS 24053 and ACCT 23020 and HM 13023.

HM 33028 *Hospitality Purchasing* (3)
Emphasis on the selection of food, goods and services for the management of hospitality organizations. Emphasis is placed on product identification, grading and quality standards. Prerequisite: HM 13023.

HM 33029 *Catering and Banquet Preparation and Service* (5)
Combines theoretical and practical applications of planning, merchandising, costing, producing and serving catered meals. Prerequisite: HM 33026.

HM 33031 *Food, Wine and Beverage Pairing (3)*
This course provides students with knowledge of the sensory relationship of food, wine, beer and other spirits and the important role this process has on hospitality operations. Course topics will include developing an understanding of wine, beer and food pairing as a hierarchical process. Menu development and cooking the food play an important role in this class; we pick the food first then pair the appropriate beverage. Student must be 21 years old at start of class. Prerequisite: none.

HM 33035 *Hospitality Service Quality Management* (3)
The unique issues associated with managing guest satisfaction will be explored. The delivery of quality services and recovery from service failure in hospitality organizations will be studied from a human resource and organizational perspective. Prerequisite: MIS 24163.

HM 33036 *Club Management* (3)
Introduction to private club management and operations. Strategic planning, marketing, human resources, service excellence, legal issues and financial management will be emphasized within the context of food and beverage, golf and recreation. Prerequisite: junior standing.

HM 33040 *Hotel Convention Group Sales and Services* (3)
From a hotel sales and convention services perspective, the convention and meetings industry is examined. Students are introduced to all facets of the conventions and meetings industry. Prerequisite: HM 23030 and junior standing.

HM 33050 *Professional Practices in Hospitality Management* (1)
Preparation of student for professional work experiences in hospitality management. Career development and professional workplace issues are addressed. Prerequisite: junior standing.

HM 37777 *Casino Management and Gaming Operations* (3)
An introduction and orientation into the various aspects of the casino and gaming industry. Students study the structure of casino organizations, gain basic understanding of gaming operations and responsible gaming. Casino environments are experienced through on-site visitations. Funds for travel are the student's responsibility, and all students must be 21 years old or older to enroll. Prerequisite: special approval.

HM 41093 *Variable Topic Workshop in Hospitality Management* (1-3)
(Repeatable for credit) Workshop setting dealing with a topic or topics in hospitality management. Learning experiences are provided in a wide range of areas. S/U grading. Prerequisite: none.

HM 41095 *Special Topics in Hospitality Management* (1-4)
(Repeatable for credit) Discussion of a major topic within a specific field of hospitality management. Prerequisite: none.

HM 41096 *Individual Investigation* (1-3)
(Repeatable for credit) Independent study in hospitality management. Prerequisite: written special approval from instructor.

HM 43025 *Hospitality Marketing* (3)
Application of marketing principles, practices and theories relevant to hospitality organizations. Case studies drawn from the hospitality industry are incorporated. Prerequisites: HM 13023 and MIS 24163 and MKTG 25010.

HM 43027 *Hospitality Human Resource Management* (3)
Application of human resource management principles, practices, theories and legal issues relevant to hospitality organizations. Hospitality management-focused case studies are incorporated. Prerequisites: HM 33026 and MIS 34180.

HM 43029 *Hospitality Financial Policy* (3)
Strategic financial decision making for short- and long-term financial management problems in various hospitality organizations such as hotels, restaurants, clubs and resorts, through case analysis. Prerequisite: FIN 36053.

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

HM 43031 *Layout and Design of Food Service Operations* (3)
Analysis and planning for the layout and design of commercial food services operations. Includes basic principles of design; space analysis; and equipment use, care selection and layout for food services facilities based on the financial performance of the operation; food codes; and related regulations. An appreciation for engineering and architecture concerns pertaining to food service operations is developed. Prerequisite: HM 13023.

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

HM 43040 *Strategic Lodging Management* (3)
The hotel manager's role as a strategic thinker is emphasized. Techniques such as co-alignment model, brand strategy, competitor analysis, market research, risk management and finance options are used to develop strategic plans in hotels. Prerequisites: HM 23030 and 33026.

HM 43043 *Hospitality Meetings Management* (4)
Exploration of the unique issues associated with managing hospitality meeting and event planning. Emphasis on management of social, association and banquets, receptions and annual meetings held in hospitality venues requiring food and beverage and/or lodging. Prerequisites: HM 23030 and 33026.

HM 43092 *Practicum in Hospitality Management* (3-6)
(Repeatable for maximum 6credit) Supervised professional experience in the hospitality industry including operations such as restaurants, hotels, clubs, health care, theme parks and food distribution. Bimonthly seminars course assignments are included. Prerequisites: HM 33050 and junior or senior standing.

MKTG 25010 *Marketing* (3)
Functions, institutions and basic problems in marketing goods and services from viewpoint of manager of business firm operating within social, economic and legal environment. Prerequisite: ECON 22060.

MIS 24053 *Introduction to Computer Applications* (3)
Develop competency in the operation of contemporary software and hardware applications. To develop an appreciation for the contribution of computers, software and the Internet to society. Prerequisite: none.

MIS 24163 *Principles of Management* (3)
Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. Prerequisite: minimum sophomore standing.

MIS 34180 *Human Resource Management* (3)
Focuses on the competitive advantage derived from the better management of a firm's human resources. Issues related to managing people at work will be discussed from both practical and theoretical perspectives. Prerequisites: minimum 2.50 cumulative GPA; and MIS 24163 or BMRT 11009.

NUTR 23511 *Science of Human Nutrition* (3)
Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies. Prerequisite: none.

US 10097 *Destination Kent State: First Year Experience* (1)
Assists students in making a successful transition to the university through experiential or intellectually engaging discipline-based content. Required of all first year students. Not required of transfer students with 25 or more credit hours. Prerequisite: none.

6.4 Program sequence

See semester-by-semester sequencing ("roadmap") in Appendix E.

6.5 Alternative delivery options (please check all that apply):

- ☐ More than 50% of the program will be offered using a fully online delivery model
- ☐ More than 50% of the program will be offered using a hybrid/blended delivery model
- ☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

Not applicable at this time for the BS degree in Hospitality Management.

6.6 Off-site program components (please check all that apply):

☒ Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

All students in the program must complete HM 43092 Practicum in Hospitality Management (3-6 credits), an existing course used in the current Hospitality Management concentration. The practicum includes supervised hospitality work experience to develop students for entry-level management positions. The faculty instructor, student and property management determine the "on-the-job" learning experiences that will be included within the practicum. Written assignments, graded by the faculty instructor, are also a required aspect of the course. Students must satisfactorily complete a minimum of 90 practicum hours per credit hour, in addition to the written assignments.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Name of the unit/position responsible for directing assessment efforts.

The Hospitality Management program faculty are responsible for the assessment efforts. The program coordinator and school director assist with and oversee the assessment efforts for the program.

Description of any committees or groups that assist the unit.

The associate dean in the College of Education, Health and Human Services provides guidance and support with the AQIP process for Higher Learning Commission accreditation.

Description of the measurements used.

Recent graduates receive an alumni questionnaire that asks them to assess the quality of preparation for given competencies and the importance of these competencies for their position. An exit questionnaire is currently under development to obtain feedback from students in their last semester in the program regarding their assessment of the quality of instruction in the program overall, advising, facilities and so forth.

To assess the program learning outcomes, the following measurements are planned:

- Foundational knowledge of hospitality operations:
  - Completion of HM 13023 Techniques and Food Production and HM 23030 Lodging Operations with minimum class average grade of 80 percent
  - Practicum supervisor's assessment of students with minimum 4.0 rating on 5.0 scale
- Competence in business and managerial decision-making:
  - Project and presentation in HM 43025 Hospitality Marketing with minimum class average grade of 85 percent

- Effective written and verbal communication:
  - Project and presentation in HM 43025 Hospitality Marketing with minimum class average grade of 85 percent
  - Case study assignment in HM 43027 Hospitality Human Resource Management with minimum class average grade of 85 percent
- Interpersonal skills emphasizing professional behaviors, collaborative relationships and networking styles:
  - Practicum supervisor's assessment of students with minimum 4.0 rating on 5.0 scale
- Analytical thinking and problem solving:
  - Case study assignment in HM 43027 Hospitality Human Resource Management with minimum class average grade of 85 percent

Frequency of data collection and data sharing.

The alumni data has been collected biannually. A subcommittee of program faculty members will be collecting this data on an annual basis beginning 2010-2011. The exit questionnaire and the data related to student achievement will be collected each semester. Data is shared with the faculty within the same year as collection.

Describe how results are used to inform the institution and the program.

The data collected to assess and report the program learning outcomes is part of the Kent State University AQIP process. The alumni and exit questionnaires will be used internally by the Hospitality Management faculty to guide program planning in relation to ACPHA accreditation standards.

7.2 Measuring student success

Name of the unit/position responsible for directing these efforts.

The Hospitality Management program faculty is responsible for the assessment efforts. The program coordinator and school director assist with and oversee the assessment efforts for the program.

Description of any committees or groups that assist the unit.

The associate dean in the College of Education, Health and Human Services provides guidance and support with the AQIP process for Higher Learning Commission accreditation.

Description of the measurements used.

Recent graduates receive an alumni questionnaire that asks them to assess the quality of preparation for given competencies and the importance of these competencies for their position. Demographic data to understand alumni career progression is also included in this questionnaire. Success of students enrolled in the program is assessed through individual course grades and overall GPA. Percent of students above 3.0 overall GPA will be tracked.

Frequency of data collection and data sharing.

Both are done annually.

Describe the results used to inform the student as they progress through the program.

On an individual basis, students are able to monitor their grades through the online posting of grades throughout the semester on VISTA/Blackboard, and their final course grades on the university computer platform. Students can log into their records and see their transcripts. A degree-tracking program also enables students to check their progress toward degree completion. The degree-tracking program identified courses completed, required courses not yet completed, student's grade point and other graduation requirements. Students are encouraged to meet with professional and faculty advisors each semester for assistance in planning their progression through the program.

Initiatives used to track student success after program completion.

The senior exit questionnaire (administered during the last semester prior to graduation) and the alumni questionnaire (administered during first year after graduation) are the two formalized ways to track student success after graduation. Faculty members also maintain contact with many of the alumni through telephone and e-mail. Alumni are invited to the annual Schwebel Lecture and Reception to network with other industry professionals, current students and faculty.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Faculty designations include professor, associate professor, instructor and adjunct instructor. Faculty members currently teaching in the Hospitality Management program hold the titles of associate professor, assistant professor and instructor. Those who are hired into the program at this time must have a terminal degree (i.e., doctorate) to hold the title of assistant professor.

As described in the School of Foundations, Leadership and Administration handbook, the definitions of faculty ranks for tenured and tenure-track faculty are the following:

> *Assistant Professor. This rank is normally the entry-level rank for faculty holding the doctorate in an appropriate discipline.*
>
> *Associate Professor. Hire to or promotion to this rank assumes prior service as an assistant professor, significant academic achievements and possession of the doctorate in an appropriate discipline.*
>
> *Professor. Promotion to this rank requires credentials and achievements beyond those required for promotion to associate professor and is reserved for senior faculty members who have achieved significant recognition in their discipline.*

Within the school handbook, expectations for research, grant activity, publications, presentations, quality of teaching and service to the program, school, college, university and profession are explained for each faculty rank. Full-time, non-tenure track faculty positions are generally instructors. Instructors are predominately responsible for teaching.

Describe the credentialing requirements for faculty teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

All faculty hired into the program are expected to have an advanced degree in hospitality management or in a closely related field and significant work experience within the field of hospitality management. Faculty at the rank of assistant professor, associate professor or professor must have a terminal degree (i.e., doctorate). Instructors are expected to have a master's degree in hospitality management or a closely related field. Faculty teaching the Sanitation and Safety course must be certified; TIPS certification is needed for those teaching the TIPS Alcohol Training and Certification content.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Faculty workload assignments that total more than 24 credits per academic year for tenured or tenure-track faculty, or 30 credits per academic year for non-tenure-track faculty, are considered overloads and will be assigned only in exceptional circumstances. Overload assignments must be agreed to by the faculty member with the overload, the school director and the college dean.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

There is a current search for a tenure-track faculty member at the rank of assistant professor. The position description is provided in Appendix F. This position was requested last spring due to the steady growth in enrollment at both the undergraduate and graduate levels.

The proposed Hospitality Management major will not require the addition of faculty beyond the existing faculty and the search already underway. However, the development on this major is anticipated to further promote the growth the program. Thus, while not an immediate concern, as the program enrollment grows, additional faculty will be desirable.

8.2 Program faculty

Provide the number of <u>existing faculty members</u> available to teach in the program.

Full-time faculty: 7*
Less-than-full-time faculty: 3*

Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.

Full-time faculty: 1* (search is underway currently)
Less-than-full-time faculty: 0*

* These figures comprise Hospitality Management faculty only and do not include faculty for additional course requirements, Kent Core and First-Year Experience course.

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/ scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

As noted in the School of Foundations, Leadership and Administration handbook (see Appendix G) with regards to full-time faculty with graduate faculty status: "All faculty members are expected to be involved in research activity and involved in a level of student advising, committee work and research appropriate for each program area within the School." Research activity for those at the assistant professor, associate professor or professor rank should be evident through some or all of the following: scholarly publications, presentations, proposals submitted for extramural funding and education of graduate students.

Non-tenure-track faculty members within the Hospitality Management program have a primary responsibility for the teaching of undergraduate students and university service. Thus, research is not an expectation of non-tenure-track faculty with the title of instructor or for part-time instructors.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

Faculty CV provided in Appendix H.

Name of instructor	Rank or title	Full or part time	Degree title, discipline, institution, year	Years teaching /experience in discipline/field	Additional expertise in the discipline/ field	Course(s) individual will teach	Number courses taught/ year at all campuses
Nicholas Bellino	Instructor	part time	EdD, Higher Education and Adult Learning, Walden University, all but dissertation MS, Hospitality Management, Widener University, 2006	three years part-time at Kent State in Hospitality Management three years part-time at Walsh University in t School of Professional Business Studies six months part-time at Tri-C in Hospitality Management three years part-time at Widener University in Hospitality Management	Certified instructor/ proctor of *ServSafe* Food Safety Program CPR/AED/ First Aid Certified	13022 Sanitation and Safety Principles and Practices 13024 Introduction to Hospitality Management	6

Name of instructor	Rank or title	Full or part time	Degree title, discipline, institution, year	Years teaching /experience in discipline/field	Additional expertise in the discipline/ field	Course(s) individual will teach	Number courses taught/ year at all campuses
Jack Billick,	Instructor	part time	JD, Georgetown University Law Center, 1973	26 years part-time at Kent State	Represented hospitality industry clients for 37 years Member of Littler & Mendelson's Hospitality Law Practice Group	33020 Legal Issues in the Hospitality Industry	1
Ning-Kuang Chuang	Assistant Professor	full time	PhD, Hospitality Administration, Texas Tech University, 2005	five years full-time at Kent State two years full-time at Southern Taiwan University of Technology one year part-time instructor at Chung-Hwa University 18 months teaching assistant at Texas Tech	Certified ServSafe course instructor and registered proctor/ ServSafe Certified Certified Hospitality Educator (CHE) Certification in event and meeting	23030 Lodging Operations 33040 Hotel Convention Group Sales and Services 43032 Food Production and Services Management	5
Rhonda Hammond	Assistant Professor	full time	PhD, Hospitality Administration. Texas Tech University, 2010	3 years part-time graduate instructor at Texas Tech	Court of Master Sommeliers Level One Sommelier Certification ServSafe certified instructor exam proctors (Education Foundation of the National Restaurant Association)	43027 Hospitality Human Resource Management 43031 Layout and Design of Food Service Operations	5
Rob Heiman	Assistant Professor	full time	MBA, Marketing, University of Akron, 1982 BS, Hotel and Restaurant Management, University of Wisconsin-Stout, 1972	27 years full-time at Kent State four years full-time at University of Akron two years part-time at Tri-C	eight years full-time industry/ management experience in hotels and restaurants 20 years part-time consultant to hospitality industry	13024 Introduction to Hospitality Management 33026 Hospitality Cost Control and Analysis 33028 Hospitality Purchasing 43092 Practicum/ Hospitality Management	8 calculated in 3 credit equivalency
Ed Hoegler	Lecturer	full time	MS, Computer Education, Johnson & Wales University, 1994 BS, Food Service Education, Johnson & Wales University, 1992 AOS, Culinary Arts, Johnson & Wales University, 1990	three years full time at Kent State two years teaching assistant and fellowship at Johnson & Wales two years graduate assistant at Johnson & Wales one year adjunct professor at Ashland University	"TIPS" certified trainer health communications F.M.P. National restaurant Association	13023 Techniques of Food Production 33029 Catering and Banquet Preparation and Service 43092 Practicum/ Hospitality Management	10 calculated in 3 credit equivalency

Name of instructor	Rank or title	Full or part time	Degree title, discipline, institution, year	Years teaching /experience in discipline/field	Additional expertise in the discipline/ field	Course(s) individual will teach	Number courses taught/ year at all campuses
Swathi Ravichandran	Assistant Professor	full time	PhD, Foodservice and Lodging Management, Iowa State University, 2005	five years full-time at Kent State two years part-time as graduate student at Iowa State		33020 Legal Issues in the Hospitality Industry 43025 Hospitality Marketing 43027 Hospitality Human Resource Management 43040 Strategic Lodging Management 43043 Hospitality Meetings Management 43092 Practicum/ Hospitality Management	5
Barbara Scheule	Associate Professor	full time	PhD, Human Ecology/Hospitality Management, Kansas State University, 1995	13 years full-time at Kent State 16 years part-time faculty/ full-time management at Kansas State	ServSafe Certified (Education Foundation of the National Restaurant Association) Registered Dietitian	23012 Food Study 33035 Hospitality Service Quality Management 33050 Professional Practices in Hospitality Management 43030 Food Service Systems Management	3 also program coordinator
Ned Welc		part time	MEd, University of Cincinnati, 1971	two years part-time at Kent State	Certified club manager CMAA Certified chief executive CMAA General manager, Mayfield-Sand Ridge Country Club	33036 Club Management	1
Scot Tribuzi	Lecturer	full time	MBA, College of William & Mary MS, Administrative Dietetics, Ohio State University, 1982	4 years		13023 Techniques of Food Production 13024 Introduction to Hospitality Management 33026 Hospitality Cost Control and Analysis 33028 Hospitality Purchasing 43092 Practicum/ Hospitality Management	10 calculated in 3 credit equivalency
Open Position	Assistant Professor	full time	Earned doctorate in hospitality management. Teaching experiences and industry work experience preferred. Candidates must have potential for teaching excellence, ability to conduct and publish research and ability to pursue extramural funding.			43029 Hospitality Financial Policy 43032 Food Production and Service Management 33028 Hospitality Purchasing	5

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

Kent State University Libraries firmly believe that the faculty has the clearest vision regarding what materials will most successfully support their programs. Thus, acquisitions for the collection at Kent State University are based upon the recommendations of the faculty. The Hospitality Management's collection is developed through a combination of approval plans created with input from the faculty and direct purchase requests submitted by the faculty. A Hospitality Management faculty member serves as the library representative to help coordinate this process.

Each academic unit at Kent State University receives annual allocations from which to purchase monographic materials and audio-visual materials. Those moneys may be spent on whatever library materials the unit deems appropriate. For 2010-2011, the School of Foundations, Leadership and Administration was allocated $13,648 to purchase library materials.

In addition to the materials purchased for the Kent State libraries, students and faculty have access to a much larger collection of resources through the university's membership in the OhioLINK library consortium. The 80+ OhioLINK member libraries—which include all of the state universities in Ohio, the State Library of Ohio and a large number of Ohio private institutions—share their monographic collections with each other, enabling each school to access resources that may not have been purchased for them. In total, there are more than 47.6 million library items available through OhioLINK. Monographic materials may be requested from other institutions using a rapid loan system. Materials from other institutions are typically available for pick-up within three to five working days of the request.

The OhioLINK consortium also has the purchasing power to acquire, at a reduced rate, resources that each of the member libraries may not be able to afford. These resources include electronic journal indexes, web access to core journals in the sciences and social sciences and other full-text electronic resources.

The Kent State University Libraries' online public access catalog, KentLINK, offers author, title, subject and keyword searching of the Kent State University main campus and seven regional campus holdings. Additionally, the University Libraries are also a federal repository for government documents.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The 2010 ACPHA visiting team indicated that Kent State's library resources to support the Hospitality Management program met accreditation standards. That will not change when the program transitions to a major.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

Kent State University Libraries and other learning resources meet the existing program's needs. The program's needs are not anticipated to change as a result of the proposed. The program's needs are the same regardless of its future designation.

Current strengths of the Kent State University Libraries, of particular importance to the Hospitality Management program, include the following:

- Course-based instruction to teach students information skills
- Membership in OhioLINK, allowing access to an extensive collection of reference materials and audio-visual materials
- Funds for the allocation of specialized materials
- Copyright clearance for course packets
- Electronic reserves for course reading assignments

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations) that the institution uses or intends to use for faculty and students in the program.

Faculty may request course-integrated instruction on library resources for any of their classes. Hospitality Management faculty members, in the existing program, have taken advantage of this service for their classes. The librarians try to tie this instruction to specific assignments or knowledge requirements of the class. In addition to course-based instruction, the University Libraries offer a number of independent learning sessions for students and faculty in the form of web-based instruction.

All orientation classes in the College of Education, Health and Human Services contain a component of a library instruction session; this includes students interested in Hospitality Management. The students take part in a 50-minute introductory session, where they learn how to navigate a few specific online databases to find resources and create an annotated bibliography. To build upon this program, the education-designated librarian, who works with Hospitality Management program, will sit down with the faculty and create a curriculum map and will determine the best way to embed information literacy instruction throughout the Hospitality Management curriculum.

To guide students and faculty in the extensive collections, reference librarians are available seven days a week. Staff at the reference desk, with day and evening hours, provides assistance in locating materials and acquiring materials if Kent States does not own them. In addition to "in-person assistance," the Reference Department provides e-mail, instant messaging and telephone reference services. If the research needs of students or faculty require the subject expertise of a particular librarian, requests will be accommodated. Appointments can be scheduled with a librarian, either during his/her office hours, or through an appointment set up at the faculty or student's convenience.

SECTION 10: BUDGET, RESOURCES AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

The Hospitality Management program has access to and is currently using the physical resources needed to meet the proposed program's mission, objectives and learning outcomes. The 2010 ACPHA visiting team report and the subsequent ACPHA reaccreditation of the program confirm that the resources and facilities are adequate.

In addition to the campus facilities, the geographic location in Northeast Ohio offers distinct advantages because of a wide variety of hotels, restaurants, country clubs and other hospitality venues near the university. Classrooms, food preparation labs, faculty offices and off-premise faculties support the mission of the program. University facilities are accessible to students with a wide variety of needs.

Classrooms at the Kent Campus
Hospitality Management classes during academic year 2010-2011 have been held in six academic buildings on the Kent Campus (White, Nixson, Merrill, Ritchie, Bowman and Lowry). All of the classrooms have integrated technology systems for the projection of PowerPoint slides, documents, web content and videos with audio. A whiteboard or a chalk board is also standard. Selected classrooms on the Kent State campuses have Polycom® equipment that is used to share instruction between the Kent and regional campuses, including the Ashtabula Campus.

A specific room (233) in Moulton Hall on the Kent Campus is used by three courses, HM 33026 Hospitality Cost Control and Analysis, HM 33029 Catering and Banquet Operations and HM 43040 Strategic Lodging Management. Moulton Hall is located immediately adjacent to White Hall, where the Hospitality Management faculty offices are located.

The Moulton Hall classroom offers more extensive technology access than many of the other classrooms at Kent State University. The faculty member may utilize the computer to project presentations using PowerPoint, web content and video. Student seating options include a conference-style table in the center of the classroom and individual computer work stations around the perimeter of the classroom. This flexible classroom set-up allows faculty to present course material with students following along on computers; or for discussion-focused content, the conference seating may be used. An advantage of the computer stations being positioned around the perimeter of the room is that faculty can readily see all computer screens and can monitor student's progress in relation to the class objectives.

Instructor and student computers in Moulton Hall contain Microsoft Office programs. Microsoft Excel is used extensively in the HM 33026 Cost Control and Analysis course. The Moulton Hall technology support staff also load and maintain two other computer programs specifically for use in hospitality courses. For HM 33029, MeetingMatrix® is used. This program is used within major hotel and conference facilities to plan room setups for various meetings, banquets and events. A hotel management simulation program, HOTS (Hotel Operation Tactics and Strategy), is used in the HM 43040 Strategic Lodging course.

Additional technology in the Kent State University System

An online VISTA page is automatically set up for all Kent State University courses. Through VISTA, faculty can post syllabi and other handouts, grades, assignments, exams and quizzes and more. Discussion and online chat may also be included as part of the course. All, or nearly all, of the Hospitality Management faculty use VISTA; it has been especially useful for the practicum requirement. Students completing their practicum are able to submit papers through the VISTA system regardless of where the practicum experience is located.

All full-time faculty members are provided with their own laptop or desktop computer depending on the individual faculty member's preference. The full-time faculty laptops are replaced every three years as part of the university faculty computer "refresh" program. The technology support staff transfer all files from the old computers to the new computers during faculty computer refresh and also provide support on an ongoing basis if a problem should occur. The older computers are refurbished for use by part-time faculty and graduate assistants after the hard drive has been cleaned of all old files. All faculty members have access to a shared printer and a shared copy machine.

Student computer labs at the Kent Campus

Open computer labs for use by students are available in a number of locations throughout the campus including in White Hall, where the faculty offices are located and a number of classes are held. Computer labs for student use are also in the main library and the Kent Student Center.

Food preparation labs at the Kent Campus

The Hospitality Management program's relationship with Kent State University Dining Services has been creative, collaborative and long-standing. For over 25 years, University Dining Service facilities have been used for laboratory space. All dining services/food service operations are inspected by the local health department.

Three areas on the Kent Campus are used for food laboratories. The two required courses with food labs are HM 13023 Techniques of Food Production and HM 33029 Catering and Banquet Operations. HM 23012 Food Study is a hospitality professional elective that also has a food lab associated with it.

HM 13023 Techniques of Food Production labs are held in the Beall Hall production kitchen. This course is designed to introduce students to culinary food preparation and the equipment as well as kitchen space of large scale foodservice. Beall Hall production kitchen is part of the University Dining Services facilities. This kitchen is used by the University Dining central bakery operation in the early morning hours. Although this facility is shared with the Hospitality Management program, the bakery operations are predominately in an area to the side of the main food production area that is used by the class. Furthermore, the bakery operations for the day are either completed or nearly completed by the start of the production class. In this facility, the class has use of a variety of pieces of commercial equipment including but not limited to convection oven, reel-type ovens, grill, steam jacket kettles, salamander, work tables, three-compartment sink, designated refrigeration and freezer space and a full complement of small-equipment.

Also in Beall Hall, adjacent to the food production kitchen, is a classroom used by the lab instructor and students. The classroom area has tables, chairs and computers loaded with standard Microsoft Office and MasterCook™. The MasterCook™ program is used to print out recipes used in the lab and exposes students to basic recipe management software.

Facilities campus-wide that may hold catered events are used for the HM 33029 Catering and Banquet Operations course. Since 2008, the lab component of this course has been held in conjunction with University Dining Banquet Services. Thus, students are involved with a variety of banquets and other events that are predominately held on campus. The majority of the banquets are held with the Kent State University student center where events can range from 10 to 500+ attendees. A few events are held off-site.

The HM 23032 Food Study course is an elective for Hospitality Management students, but a required course for students majoring in Nutrition and Dietetics. The focus of this course is to develop an understanding of the food science principles that contribute to the preparation of high quality food. The lab space used for this course is in Nixson Hall (room 102). This lab is set up in traditional home-style kitchen units with ranges, sinks and microwaves. Because, unlike HM 13023 Techniques of Food Production, HM 23023 Food Study is not intended to focus on commercial food production, but instead on science principles of food preparation, the lab space is adequate for the needs of the course.

Facilities at the Ashtabula Campus

The Hospitality Management students on the Ashtabula Campus benefit from a partnership between the campus and The Lodge and Conference Center at Geneva-on-the-Lake. The Lodge" is operated by the Delaware North Company, a global leader in the hospitality and food service industry. The partnership enables Hospitality Management courses to be held at the Lodge, which is located a few miles from the Ashtabula Campus. The facility has 109 guest rooms, two pools, numerous guest services, a restaurant and 8,500 square feet of conference and meeting space. Additionally, Ashtabula Campus Hospitality Management students are provided learning opportunities at the new GaREAT Sports Complex, a 450,000-square-foot facility, with a 25,000-square-foot banquet and conference center, located in Geneva, Ohio.

Off-site facilities.

The Hospitality Management program is located relatively close to a wide variety of hospitality properties in Northeast Ohio. Additionally, the program's network with area industry professionals is strong and growing. The Hospitality Management Advisory Board members provide strong support for the program in our industry outreach efforts to support our educational mission. Accordingly, several of the courses within the hospitality program have course assignments that involve a visit, interview, shadowing or other experience in industry. Planning is currently underway for a hotel conference center in downtown Kent, Ohio, that is anticipated to open in 2012. Program faculty members have been in conversation with developers regarding collaboration between this facility and the program.

10.2 Budget/financial planning

Complete the table below to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	283	311	341	376
Head-count part time	30-40	30-40	30-40	30-40
Full Time Equivalent (FTE) enrollment	296	325	358	398
II. Projected Program Income				
Tuition (paid by student or sponsor)	1,336,440	1,467,375	1,616,370	1,796,970
Expected state subsidy	355,200	390,000	429,600	477,600
Externally funded stipends, as applicable				
Other income				
Total Projected Program Income	1,691,640	1,857,375	2,045,970	2,274,570
III. Program Expenses				
New Personnel • Instruction (technical, professional and general education) Full Time: 7 Part Time: 3	426,000 28,000 454,000	463,080	472,341	481,787
• Non-instruction (indicate role in section below) Full Time: 0 Part time: 2 (graduate assistants)	35,000	35,000	35,000	35,000
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support				
Additional library resources				
Additional technology or equipment needs				
Other expenses				
Total Projected Expense	489,000	498,080	507,341	516,787

Enrollment and FTE projections are based on the following trend data provided by Kent State's Office of Research Planning and Institutional Effectiveness:

	2008	2009	2010	Average Increase
FT Enrollment	190	230	246	10%
PT Enrollment	43	29	40	
FTE	220	240	258	

Based on 2008-2010 trend data, projections assume a 15 percent increase in enrollment based on improved visibility of program and extension of program to the Ashtabula Campus.

Personnel expenses are for staff that already exists for delivery of the Hospitality Management concentration and the existing Master of Science degree in Hospitality and Tourism Management. There are five full-time, tenure-track faculty; two full-time, non-tenure-track faculty; and three part-time faculty members. Personnel also include two full-time graduate assistants (cost of these lines is paid by stipend/GA scholarship). Each year a two percent increase in costs is estimated (GA costs are fixed).

Tuition calculation is based on $4,515 for a full-time student (11+ credit hours). Year one projections in this regard would be estimated at: $4,151 x 283 = $1,174,733. The same formula is used for subsequent years.

Expected state subsidy is based on an estimate of approximately $100 per full-time student (lower division courses receive $97 per credit hour and upper division or lab intense courses receive $124 per credit hour). The estimate per full-time student for year one was determined to be: 12 credit hours x 100 = $1,200 x 296 students = $355,200. The same formula is used for subsequent years.

APPENDICES LISTING

Appendix	Description
A	E-mail from the director of the Accreditation Commission for Programs in Hospitality Administration (ACPHA)
B	Organizational structure of the leadership at Kent State's Ashtabula Campus
C	Curriculum vitae for Barbara Scheule, PhD, Hospitality Management program director
D	Syllabi for Hospitality Management coursework
E	Semester-by-semester sequencing ("roadmap") for the Hospitality Management program
F	Position description for a tenure-track faculty member at the rank of assistant professor
G	Faculty handbook for the School of Foundations, Leadership and Administration
H	Curriculum vitae for the Hospitality Management faculty

Kent State University is committed to continual support of the delivery of the Hospitality Management undergraduate degree program. If Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

signature to come

Lester A. Lefton, PhD
President, Kent State University

KENT STATE UNIVERSITY

Roadmap: Nutrition and Food - ~~Hospitality Management~~ - Bachelor of Science

[EH-BS-~~NF~~-HSPM]
College of Education, Health and Human Services
School of ~~Health Sciences~~ Foundations, Leadership & Administration
Catalog Year: ~~2010-2011~~ 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [15 Credit Hours]				
HM 13022 Sanitation and Safety Principles and Practices	3			
HM 13024 Introduction to Hospitality Management	2			
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	9			See Kent Core Summary on page 2
Semester Two: [15-16 Credit Hours]				
HM 13023 Techniques of Food Production *or* NUTR 23511 Science of Human Nutrition	3-5			Both courses are required in the program; NUTR 23511 fulfills Kent Core Basic Sciences
HM 23030 Lodging Operations	3			
MATH 11008 Explorations in Modern Mathematics *or* MATH 11009 Modeling Algebra	3-4			Fulfills Kent Core Mathematics and Critical Reasoning
MIS 24053 Introduction to Computer Applications	3			
Kent Core Requirement	3			
Semester Three: [12-14 Credit Hours]				
ACCT 23020 Introduction to Financial Accounting	3			
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
HM 13023 Techniques of Food Production *or* NUTR 23511 Science of Human Nutrition	3-5			Select course not taken in semester 2; NUTR 23511 fulfills Kent Core Basic Sciences
Kent Core Requirement	3			
Semester Four: [15 Credit Hours]				
ECON 22060 Principles of Microeconomics	3			Fulfills Kent Core Social Sciences
HM 33028 Hospitality Purchasing	3	■		
MIS 24163 Principles of Management	3			
Kent Core Requirement	3			See Kent Core Summary on page 2
General Elective (lower or upper division)	3			
Semester Five: [15 Credit Hours]				
ECON 22061 Principles of Macroeconomics	3			Fulfills Kent Core Additional
ENG 30063 Business and Professional Writing	3	■		
HM 33026 Hospitality Cost Control and Analysis	5	■		
HM 33050 Professional Practices in Hospitality Management	1	■		
MIS 34180 Human Resource Management	3	■		
Semester Six: [14 Credit Hours]				
HM 33029 Catering and Banquet Preparation and Service	5	■		
MKTG 25010 Marketing	3			
Kent Core Requirement	3			See Kent Core Summary on page 2
Professional Elective (lower or upper division)	3	■		See note on page 2
Summer III: [3-6 Credit Hours]				
HM 43092 Practicum/Hospitality Management	3-6	■		

KENT STATE UNIVERSITY

Roadmap: ~~Nutrition and Food~~ - Hospitality Management - Bachelor of Science

[EH-BS-~~NF~~-HSPM]
College of Education, Health and Human Services
School of ~~Health Sciences~~ Foundations, Leadership, Administration
Catalog Year: ~~2010-2011~~ 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Seven: [15 credit Hours]				
Note: apply for graduation				
HM 43031 Layout and Design of Food Service Operations	3	■		
HM 43027 Hospitality Human Resource Management	3	■	C	Fulfills writing-intensive course requirement
Professional Electives (upper division)	6	■		See note below
General Electives (lower or upper division)	3			
Semester Eight: [15 Credit Hours]				
HM 33020 Legal Issues in the Hospitality Industry	3	■		
HM 43025 Hospitality Marketing	3	■		
Professional Elective (lower or upper division)	0-3			See note below
General Electives (lower or upper division)	9			Number of credits required depends on meeting minimum 121 credit hours and minimum39 upper-division hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core and General Electives	HM 43027	2.25	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and ECON 22061	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*	3 credits fulfilled in this major with NUTR 23511	3-4
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 11008 or 11009	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credits fulfilled in this major with ECON 22060	3

Note 1: Professional electives (9-12 credit hours), choose from the following

FIN 36053 Business Finance	3	HDFS 24011 Interpersonal Relationships and Families*	3
HM 32012 Food Study	3		
HM 33036 Club Management	3	HM 33035 Hospitality Service Quality Management	3
HM 41093 Variable Topic Workshop in Hospitality Management	1-3	HM 33040 Hotel Convention Group Sales and Services	3
HM 41095 Special Topics in Hospitality Management	1-4	HM 43040 Strategic Lodging Management	3
HM 43029 Hospitality Financial Policy	3	RPTM 26060 Introduction to Global Tourism	3
HM 43043 Hospitality Meetings Management	4	RPTM 46000 Tourism Development and Recreational Travel	3
RPTM 36060 Commercial Recreation and Tourism	3		

* Course fulfills domestic diversity requirement

ADD THESE COURSES to the Professional Elective choices.
HM 21095 *Special Topics in Hospitality Management (1-4)*
HM 33031 *Food, Wine, and Beverage Pairing (3)*
HM 3777 *Casino Management and Gaming Operations* (3)

KENT STATE UNIVERSITY

Roadmap: ~~Nutrition and Food~~ - Hospitality Management - Bachelor of Science
[EH-BS-~~NF~~-HSPM]
College of Education, Health and Human Services
School of ~~Health Sciences~~ Foundations leadership Administration
Catalog Year: ~~2010-2011~~ 2011-2012

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade. Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

From: Jane Fullerton
Sent: Thursday, October 28, 2010 1:46 PM
To: TILLETT, THERESE
Cc: Stephanie Davidson
Subject: RE: KSU Letter of Intent - Hospitality Management major

Sounds good. Wow, 1930s. Thanks for such a quick response. Jane

---

From: TILLETT, THERESE
Sent: Thursday, October 28, 2010 12:13 PM
To: 'Jane Fullerton'
Cc: Stephanie Davidson
Subject: RE: KSU Letter of Intent - Hospitality Management major

Hello, Jane, below are the clarifications:

(1) Hospitality Management—as it currently exists as a concentration within the BS in Nutrition and Food—is offered on the Kent Campus only.
(2) Ashtabula Campus currently does not offer the BS in Nutrition and Food, and I don't know of any plans to offer it in the future. With the full proposal, we will seek to offer the BS in Hospitality Management at both Ashtabula and Kent campuses.
(3) The BS in Nutrition and Food was established at Kent State in the early 1930s. The "Nutrition" part of the major focused on dietetics; the "Food" part evolved in what is today known as Hospitality Management. At some point in the near future, when Hospitality Management is approved, I will be sending a request to change the name of the Nutrition and Food major (probably to something like Nutrition) to bring it back to its original mission.

Let me know if you have any more questions. Best, Therese

From: Jane Fullerton
Sent: Monday, October 25, 2010 2:17 PM
To: TILLETT, THERESE
Cc: Stephanie Davidson
Subject: Re: KSU Letter of Intent - Hospitality Management major

Thanks Therese,

I'll look forward to the full proposal. The rationale certainly makes sense re the accreditation needs and the need for better recognition for students and employers. Just a few clarifications -- the major already exists at the main campus under a different degree title? Does the program also currently exist under the BS in Nutrition and Food Science for Ashtabula? I don't have an approval for the BS in Nutrition and Food Science, so it may have existed before the Regents? I also don't have an approval for the Ashtabula campus.

Please let folks know to move forward in completing the proposal materials.
Thanks,
Jane

From: TILLETT, THERESE
Sent: Tuesday, October 19, 2010 5:42 PM
To: Jane Fullerton
Cc: Stephanie Davidson
Subject: KSU Letter of Intent - Hospitality Management major

Hello, Jane,

Attached is a letter of intent to offer a Hospitality Management major within the BS degree. Kent State has long offered an accredited hospitality management program as a concentration within the BS in Nutrition and Food. However, due to accreditation requirements and the desire to more fully grow the program, we want this program to be its own major. At this time, we plan to offer the major at the Ashtabula and Kent campuses.

I also wanted to let you know that we just formalized articulation agreement with Tri-C that will connect the community college's associate degree in hospitality management with ours. We are also exploring the same with other regional colleges.

Please do not hesitate to contact me if you have any questions. I look forward to your response. Best, Therese

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

Transmittal Memo

Date: November 18, 2010

To: Steve Mitchell, Interim Undergraduate Curriculum Committee Co-Chair

From: Karen Lowry Gordon PhD, Coordinator, Nutrition & Dietetics

Re: program revisions

This proposal is to elevate the Nutrition and Dietetics concentration within the Nutrition and Food Bachelor of Science degree to a major, rename the major to Nutrition, and inactivate the ND concentration.

Curricular/consultative bodies that have approved this action:

- NUTR Program Area: October 21, 2010
- HS SCC: November 8, 2010
- Presented to EHHS CCC: December 3, 2010
- Presented to EPC: January 24, 2011

Proposal Summary

Title: Program Revision for Bachelor of Science Nutrition and Food.

Subject Specification: The purpose of this proposal is three fold: 1) change major name from Bachelor of Science in Nutrition and Food [BS NF] to Bachelor of Science in Nutrition [BS NUTR], 2) elevate the concentration of nutrition and dietetcs [ND9] to the major Nutrition [BS NUTR] and 3) inactivate the concentration nutrition and dietetics [ND9].

Background Information: Currently, the BS in Nutrition and Food consists of 2 concentrations: Hospitality Management [HSPM] and Nutrition and Dietetics [ND9]. With the restructuring of the College of Education, Health, & Human Services (EHHS), these two concentrations are housed in separte Schools (School of Foundations, Leadership, and Administration and School of Health Sciences respectively). Hospitality Management is establishing their own major which will leave Nutrition and Dietetics the only concentration within the degree Nutrition and Food. Historically, when nutrition and dietetics was establised at Kent State it was not a concentration it was only the degree, Nutrition. Therefore, we are requesting that we go back to the roots of the program by inactivating the concentration Nutrition and Dietetics and elevating the concentration to the major with the major name change to Nutrition so that the Nutrition and Dietetics program can now be a major and not a concentration.

Alternatives and Consequences: The consequences of not making these changes are two-fold: 1) If the program remains as is, there will only be one concentration under the degree Nutrition and Food, which is not appropriate. 2) There will be a decrease in advising which will lessen the administration burden because students who want Nutrition as a degree will not have to also make sure they are within the appropriate concentration which has been a problem in the past.

Specific Recommendation and Justification: To change the major name from Nutrition and Food to Nutrition and then to elevate the concentration of nutrition and dietetics to the major Nutrition and therefore, inactivate the concentration nutrition and dietetics. This will ease the advising burden of making sure that students have declared not only a major, but a concentration and will also remove "Food" in the title of the degree name to Nutrition, which describes the degree of Nutrition and Dietetics much better. The "Food" portion of that name was because of the Hospitality Management concentraiton which will no longer be housed in this degree.

Timetable and Actions Required: Nutrition Program Area approval Oct 21, 2010; School of Health Sciences Approval November 8, 2010; presented to EHHS CCC for approval on December 3, 2010, and to EPC January 2011, Faculty Senate February 2011, Board of Trustees, March 2011.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Health Sciences		
College	EH - Education, Health and Human Services		
Degree	BS - Bachelor of Science		
Program Name	**Nutrition and Food**	Program Code	**NF**
Concentration(s)	Nutrition and Dietetics	Concentration(s) Code(s)	ND9
Proposal	Inactivate Program		

Description of proposal:
The purpose of this proposal is to inactivate the concentration nutrition and dietetics.

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

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This has no other impact on other programs because Hospitality Management is in the process of becoming their own major which was the other concentration under Nutrition and Food, therefore, Nutrition and Dietetics is the only concentration under the major Nutrition and Food. To increase visibility and because there is no longer the need to have a concetration, we propose to inactivate the concentration and elevate the major to Nutrition.

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

REQUIRED ENDORSEMENTS

Lynne E Bowen _____ 11/8/10
Department Chair / School Director / Campus Dean

S. Mitchell _____ 12/9/10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Health Sciences		
College	EH - Education, Health and Human Services		
Degree	BS - Bachelor of Science		
Program Name	**Nutrition and Food**	Program Code	**NF**
Concentration(s)	Nutrition and Dietetics	Concentration(s) Code(s)	ND9
Proposal	Revise Program		

Description of proposal:

The purpose of this proposal is to 1) to change the major name from Nutrition and Food to Nutrition, 2) to elevate the Nutrition and Dietetics concentration to the major Nutrition.

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

Current total credit hours: 121 Proposed total credit hours 121

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

This has no other impact on other programs because Hospitality Management is in the process of becoming their own major which was the other concentration under Nutrition and Food, therefore, Nutrition and Dietetics is the only concentration under the major Nutrition and Food. To increase visibility and because there is no longer the need to have a concetration, we propose to inactivate the concentration and elevate the major to Nutrition.

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

None

REQUIRED ENDORSEMENTS

Lynne E Rowan _____ 11/8/10

Department Chair / School Director / Campus Dean

_____ ___/___/___

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Kent State University Catalog 2010 - 2011

Nutrition ~~and Food~~ - B.S.

(*) Remove HM Road Map. No changes under College & University Requirements.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Health Sciences
100 Nixson Hall
Tel: 330-672-2197 | Fax: 330-672-2194
~~(Hospitality Management - Tel: 330-672-2912)~~
Web: http://www.ehhs.kent.edu

DESCRIPTION: The Bachelor of Science in Nutrition ~~and Food~~ ~~[illegible]~~ns: Ho~~spitality Management and~~ Nutrition and Dietetics.

The ho~~spitality management program prepares leaders for major hospitality industry segments through acade~~mic and research programs valuing quality of life, business success, ~~collaborative partnerships, creative approaches~~, and ethical principles. Faculty members have advanced degrees ~~in hospitality~~ management and professional work experience in ~~restaurants, hotels, club management~~, on-site food~~service~~, catering businesses, and conference centers.

The nutrition and dietetics program provides students with a broad general education and a strong foundation in nutrition, dietetics, and the sciences. The emphasis is on providing a program that integrates theory, research, and application of knowledge to the profession of dietetics. The curriculum meets the Didactic Program in Dietetics (DPD) requirements of the American Dietetic Association, and graduates are eligible for admission to accredited internships. The faculty has expertise in nutritional sciences, exercise science, clinical and community practice, and leadership studies.

CAREER OPPORTUNITIES: ~~Hospitality~~ management graduates manage restaurants, hotels, private clubs, and other related ~~hospitality businesses or plan~~ social and corporate events ~~that include food, beverage, and lodging services. Sales management for food distribution~~ companies or hotels and resorts are additional ~~career paths or administrative~~ ~~according to data~~ from the National Restaurant Association, the number of foodservice manage~~ment positions~~ is projected to increase 8 percent ~~from 2010 to 2020. U.S. Bureau of~~ Labor Statistics projects a 3 percent incr~~ease~~ in hotel and lodging managers, and a 13percent increase in casino hotel ~~managers from 2008 to 2018~~.

Dietitians and nutritionists held about 60,000 jobs in 2008. U.S. Bureau of Labor Statistics projects a 9 percent increase in positions by 2018. More than half of all jobs are in hospitals, nursing care facilities, outpatient care centers, or offices of physicians and health practitioners. State and local government agencies provide additional jobs – mostly in correctional facilities, health departments, and other public health related areas. Some dietitians and nutritionists are employed in special food services, such as colleges and universities, airlines and company cafeterias. Other jobs are in public and private educational services, community care for the elderly, individual and family services, home health services, and the Federal Government. Some dietitians are self-employed working as consultants to facilities such as hospital and nursing care facilities or providing counseling to individuals.
(Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: **General Admissions for Freshman Students**: Students most likely to be admitted and succeed at the Kent Campus are those who have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and whose composite ACT score is 21 or better (960 combined critical reading and math SAT score). For more information on admissions, visit the Admissions website for new freshmen.

General Admissions for Transfer Student:Generally, a transfer applicant who has taken 12 or more semester hours with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12 semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the Admissions website for transfer students.

GRADUATION REQUIREMENTS: ~~By junior year in the hospitality program, students must complete and provide documentation~~ of:

- ~~Overall GPA of 2.0~~
- ~~Valid standard first aid certificate~~
- ~~Valid CPR certificate~~
- ~~400 hours of approved work hours within the hospitality industry~~
- ~~Ohio Certified Manager status~~
- ~~Completion of the following courses: HM 13022, 13023 and 13024~~

To graduate student must have a minimum of 12~~1 credits (hospitality management) or~~ 123 credits (nutrition and dietetics). Minimum of 2.25 major GPA and 2.0 cumulative GPA.

LANGUAGE REQUIREMENT: None

PROGRAM FEE: $35/semester

STUDENT ORGANIZATIONS: ~~Student chapters of the Club Managers Association of America (CMAA), Professional Convention Management Association (PCMA), and~~ Student Dietetic Association (SDA) provide opportunities for students to network with industry professionals.

Kent State University Catalog 2010 - 2011

Nutrition ~~and Food~~ - B.S. Program Requirements

- ~~Hospitality Management Concentration~~
- ~~Nutrition and Dietetics Concentration~~

Type Legend: DD Diversity–Domestic; DG Diversity–Global; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCM Kent Core Composition; KFA Kent Core Fine Arts; KHU Kent Core Humanities; KMC Kent Core Mathematics and Critical Reasoning; KSS Kent Core Social Sciences; WIC Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

Hospitality Management Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	MAJOR PROGRAM REQUIREMENTS (69-75 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	ACCT	23020	Introduction to Financial Accounting	3
	ENG	30063	Business and Professional Writing	3
	HM	13022	Sanitation and Safety	3
		13023	Techniques of Food Production	5
		13024	Introduction to Hospitality Management	2
		23030	Lodging Operations	3
		33020	Legal Issues in the Hospitality Industry	3
		33026	Hospitality Cost Control and Analysis	5
		33028	Hospitality Purchasing	3
		33029	Catering and Banquet Preparation and Service	5
		33050	Professional Practices in Hospitality Management	1
		43025	Hospitality Marketing	3
WIC		43027	Hospitality Human Resource Management*	3
		43031	Layout and Design of Food Service Operations	3
		43092	Practicum/Hospitality Management	3-6
	MIS	24053	Introduction to Computer Applications	3
		24163	Principles of Management	3
		34180	Human Resource Management	3
	MKTG	25010	Marketing	3
	Choose from the following professional electives:			**9-12**
	FIN	36056	Business Finance (3)	
DD	HDFS	24011	Interpersonal Relationships and Families (3)	
	HM	32012	Food Study (3)	
		33035	Hospitality Service Quality Management (3)	
		33036	Club Management (3)	
		33040	Hotel Convention Group Sales and Services (3)	
		41093	Variable Topic Workshop in Hospitality Management (1-3)	

		41095	Special Topics in Hospitality Management (1-4)	
		43029	Hospitality Financial Policy (3)	
		43040	Strategic Lodging Management (3)	
		43043	Hospitality Meetings Management (4)	
	RPTM	26060	Introduction to Global Tourism (3)	
		36060	Commercial Recreation and Tourism (3)	
		46000	Tourism Development and Recreational Travel (3)	
III.	ADDITIONAL PROGRAM REQUIREMENTS (45-51 credits)			
Type	**Course**		**Title**	**Credits**
KAD	COMM	15000	Introduction to Human Communication	3
KSS	ECON	22060	Principles of Microeconomics	3
KAD		22061	Principles of Macroeconomics	3
KMC	MATH	11008 or 11009	Explorations in Modern Mathematics (3) or Modeling Algebra (4)	3-4
KBS	NUTR	23511	Science of Human Nutrition	3
	Kent Core Basic Sciences (must include one laboratory)			3-4
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (must be from two disciplines)			3
	General Electives (number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division hours)			2-15
			MINIMUM TOTAL	**121**

*A minimum C (2.0) grade must be earned with to fulfill the writing-intensive requirement.

Nutrition and Dietetics Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	MAJOR PROGRAM REQUIREMENTS (69 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	BSCI	20021	Basic Microbiology	3
		30030	Human Physiology	4
	CHEM	20481	Basic Organic Chemistry I	4
		30284	Introductory Biological Chemistry	4
	HM	23012	Food Study	3
		43030	Food Service Systems Management	3
		43032	Food Production and Service Management	3
	MIS	24053	Introduction to Computer Applications	3
		24163	Principles of Management	3
		34180	Human Resource Management	3
	NUTR	23112	Introduction to the Profession: Nutrition and Dietetics	1
DD		23511	Science of Human Nutrition	3
		33512	Nutrition	3

		33522	Applied Nutrition	3
WIC		43013	Experimental Methods in Nutrition*	3
		43016	Cultural Aspects of Food, Nutrition and Health	3
		43512	Advanced Nutrition I	3
		43513	Advanced Nutrition II	3
		43514	Clinical Dietetics	4
		43515	Community Nutrition	3
		43518	Maternal and Child Nutrition	3
		43520	Nutrition for Fitness	3
		43523	Nutrition and Dietetics Professional Practice	1
III.	ADDITIONAL PROGRAM REQUIREMENTS (~~53~~ 48 previous revision credits)			
Type	**Course**		**Title**	**Credits**
KBS	BSCI	20020	Biological Structure and Function	5
KBS	CHEM	10060	General Chemistry I	4
KAD		10061	General Chemistry II	4
KAD	COMM	15000	Introduction to Human Communication	3
KHU ~~DD~~		~~26000~~	~~Criticism of Public Discourse~~	~~3~~
	~~ENG~~	20002	~~Introduction to Technical Writing~~	~~3~~
KMC	MATH	11009	Modeling Algebra	4
KSS DD	PSYC	11762	General Psychology	3
KSS DD	SOC	12050	Introduction to Sociology	3
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			6
	General Electives			~~9~~ 10
			MINIMUM TOTAL	~~123~~ 121

previous revision effective Fall 41

previous revision Fall 2011

*A minimum C (2.0) grade must be earned with to fulfill the writing-intensive requirement.

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

THIS REVISION

Nutrition ~~& Dietetics~~ ~~N&F ND9~~ NUTR

~~123~~ hours

CY ~~2010~~ 2011

previous revision

Name: _____

Catalog Year: _____

Banner.#: _____

Date: _____

Please note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a ~~two-year period~~. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (45 hours)

US 10097 DestinationKent:First Year Experience... 1

Composition

ENG 11011 College Writing I 3

ENG 21011 College Writing II 3

~~ENG 20002 Technical Writing ..... 3~~ previous revision

Mathematics & Critical Reasoning

MATH 11009 Modeling Algebra 4

Social Sciences

PSYC 11762 General Psychology 3

SOC 12050 Intro to Sociology 3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Humanities and Fine Arts

~~COMM 26000 Criticism of Public Discourse ..... 3~~ previous revision

Select ~~TWO~~ 3 from Humanities & Fine Arts. One must be from Arts & Sciences and one must be a fine arts course.

(A&S) _____ 3

(*Fine Arts*) _____ 3

Basic Sciences

BSCI 20020 Biological Structure & Function (includes lab).. 5

1 CHEM 10060 General Chemistry I 4

Additional

COMM 15000 Intro to Human Communication 3

2 CHEM 10061 General Chemistry II 4

Major Course Work (45 Hours)

A minimum 2.25 GPA or better is required in all major coursework

This program is highly sequential – see attached sequencing guide for suggested sequencing of coursework.

F = Offered Fall Only, S = Offered Spring Only

Core Requirements (45 hours)

NUTR 23112 Intro. to the Profession: Nutr. & Diet. 1

S HM 23012 Food Study (Prereq CHEM20481,NUTR23511) ..3

F HM 43030 Food Service Sys Mgmt (Prereq HM23012)....3

S HM 43032 Food Prod. & Service Mgmt (HM43030).....3

NUTR 23511 Science of Human Nutrition 3

NUTR 33512 Nutrition (prereq CHEM20481).....3

S NUTR 33522 Applied Nutrition (prereq NUTR23511) 3

S wNUTR43013 Experimental Methods in Nutrition(33512) .3

F NUTR 43016 Cultural Aspects of Food, Nutrition(23511) ..3

S NUTR 43512 Advanced Nutrition I 3

F NUTR 43513 Advanced Nutrition II 3 (33512,BSCI30030,CHEM30284)

S NUTR 43514 Clinical Dietetics (NUTR33522,43513).....4

S NUTR 43515 Community Nutrition (NUTR33522,43513).....3

S NUTR 43518 Maternal & Child Nutrition (NUTR33512) 3

F NUTR 43520 Nutrition for Fitness (NUTR33512).....3

F NUTR 43523 Nutrition & Dietetics: Prof. Practice 1

Additional Requirements (24 hours)

BSCI 20021 Basic Microbiology (BSCI 20020 prereq.) 3

BSCI 30030 Human Physiology (BSCI 20020 prereq.) 4

3 CHEM 20481 Basic Organic Chemistry (**Fall only**).....4

4 CHEM 30284 Intro Bio. Chemistry(CHEM 20481)(**Spr only**)4

MIS 24053 Intro to Computer Applications.....3

MIS 24163 Principles of Management.....3

MIS 34180 Human Resource Management(24163prerq).3

General Electives (~~9~~ 10 hours) previous revision

_____ ..... ___

_____ ..... ___

_____ ..... ___

_____ ..... ___

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Professional Advisor's Signature _____

Each semester, meet with your Assigned Faculty Advisor: _____

Total Hours Completed _____

Hours Needed:

General Coursework _____

Core _____

Add'l. Requirements _____

General Electives _____

Total for Degree _____

Please refer to page 2 for program notes.

KENT STATE UNIVERSITY

Roadmap: Nutrition ~~and Food – Nutrition and Dietetics~~
Bachelor of Science in ~~Education~~ Nutrition
[EH-BS-N~~FND~~9]
College of Education, Health and Human Services
School of Health Sciences
Catalog Year: ~~2010-2011~~ 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
CHEM 10060 General Chemistry I	**4**		**C-**	**Fulfills Kent Core Basic Sciences**
NUTR 23112 Introduction to the Profession: Nutrition and Dietetics	**1**			
MATH 11009 Modeling Algebra	4			Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Two: [16 Credit Hours]				
CHEM 10061 General Chemistry II	4			Fulfills Kent Core Basic Sciences
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
NUTR 23511 Science of Human Nutrition	3			Fulfills Kent Core Additional
PSYC 11762 General Psychology	3			Fulfills Kent Core Social Sciences and domestic diversity course requirement
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
BSCI 20020 Biological Structure and Function	5			Fulfills Kent Core Basic Sciences
CHEM 20481 Basic Organic Chemistry I	4			Offered in fall only
SOC 12050 Introduction to Sociology	3			Fulfills Kent Core Social Sciences and domestic diversity course requirement
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Four: [16 Credit Hours]				
CHEM 30284 Introductory Biological Chemistry	4	■		Offered in spring only
HM 23012 Food Study	3			Offered in spring only
MIS 24053 Introduction to Computer Applications	3			
NUTR 33512 Nutrition	3	■		
NUTR 33522 Applied Nutrition	3	■		Offered in spring only
14→ Semester Five: [16 Credit Hours]				
BSCI 30030 Human Physiology	4	■		
~~ENG 20002 Introduction to Technical Writing~~	~~3~~			
MIS 24163 Principles of Management	3			
NUTR 43016 Cultural Aspects of Food, Nutrition and Health	3	■		Offered in fall only
General Elective (lower or upper division)	~~3~~ 4			
Semester Six: [15 Credit Hours]				
BSCI 20021 Basic Microbiology	3			
~~COMM 26000 Criticism of Public Discourse~~	~~3~~			~~Fulfills~~ Kent Core ~~Humanities~~
MIS 34180 Human Resource Management	3	■		
NUTR 43518 Maternal and Child Nutrition	3	■		Offered in spring only
NUTR 43512 Advanced Nutrition I	3	■		Offered in spring only

Kent Core Requirement 3

KENT STATE UNIVERSITY

Roadmap: Nutrition ~~and Food—Nutrition and Dietetics~~
Bachelor of Science in ~~Education~~ Nutrition
[EH-BS-NF~~ND~~9]
College of Education, Health and Human Services
School of Health Sciences
Catalog Year: ~~2010-2011~~
2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Seven: [13 Credit Hours]				
Requirements apply to graduation				
HM 43030 Food Service Systems Management	3	■		Offered in fall only
NUTR 43513 Advanced Nutrition II	3	■		Offered in fall only
NUTR 43520 Nutrition for Fitness	3	■		Offered in fall only
NUTR 43523 Nutrition and Dietetics Professional Practice	1	■		Offered in fall only
General Elective (lower or upper division)	3			Should fulfill global diversity requirement if not satisfied earlier
Semester Eight: [16 Credit Hours]				
HM 43032 Food Production and Service Management	3	■		Offered in spring only
NUTR 43013 Experimental Methods in Nutrition	3	■	C	Fulfills writing-intensive course requirement; offered in spring only
NUTR 43514 Clinical Dietetics	4	■		Offered in spring only
NUTR 43515 Community Nutrition	3	■		Offered in spring only
General Elective (lower or upper division)	3			Number of credits required depends on meeting minimum 123 credit hours and minimum39 upper-division hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
~~123~~ 121	39	36	Kent Core or General Elective / PSYC 11762 or SOC 12050	NUTR 43013	2.25	2.00

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and NUTR 23511	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with BSCI 20020, CHEM 10060 and CHEM 10061	0
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	~~3 credits fulfilled with COMM 26000;~~ may fulfill global diversity requirement	6
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 11009	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Fulfilled in this major with PSYC 11762 and SOC 12050	0

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.
Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.
Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.
Upper-Division Requirement
Students must complete a minimum 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.

Oct. 21, 2010

School of Health Sciences
Nutrition & Dietetics Program Area Meeting

Meeting with Terese Tillet for Request in Change of Major Name and Classification

Approved by program area to make the change that Nutrition becomes the major and there is no longer a concentration.

School Curriculum Committee Minutes
School of Health Sciences
Monday, November 8, 2010

Present: *Jake Barkley, Donna Bernert, Natalie Caine-Bish, Kim Peer* ; not present: *Kate Krival*; guests: *Susan Augustine, Pamela Mitchell*

Speech Pathology and Audiology (Pamela Mitchell)
Revise program requirements of MA SLP students:

- remove SPA 64991 *Critical Topics* as 2cr requirement
- revise requirement for SPA 64891 *Communication Modalities* and SPA 64305 *Fluency Disorder* from 2 credits to 3.

Motion: Kim Peer, Second: Jake Barkley, unanimously passed
Revise courses:

- SPA 10002 *Introduction to Communication Disorders and Differences* by increasing credits from 2 to 3 and updated content, revised writing assignment, added "and Differences" to the title
- SPA 6/74305 *Fluency Disorders* by revising credits from 2 to a variable 1-3, revised content, description, textbook, writing expectation, and instructor information to increase coverage of assessment procedures and to make current
- SPA 6/74891 *Seminar: Communication Modalities and Assistive Technology* by updating content, clarifying doctoral level projects and prerequisites

Motion: Kim Peer, Second: Jake Barkley, unanimously passed

Exercise Science (Jake Barkley)
Revise program requirements for BS EXSI EXPH:

- Remove Chem 30284 *Introduction to Biological* Chemistry (4cr), increase guided electives by 4 credits

Motion: Donna Bernert, Second: Kim Peer, unanimously passed

Nutrition (Susan Augustine)

- Revise program: rename major to Nutrition, elevate Nutrition and Food concentration to Nutrition degree, inactivate Nutrition and Food concentration. Currently BS in Nutrition and Food with 2 concentrations, Hospitality Management and Nutrition & Food. HM is becoming their own major, leaving NF with one concentration.

Motion: Jake Barkley, Second: Donna Bernert, unanimously passed

Health Education: (Donna Bernert)

- Large-scale course revision: revise 6/7 slash courses to 6/8, for consistency and to follow university standards

Motion: Kim Peer, Second: Jake Barkley, unanimously passed

- Revise program requirements for BSE SHED HPE to align with BS PEP HPE, dual licensure program

Concerns were raised about removing courses from curriculum without notifying program area; specifically, Biomechanics and Measurement & Evaluation—could affect ATTR/EXSI scheduling and course offering. Current policy is to notify as a courtesy but is not a requirement. PEP made these revisions in a prior year—SHED is removing to bring current with PEP. In the future, Curriculum Consultant will strongly encourage compliance as part of EHHS curriculum revision process.

Motion: Jake Barkley, Second: Donna Bernert, unanimously passed

Transmittal Memo

Date: December 1, 2010

To: Nancy Barbour, Associate Dean, Administrative Affairs and Graduate Education
Steve Mitchell, Interim Undergraduate Curriculum Committee Co-Chair

From: Melody Tankersley, Coordinator, Special Education Program

Re: Curricular revisions to Special Education degree programs

This proposal is for program changes to the curriculum for the BSE in Intervention Specialist as follows:

- Rename major
- Revise concentration requirements
- Inactivate concentrations

This proposal also makes revisions at the graduate level, as follows:

- Rename MED major
- Revise program requirements for the MEd Deaf Education licensure and Gifted Education endorsement
- Revise program requirements for PhD Special Education, to reflect course catalog update

Furthermore, Plans of Study for the MEd Intervention Specialist (and licensure endorsements) and PhD Special Education programs are currently not on file with the Office of the Provost, Curriculum Services at Kent State University. Therefore, prospectuses for these degree programs are being submitted as part of the official records of the University.

Curricular/consultative bodies that have approved this action:
Approval by SPED faculty: September 8 and November 10, 2010
Approval of LDES Curriculum Committee: December 1, 2010
Presented to EHHS Curriculum Committee: December 17, 2010
Presented to EPC: January 24, 2011

Proposal Summary

Title: Curriculum revisions for the BSE in Interventional Specialist degree.

Subject Specification: This proposal is intended to revise the Bachelor of Science in Education Intervention Specialist [BSE INSP] degree by: renaming the major, reducing the number of specified Kent Core courses, inactivating eight concentrations within the major (General Special Education [GSED]: Gifted, Language Arts-Science [GLAS]; Gifted, Mathematics-Language Arts [GMLA]; Gifted, Mathematics-Science [GMS]; Gifted, Mathematics-Social Studies [GMSS]; Gifted, Social Studies-Language Arts [GSSL]; Gifted, Social Studies-Science [GSSS]; and Mild-Moderate, Social Studies-Language Arts [MMSL]), and revising the program requirements for the remaining 4 concentrations (Deaf Education [DFED], Educational Interpreter [EI], Mild-Moderate Education Needs [MLDM], and Moderate-Intensive Educational Needs [MDIN]).

At the graduate level, this proposal revises requirements for the Deaf Education Licensure and the Gifted Endorsement for the Master of Education in Intervention Specialist degree [MED INSP DFED and MED INSP GFTD], as well as for the Doctor of Philosophy in Special Education [PhD SPED] degree. Additionally, this proposal will revise the MED INSP by changing the name of the major.

Background Information: Currently, the BSE INSP degree consists of 12 concentrations. Two of the concentrations (GSED and MMSL) are not active but paperwork has not been processed to have them officially inactivated. Additionally, there are 6 concentrations with a focus on gifted education (GLAS, GMLA, GMS, GMSS, GSSL, and GSSS), each follow the middle childhood program for their specific areas. In the past 5 years, there have been less than 10 students enrolled across all of the Gifted programs. This proposal seeks to inactive these 8 concentrations.

There is no impact on any other program—even the middle childhood program should not be affected by inactivating the gifted concentrations because students have to first go through middle childhood programming before they could add gifted education coursework.

Provisions for phase-out: There are no students in GSED or MMSL programs—no phase out needed. As for the Gifted concentrations, there is currently only one student enrolled. Because we will retain the Gifted endorsement program at the master's level, we have the capacity to ensure that any student currently enrolled will get through the program.

This proposal also involves revising the program by changing the name of the major and revising the program requirements in each of these remaining concentrations in order to streamline the pathway to graduation. Reducing the number of specified Kent Core courses will increase flexibility of the curriculum and facilitate timely completion of degree requirements. Removing course requirements that no longer align with contemporary Deaf Education/Educational Interpreter practices, and removing general elective requirements for MMSL/MLDM students, will reduce the total credits required for graduation and bring them in closer alignment with University standards.

At the Master's level, this proposal revises the program requirements for the Gifted concentration, which enables educators to obtain an Ohio Endorsement for Gifted Education. Additionally, the Deaf Education concentration is being revised to reflect the changes made at the undergraduate level. Furthermore, it was discovered that the paperwork had not been submitted to revise the name of the MEd program from Intervention Specialist to Special Education. The program has been operating with the assumption that this had already been done; therefore, this needs formal action in order to align the name with appropriate language in the field.

At the Doctoral level, a seminar grant writing course is being formally adopted as a SPED course. Revisions to the program requirements are needed to reflect this course catalog update.

Alternatives and Consequences: The Gifted endorsement program will continue at the master's level so we will be able to continue to produce highly qualified gifted education teachers.

Specific Recommendation and Justification: The following actions are recommended:

1. Rename major: from *Intervention Specialist* to *Special Education* [SPED] to be consistent at all degree levels and to align with appropriate language in the field. The doctoral program is currently named *Special Education* and the MED degree is being renamed *Special Education*, so it is appropriate to maintain consistency at the undergraduate level.

2. Revise the following concentration requirements:

Remove the following specified Kent Core courses from **Deaf Education**, **Mild-Moderate**, and **Moderate-Intensive** concentrations (no change in credits required):

a. PSYC 11762 *General Psychology* (Social Sciences)
b. JMC 20001 *Media Power & Culture* (Social Sciences)
c. Select two from: ENG 22071 *Great Books I* (Humanities and Fine Arts)
ENG 22072 *Great Books II* (Humanities and Fine Arts)
ENG 21054 *Introduction to Shakespeare* (Humanities and Fine Arts)
c. THEA 11000 *The Art of Theater* (Humanities and Fine Arts)

The SPA (Council on Education of the Deaf) site visit in April 2010 resulted in a recommendation that the program eliminate coursework with a Special Education focus, allowing more focus on Deaf Education content. This would impact a majority of the SPED courses. Remove the following requirements from **Deaf Education** concentration, thereby reducing total credit hours for BSE INSP DFED from 136 to 123:

a. COMM 15000 *Introduction to Human Communication* (3) [removing 3 cr of specified Kent Core Additional which reduces requirement to 2 additional credits [MATH 14002 *Math Concepts II* fulfills the other Kent Core Additional requirement (4).]
b. SPA 34104 *Speech and Language Development* (3)
c. SPED 43020 *Assessment in Special Education* (3)
d. SPED 43031 *Applied Behavior Analysis II: Application* (3)
e. General Electives (3)

Two of the above courses include NCATE tasks for program accreditation. The tasks will be addressed as follows: SPED 43020 *Assessment in Special Education*—task will be revised and added to SPED 4/53324 *Curriculum Methods and Materials Deaf;* SPED 43031 *Applied Behavior Analysis II*—task will be replaced by passage of the Sign Language Proficiency Exam (typically an NCATE task in other Deaf Education programs) and required by our program as an additional assessment.

From **Educational Interpreter** concentration: The state of Ohio is planning to require the Educational Interpreter Performance Assessment for all graduates of interpreter training programs, as of 2012. Test items include child psychology. To meet these expectations, the program will retain *Child Psychology* and its prerequisite, *Intro to Psychology,* as part of its requirements. Along with the removal of three specified Kent Core courses, one other courses with limited application to professional roles and expectations is being removed as a requirement. Overall, these changes will result in a reduction of total credit hours for BSE INSP EI from 129 to 123.

a. Remove CACM 11001 *Introduction to Conflict Management* (specified Kent Core Social Sciences)
b. Remove COMM 15000 *Introduction to Human Communication* (Kent Core Additional requirement [MATH 14002 *Basic Mathematical Concepts II* (4) and PSYC 20651 *Child Psychology* (3) are already part of the curriculum and will fulfill Kent Core Additional requirements.]
c. Remove PHIL 21001 *Intro. to Ethics* (specified Kent Core Humanities and Fine Arts)
d. Remove SPA 43600 *Fundamentals of Educational Audiology* (3)

From **Mild-Moderate** and **Moderate-Intensive** concentrations: remove General Electives (3 cr), reducing total minimum credits required from 129 to 126 (MLDM) and from 130 to 127 (MDIN).

3. Inactivate the following concentrations:
    a. General Special Education [GSED]
    b. Gifted, Language Arts-Science [GLAS]
    c. Gifted, Mathematics-Language Arts [GMLA]
    d. Gifted, Mathematics-Science [GMS]
    e. Gifted, Mathematics-Social Studies [GMSS]
    f. Gifted, Social Studies-Language Arts [GSSL]
    g. Gifted, Social Studies-Science [GSSS]
    h. Mild-Moderate, Social Studies-Language Arts [MMSL]

4. Revise **MEd INSP Gifted Education** Endorsement by removing SPED 53534 *Social/Emotional Components of Giftedness* (3) and add SPED 63532 *Gifted Program Design and Administration* (3). This will bring the curriculum into better alignment with NCATE standards.

5. Revise **MEd INSP Deaf Education** Licensure by removing SPA 44114 *Speech and Language Development* (3) from the prerequisite coursework. This course is not being offered and the content is included in two other required courses. Additionally, removal of SPED 43020 *Assessment in Special Education* (3) and SPED 53031 *Classroom and Behavior Management II* (3) from core requirements reflects the removal of their slash-level equivalencies from the undergraduate curriculum (see above).

6. Rename **MEd INSP** major: from *Intervention Specialist* to *Special Education* [MED SPED] to be consistent at all degree levels and to align with appropriate language in the field. The doctoral program is currently named *Special Education* and it is being proposed to also rename the undergraduate major. This proposal corrects an oversight by formalizing the name change at the Master's level. With approval, the name will be the same across all degree levels.

7. Revise **PhD SPED** program requirements by removing SPED 83991 *Seminar: Grant Writing in Special Education* (3) from the Professional and Content course requirements and adding newly-established SPED 80040 *Research Grant Development for Disability Programs* (3). This will not impact total number of credits required.

Timetable and Actions Required: The proposal will go though the required curriculum approval process for changes to take effect in Fall 2011. The following is the anticipated schedule:

Approved by SPED program area: November 10, 2010
Approved by LDES Curriculum Committee: December 1, 2010
Presented to EHHS Curriculum Committee: December 17, 2010
Presented to EPC: January 24, 2011

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department Lifespan Development and Educational Sciences

College EH - Education, Health and Human Services

Degree BSE - Bachelor of Science in Education

Program Name **Interventional Specialist** Program Code **INSP**

Concentration(s) Deaf Education, Educational Interpreter, Mild-Moderate Education Needs, Moderate-Intensive Educational Needs Concentration(s) Code(s) DFED, EI, MLDM, MDIN

Proposal Revise Program Requirement

Description of proposal:

Revising program requirements for BSE INSP degree by removing specified Kent Core courses and revising concentration requirements.

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

Current total credit hours: 129-136 Proposed total credit hours 123-127

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

Enrollment of specified courses may drop slightly, as students will have option of taking other Kent Core courses.

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

Center for Applied Conflict Management, Communication, English, Journalism, Philosphy, Psychology, Speech Pathology& Audiology, and Theater program areas notified of removal of required courses from curriculum.

REQUIRED ENDORSEMENTS

A. Dellmann-Jenkins — 12 / 03 / 2012
Department Chair / School Director / Campus Dean

Joanne Arnan — 1 / 3 / 11
College Dean

_____ — ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2010 Approved by EPC _____

Department Lifespan Development and Educational Sciences

College EH - Education, Health and Human Services

Degree BSE - Bachelor of Science in Education

Program Name **Intervention Specialist** Program Code **INSP**

Concentration(s) General Special Education; Gifted, Lanugage Arts-Science; Gifted, Mathematics-Language Arts; Gifted, Mathematics-Science; Gifted, Mathematics-Social Studies; Gifted, Social Studies-Language Arts; Gifted, Social Studies-Science; Mild-Moderate, Social Studies-Language Arts Concentration(s) Code(s) GSED, GLAS, GMLA, GMS, GMSS, GSSL, GSSS, MMSL

Proposal Inactivate Program

Description of proposal:

Inactivate 8 concentrations within the Bachelor of Science in Education degree in the Intervention Specialist major.

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

Current total credit hours: Proposed total credit hours

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

There is no impact on any other program.

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

None

REQUIRED ENDORSEMENTS

H. Bellmann-Jenkins — 12/03/2010

Department Chair / School Director / Campus Dean

S. Mitchell — 12/23/2010

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	BSE - Bachelor of Science in Education
Program Name	**Intervention Specialist** Program Code **INSP**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program

Description of proposal:

Rename BSE INSP degree to BSE Special Education [SPED] to be consistent at all degree levels and to align with appropriate language in the field.

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

Current total credit hours: Proposed total credit hours

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

None

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

None

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins — 12/03/2010

Department Chair / School Director / Campus Dean

S. Mitchell — 12/23/2010

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Kent State University Catalog 2010 - 2011

Special Education ~~Intervention Specialist~~ - B.S.E.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Lifespan Development and Educational ~~Services~~ Sciences
405 White Hall
Tel: 330-672-2294
Web: http://www.ehhs.kent.edu/lde s

DESCRIPTION: The Bachelor of Science in Education in ~~Intervention Specialist~~ Special Education comprises ~~five~~ four concentrations: Deaf Education, Educational Interpreter, ~~Gifted Education with six options~~, Mild/Moderate Educational Needs and Moderate/intensive Educational Needs.

The Deaf Education ~~Intervention Specialist~~ license prepares candidates to work with students with hearing loss. The program develops expertise in a variety of areas, including: knowledge of content that crosses the general education curriculum (e.g., reading, mathematics, science, social studies) and specific methods for adapting content to meet the needs of students with hearing loss; language development; American Sign Language; Deaf Culture; audiological and medical aspects of hearing loss; assistive listening technology, and telecommunications. In addition, candidates learn skills necessary for working with families, other professionals, and the students themselves. Deaf Education candidates participate in practicum and student teaching experiences in residential and public schools within Ohio as well as other states. Graduates are eligible for teacher licensure through the Ohio Department of Education for students who are deaf from K-12.

The Educational Interpreter concentration prepares interpreters to work with children and adults who are deaf or hard-of-hearing (D/HH). The program prepares candidates to interpret in the classroom and to perform related student-support activities under the supervision of a licensed or certified classroom teacher. Candidates are required to complete a one-week internship (minimum five full school days) in a residential school for the deaf during the year of their method sequence. Additionally, to qualify for the final practicum, students must pass a sign language and proficiency examination. The Educational Interpreter program is not equivalent to a teaching license, and positions in public schools are not considered teaching positions. Graduates of the program receive state of Ohio licensure in educational interpreting for students from pre-K-12.

The Gifted Education concentration prepares candidates to work with learners who have extraordinary abilities intellectually or talents and creativity in one or more areas of performance. Linked to the middle childhood program, candidates completing this program are prepared to teach in two general education curricular areas. Candidates gain expertise in working with gifted students K-12 through specialized coursework, including assessment, social and emotional needs, and teaching methods. Students complete extensive practicum experiences and student teaching in middle childhood classrooms and in gifted education programs in the public schools. Program graduates will be eligible for licensure through the Ohio Department of Education to teach two curricular areas in grades 4-9, and an endorsement to teach in gifted programs.

The Mild/Moderate Intervention Specialist license is built upon extensive field-based experiences that are connected to theory and practical application of current evidence-based technologies/strategies for teaching students with learning disabilities, emotional and behavioral disorders, and mild cognitive delays. The program includes coursework from middle and early childhood education to ensure candidates are prepared to teach across the curricular areas of reading, math, science and social studies. In addition, specialized courses in characteristics of different disability and at-risk populations, collaborating with families and other professionals, identifying and assessing strengths and areas of need, and academic and behavioral interventions ensure that candidates are responsive to the learning and social skills of individuals with disabilities. Graduates are eligible for licensure through the Ohio Department of Education to teach students with mild/moderate disabilities from K-12.

The Moderate/Intensive Intervention Specialist license is built upon extensive field-based experiences that are connected to theory and practical application of current evidence-based technologies/strategies for teaching students with significant learning and daily living needs. Students with more intensive needs include those with motor or sensory impairment, significant cognitive delays, autism or multiple disabilities. The program includes preparation across curricular areas in addition to specialized coursework focused on academic accommodations, adaptive daily living skills, technology to assist with physical, communication and mobility, alternative assessment, and transition from school to the world of work and adult living. Graduates are eligible for teacher licensure through the Ohio Department of Education for students with moderate/intensive needs from K-12.

CAREER OPPORTUNITIES: Special education teachers held a total of about 459,000 jobs in 2006. Nearly all work in public and private educational institutions. A few worked for individual and social assistance agencies or residential facilities, or in homebound or hospital environments. (Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: Students admitted to the College of Education, Health, and Human Services as freshmen must have been fully admitted to the university. Admission to the college does not guarantee admission to a major and/or admission to professional coursework for a selective admission program. To be admitted directly into a teacher education program and Community Health, it is required that new freshmen have a 2.75 high school GPA and 16 units of college preparatory curriculum or a 21 ACT or 980 SAT score. Students who do not meet the GPA requirements of their intended major may enroll as pre-majors for selected programs or EHHS General until which time they have the required 2.75 GPA.

Students seeking admission to this program must meet all professional requirements for admission to advanced study. A maximum of 100 students will be admitted to this program each academic year. A minimum ACT composite score of 21 (980 SAT combined critical reading and math score) OR a 2.75 cumulative high school grade point average and all 16 of the recommended college preparatory units is required. Students seeking admission to this program must meet all professional requirements for admission to advanced study and have a minimum cumulative 2.75 GPA in all previous undergraduate coursework. Because of the instituted enrollment management plan, meeting the above requirements does not automatically provide students admittance to the early childhood education major. Faculty will select the most qualified applicants based upon the number of available student spaces, students' standardized test scores, essay, interview and cumulative GPA. Students should contact the Vacca Office of Student Services, 304 White Hall, during the first year of study to inquire into the procedures associated with admission to advanced study and selective admission to the early childhood education program. Students transferring from another university should meet with an academic advisor in 304 White Hall at least one semester prior to transferring.

GRADUATION REQUIREMENTS: Minimum 129 credit hours. Minimum 2.75 cumulative and a 3.00 major GPA. Students must earn a minimum grade of C (2.00) in all major coursework.

LANGUAGE REQUIREMENT: Yes, for some concentrations (American Sign Language)

STUDY ABROAD/AWAY OPPORTUNITIES: There are many study abroad/away opportunities, for more information contact the Office of International Affairs.

PROGRAM FEE: $35/semester

STUDENT ORGANIZATIONS: Kent Student Education Association

~~Intervention Specialist~~ – Special Education—B.S.E. Program Requirements

- **Deaf Education Concentration**
- **Educational Interpreter Concentration**
- ~~Gifted Education Concentration~~
- **Mild/Moderate Educational Needs Concentration**
- **Moderate/Intensive Educational Needs Concentration**

I. DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)				
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II. MAJOR PROGRAM REQUIREMENTS (~~9~~ 3 credits)*Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
	CULT	29535	Education in a Democratic Society*	3
	ITEC	19525	Educational Technology*	3
DD	SPED	23000	Introduction to Exceptionalities*	3
III. ADDITIONAL PROGRAM REQUIREMENTS (~~13~~ 32 credits)				
Type	**Course**		**Title**	**Credits**
KMC	MATH	14001	Basic Mathematical Concepts I*	4
~~KSS DD~~	~~PSYC~~	~~11762~~	~~General Psychology~~	~~3~~
	Kent Core Composition*			6-8
IV. CONCENTRATION REQUIREMENTS (~~106-128~~ 87-113credits)				
	Deaf Education ~~(113)~~ (87)			
	Educational Interpreter ~~(106)~~ (87)			
	~~Gifted Education (115-128)~~			
	Mild/Moderate Educational Needs ~~(106)~~ (90)			
	Moderate/Intensive Educational Needs (~~107~~) (91)			
			TOTAL	~~121-151~~ 123-127

Add to III. Additional Program Requirements:
- KADD MATH 14002 Basic Math Concepts II (4)*
- Kent Core Social Sciences (3)
- Kent Core Humanities and Fine Arts (9)
- Kent Core Basic Sciences (must include 1 lab) (6-7)

*A minimum C (2.0) grade must be earned.

Deaf Education Concentration

I. CONCENTRATION REQUIREMENTS (~~85~~ 76 credits)*Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	CI	47501	Teaching Mathematics in Early and Middle Grades	3
		47502	Science Teaching in Early and Middle Grades	3
	CI	47504	Teaching Reading and Writing in Middle Grades (3) *or*	3
WIC	ECED	40126	Developmental Reading and Writing: Early Years (3)***	
	EPSY	29525	Educational Psychology	3
	HED	42575	Health and Learning	3
	~~SPA~~	~~34104~~	~~Speech and Language Development~~	~~3~~
		34105	Phonemic Bases of Speech and Language	3
		43600	Fundamentals of Educational Audiology	3

SPED	19201	American Sign Language I (or ASL 19201)**	4
	19202	American Sign Language II (or ASL 19202)**	4
	29201	American Sign Language III (or ASL 29201)	3
	29202	American Sign Language IV (or ASL 29202)**	3
	43010	Family and Professional Collaboration	3
~~WIC~~ -	~~43020~~	~~Assessment in Special Education***~~	~~3~~
	43030	Applied Behavior Analysis I: Theory and Techniques	3
	~~43031~~	~~Applied Behavior Analysis II: Application~~	~~3~~
	43092	Deaf Residential School Field Experience	1
	43309	Introduction to Deaf Studies**	3
	43310	Language Development for Deaf/Hard-of-Hearing Students**	3
	43311	Instruction of Deaf/Hard-of-Hearing Students with Special Needs**	3
	43313	Literacy Assessment and Intervention for Deaf/Hard-of-Hearing Students**	6
	43324	Curriculum Methods and Materials for Deaf/Hard-of-Hearing Students**	3
	43392	Practicum: Deaf Education	4
	43981	Student Teaching in Special Education	9
	49525	Inquiry into Professional Practice	3

II. ADDITIONAL CONCENTRATION REQUIREMENTS (~~28~~ 5 credits)

Type	Course		Title	Credits
~~KAD~~	~~COMM~~	~~15000~~	~~Introduction to Human Communication~~	~~3~~
~~KSS~~	~~JMC~~	~~20001~~	~~Media, Power and Culture~~	~~3~~
~~KAD~~	~~MATH~~	~~14002~~	~~Basic Mathematical Concepts II*~~	~~4~~
~~KFA~~	~~THEA~~	~~11000~~	~~The Art of the Theatre~~	~~3~~
-	~~Choose from the following:~~			~~6~~
~~KHU~~	~~ENG~~	~~21054~~	~~Introduction to Shakespeare (3)~~	
~~KHU~~		~~22071~~	~~Great Books I (3)~~	
~~KHU~~		~~22072~~	~~Great Books II (3)~~	
-	~~Kent Core Basic Sciences (must include one laboratory)~~			~~6-7~~
	~~General Electives (number of credits required depends on meeting minimum 136 credit hours and minimum 39 upper-division credit hours)~~			~~3~~
			MINIMUM TOTAL	**~~113~~ 81**

Add to Add'l Conc Reqs:

Kent Core Social Sciences (3)
Kent Core Additional (2)

*A minimum C (2.0) grade must be earned, unless indicated otherwise.
**A minimum B (3.0) grade must be earned in SPED/ASL 19201, 19202. A Minimum B- (2.7) grade must be earned in SPED/ASL 29202, SPED 43309, SPED 43310, 43311, 43313 and 43324.
***A minimum C (2.0) grade must be earned in either ECED 40126 or SPED 43020 to fulfill writing-intensive requirement.

Educational Interpreter Concentration

I. CONCENTRATION REQUIREMENTS (~~78~~ 75 credits)*Courses count in major GPA

Type	Course		Title	Credits
	SPA	34104	Speech and Language Development	3
		~~43600~~	~~Fundamentals of Educational Audiology~~	~~3~~
	SPED	19201	American Sign Language I (or ASL 19201)	4

	19202	American Sign Language II (or ASL 19202)	4
	29201	American Sign Language III (or ASL 29201)	3
	29202	American Sign Language IV (or ASL 29202)	3
	39201	American Sign Language V (or ASL 39201)	3
	39202	American Sign Language VI (or ASL 39202)	3
	43010	Family and Professional Collaboration	3
	43092	Deaf Residential School Field Experience	1
	43100	Survey of the Interpreting Profession	3
	43101	Deaf Culture and Community	3
	43102	Interpreting Processes Deaf Hard/Hearing I	3
	43103	Interpreting Processes Deaf Hard/Hearing II	3
	43104	Interpreting Processes III	3
	43105	Signed English and Other Systems	3
	43106	Classroom Setting Interpreting	3
	43107	Non-Classroom Setting Interpreting	3
	43108	American Sign Language Linguistics and Usage	3
	43110	Discourse Analysis for Interpreters	3
	43111	The Professional Interpreter	3
WIC	43309	Introduction to Deaf Studies*	3
	43981	Advanced Practicum in Educational Interpreting	9
	49525	Inquiry Seminar into Professional Practice	3

II. ADDITIONAL CONCENTRATION REQUIREMENTS (~~28~~ 6 credits)

Type	Course		Title	Credits
KSS DD	~~CACM~~	~~11001~~	~~Introduction to Conflict Management~~	~~3~~
KAD	~~COMM~~	~~15000~~	~~Introduction to Human Communication~~	~~3~~
KAD	~~MATH~~	~~14002~~	~~Basic Mathematical Concepts II~~	~~4~~
KHL DG	~~PHIL~~	~~21001~~	~~Introduction to Ethics~~	~~3~~
KAD	PSYC	20651	Child Psychology	3
-	~~Kent Core Basic Sciences (must include one laboratory)~~			~~6-7~~
-	~~Kent Core Humanities and Fine Arts (minimum one course from each)~~			~~6~~
			MINIMUM TOTAL	106 81

Add to Add'l Conc Reqs:
KSS DD PSYC 11762 General Psychology (3)

*A minimum C (2.0) grade must be earned in all concentration courses that count in the major. A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

~~Gifted Education Concentration: Language Arts and Mathematics, Language Arts and Science, Mathematics and Science , Social Studies and Mathematics, Social Studies and Language Arts, Social Studies and Science~~

~~I. CONCENTRATION REQUIREMENTS (56 credits)*Courses count in major GPA~~

~~Type~~	~~Course~~		~~Title~~	~~Credits~~
	~~CHDS~~	~~20092~~	~~Field Experience I: Middle Childhood~~	~~1~~
-	~~EPSY~~	~~29525~~	~~Educational Psychology~~	~~3~~
-	~~HDFS~~	~~24013~~	~~Early Adolescence~~	~~3~~
-	~~MCED~~	~~30001~~	~~Teaching Mathematics in Middle Childhood I~~	~~3~~
-	-	~~30002~~	~~Integrated Social Studies and Science in Middle Childhood~~	~~3~~
-	-	~~31000~~	~~Teaching and Learning in Middle Childhood~~	~~3~~

~~-~~	~~-~~	~~40005~~	~~Effective Use of Phonics~~	~~3~~
~~WIC~~	~~-~~	~~40006~~	~~Reading and Writing in Middle Childhood*~~	~~6~~
~~-~~	~~-~~	~~40007~~	~~Teaching Reading with Literacy in Middle Childhood~~	~~3~~
~~-~~	~~-~~	~~41000~~	~~Curriculum and Organization Middle Childhood~~	~~3~~
~~-~~	~~-~~	~~42357~~	~~Student Teaching in Middle Childhood/Gifted Education~~	~~5~~
~~-~~	~~-~~	~~49525~~	~~Inquiry into Professional Practice~~	~~3~~
~~WIC~~	~~SPED~~	~~43020~~	~~Assessment in Special Education*~~	~~3~~
~~-~~	~~-~~	~~43529~~	~~Nature and Needs of Gifted~~	~~3~~
		~~43530~~	~~Instructional Processes for Gifted Children~~	~~3~~
~~-~~		~~43534~~	~~Social and Emotional Components of Giftedness~~	~~3~~
~~-~~		~~43981~~	~~Student Teaching Special Education~~	~~5~~

~~II. ADDITIONAL CONCENTRATION REQUIREMENTS (23 credits)~~

~~Type~~	~~Course~~		~~Title~~	~~Credits~~
~~KBS~~	~~BSCI~~	~~10001~~	~~Human Biology**~~	~~3~~
~~KHU~~	~~ENG~~	~~22071~~ ~~22072~~	~~Great Books I (3)~~ ~~or~~ ~~Great Books II (3)~~	~~3~~
~~KSS~~	~~GEOG~~	~~17063~~	~~World Geography*~~	~~3~~
~~KMC~~	~~MATH~~	~~14002~~	~~Basic Mathematical Concepts II~~	~~4~~
	~~Choose from the following:~~ ~~Students in the social studies option must take HIST 12070~~			~~3~~
~~KHU DG~~	~~HIST~~	~~11050~~	~~History of Civilization I (3)~~	
~~KHU DD~~		~~12070~~	~~History of the United States: The Formative Period (3)~~	
~~KHU~~	~~PAS~~	~~23001~~	~~Black Experience I: Beginning to 1865 (3)~~	
~~-~~	~~Kent Core Basic Sciences (must include one laboratory)**~~			~~4~~
~~-~~	~~Kent Core Fine Arts~~			~~3~~

~~III. OPTION REQUIREMENT (36-51 credits)Students must choose two options~~

~~Mathematics Option (25-27)~~

~~AD~~	~~MATH~~	~~10110~~	~~Algebra for Calculus~~	~~3~~
~~-~~	~~-~~	~~11022~~	~~Trigonometry~~	~~2~~
~~KMC~~		~~12002~~	~~Analytic Geometry and Calculus I~~	~~5~~
~~-~~		~~34001~~	~~Fundamental Concepts of Algebra~~	~~3~~
~~-~~		~~34002~~	~~Fundamental Concepts of Geometry~~	~~3~~
~~-~~	~~-~~	~~10041~~ ~~or~~ ~~30011~~	~~Elementary Probability and Statistics (3)~~ ~~Basic Probability and Statistics (3)~~	~~3~~
~~-~~	~~MCED~~	~~40001~~	~~Teaching Mathematics in Middle Childhood II~~	~~3~~
~~-~~	~~Choose from the following:~~			~~3-5~~
~~-~~	~~MATH~~	~~12003~~	~~Analytic Geometry and Calculus II (5)~~	
~~-~~	~~-~~	~~21001~~	~~Linear Algebra with Applications (3)~~	
~~-~~		~~22005~~	~~Analytic Geometry and Calculus III (3)~~	
~~-~~	~~-~~	~~31011~~	~~Discrete Mathematics (3)~~	

~~Reading/Language Arts Option (15)~~

~~KAD~~	~~COMM~~	~~15000~~	~~Introduction to Human Communication~~	~~3~~
~~-~~	~~ENG~~	~~21001~~ ~~or~~ ~~21002~~	~~Introduction to Ethnic Literature of the U.S. (3)~~ ~~Introduction to Women's Literature (3)~~	~~3~~
~~-~~		~~25002~~	~~Literature in English II~~	~~3~~

		~~31001~~	~~Fundamentals of English Grammar (3)~~	
~~-~~			~~or~~	~~3~~
		~~31003~~	~~Linguistics (3)~~	
	~~COMM~~	~~26000~~	~~Criticism of Public Discourse (3)~~	
~~DD~~			~~or~~	~~3~~
	~~JMC~~	~~20001~~	~~Media, Power and Culture (3)~~	
~~Science Option (21-22)~~				
	~~ANTH~~	~~18630~~	~~Human Evolution (3)~~	
~~-~~			~~or~~	~~3~~
	~~BSCI~~	~~10002~~	~~Life on Planet Earth (3)~~	
	~~MCED~~	~~40002~~	~~Teaching Science in Middle Childhood II~~	~~3~~
~~KAD~~	~~PHY~~	~~11030~~	~~Seven Ideas that Shook the Universe~~	~~3~~
~~-~~	~~Choose one series: Physical Science~~			~~5~~
~~-~~	~~CHEM~~	~~10060~~	~~General Chemistry I (4)~~	
~~-~~	~~-~~	~~10062~~	~~General Chemistry I Laboratory (1)~~	
		~~or~~		
	~~PHY~~	~~13001~~	~~General College Physics (4)~~	
~~-~~		~~13021~~	~~General College Physics Laboratory I (1)~~	
~~-~~	~~Choose one series: Earth Science~~			~~4~~
~~-~~	~~GEOL~~	~~11040~~	~~Earth Dynamics (3)~~	
~~-~~	~~-~~	~~11041~~	~~Earth Dynamics Laboratory (1)~~	
		~~or~~		
	~~GEOL~~	~~11042~~	~~Earth History (3)~~	
~~-~~		~~11043~~	~~Earth History Laboratory (1)~~	
~~-~~	~~Choose from the following: Science~~			~~3-4~~
~~-~~	~~BSCI~~	~~10110~~	~~Biological Diversity (4)~~	
~~-~~		~~20021~~	~~Basic Microbiology (3)~~	
~~-~~	~~-~~	~~30275~~	~~Local Flora (4)~~	
~~-~~	~~GEOG~~	~~31062~~	~~Fundamentals of Meteorology (3)~~	~~-~~
~~-~~		~~41073~~	~~Conservation of Natural Resources (3)~~	
~~-~~	~~GEOL~~	~~21080~~	~~Oceanography (3)~~	~~-~~
~~-~~		~~41073~~	~~Geology of Ohio (3)~~	
~~-~~	~~PHY~~	~~24040~~	~~Physics in Entertainment and the Arts (3)~~	~~-~~
~~-~~		~~21430~~	~~Frontiers in Astronomy (3)~~	~~-~~
~~Social Science Option (24)~~				
~~KAD~~	~~ECON~~	~~22060~~	~~Principles of Microeconomics~~	~~3~~
~~DG~~	~~HIST~~	~~11050~~	~~History of Civilization I~~	~~3~~
~~DG~~	~~-~~	~~11051~~	~~History of Civilization II~~	~~3~~
~~-~~	~~MCED~~	~~40003~~	~~Teaching Social studies in Middle Childhood II~~	~~3~~
~~DD~~	~~POL~~	~~10100~~	~~American Politics~~	~~3~~
	~~ANTH~~	~~18210~~	~~Introduction to Cultural Anthropology (3)~~	
~~-~~			~~or~~	~~3~~
	~~SOC~~	~~12050~~	~~Introduction to Sociology (3)~~	
~~-~~	~~Choose from the following:~~			~~3~~
~~-~~	~~POL~~	~~10500~~	~~World Politics (3)~~	
~~-~~		~~30540~~	~~African Politics (3)~~	
~~-~~		~~30520~~	~~European Politics (3)~~	
~~-~~		~~30550~~	~~Latin American Politics (3)~~	
~~-~~	~~Choose from the following:~~			~~3~~
~~-~~	~~ANTH~~	~~38250~~	~~Religion: Search for Meaning (3)~~	~~-~~

~~-~~		~~48210~~	~~Culture and Communication (3)~~	~~-~~
~~-~~	~~-~~	~~48260~~	~~Culture Conflict (3)~~	~~-~~
~~-~~	~~-~~	~~48270~~	~~Native Peoples of North America (3)~~	~~-~~
~~-~~	~~GEOG~~	~~37010~~	~~Geography of Ohio (3)~~	~~-~~
~~-~~	~~-~~	~~37040~~	~~Geography of Africa (3)~~	~~-~~
~~-~~	~~-~~	~~37070~~	~~Geography of East and Southeast Asia (3)~~	~~-~~
~~-~~		~~37084~~	~~Geography of South America (3)~~	
~~-~~	~~-~~	~~37085~~	~~Geography of Central America and Mexico (3)~~	~~-~~
~~-~~	~~HIST~~	~~31061~~	~~History of Ohio (3)~~	~~-~~
~~-~~	~~-~~	~~31126~~	~~History of the Middle East (3)~~	~~-~~
~~-~~	~~-~~	~~31130~~	~~History of African Civilization (3)~~	~~-~~
~~-~~	~~-~~	~~31140~~	~~Modern Latin America (3)~~	~~-~~
~~-~~	~~-~~	~~42297~~	~~Colloquium: China and Japan (3)~~	~~-~~
~~MINIMUM TOTAL~~				~~115-128~~

~~*A minimum C (2.0) grade must be earned in all concentration courses. A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.~~
~~**Students in the science concentration should take the following two courses:~~
~~BSCI 10120 Biological Foundations (4)~~
~~CHEM 10030 Chemistry in Our World (3)~~

Mild/Moderate Educational Needs

I. CONCENTRATION REQUIREMENTS (75 credits)*Courses count in major GPA

Type	Course	Title	Credits
CI	47501	Teaching Mathematics in Early and Middle Grades	3
	47502	Science Teaching in Early and Middle Grades	3
	47503	Teaching Social Studies in Early and Middle Grades	3
	47504	Teaching Reading and Writing in Middle Grades	3
ECED	40105	Appropriate Phonics Instruction for Kindergarten and Primary Children	3
WIC	40126	Developmental Reading and Writing Early Years*	3
EPSY	29525	Educational Psychology	3
HED	42575	Health and Learning: Strategies for Students and Teachers	3
MCED	40007	Teaching Reading with Literature in Middle Grades	3
SPA	34104	Speech and Language Development	3
SPED	44010	Family and Professional Collaboration	3
	43020	Assessment in Special Education	3
	43030	Applied Behavior Analysis I: Theory and Techniques	3
	43031	Applied Behavior Analysis II: Application	3
	43040	Language and Reading Special Education	3
	43050	Characteristics of Students with Mild/Moderate Intervention Needs	3
	43060	Curriculum Methods in Special Education	3
	43062	Curriculum Methods Mild/Moderate Intervention	3
	43070	Planning and Programming for Transitions	3
	43981	Student Teaching in Special Education	9
	43992	Field Experience in Special Education	3

~~Remove from Major Reqs. and add to Concentration Reqs:~~

~~CULT 29535 Education in a Democratic Society* (3)~~

~~ITEC 19525 Educational Technology* (3)~~

	44092	Field Experience for Mild/Moderate Intervention Specialist	3
	49525	Inquiry into Professional Practice	3

II. ADDITIONAL CONCENTRATION REQUIREMENTS (~~31-32~~ 9 credits)

Type	Course		Title	Credits
KAD	COMM	15000	Introduction to Human Communication	3
~~KSS DD~~	~~JMC~~	~~20001~~	~~Media, Power and Culture~~	~~3~~
~~KAD~~	~~MATH~~	~~14002~~	~~Basic Mathematical Concepts II~~	~~4~~
~~KFA DD~~	~~THEA~~	~~11000~~	~~The Art of the Theatre~~	~~3~~
-	~~Choose two from the following:~~			~~6~~
~~KHU~~	~~ENG~~	~~21054~~	~~Introduction to Shakespeare (3)~~	-
~~KHU~~	-	~~22071~~	~~Great Books I (3)~~	-
~~KHU~~	-	~~22072~~	~~Great Books II (3)~~	-
	Choose from the following:			**3**
	ENG	31001	Fundamentals of English Grammar (3)	
		31003	Linguistics (3)	
		34004	British Literature, 1800-1900 (3)	
		34005	British Literature, 1900-Present (3)	
-	~~Kent Core Basic Sciences (must include one laboratory)~~			~~6-7~~
	~~General Electives (number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division credit hours)~~			~~3~~
			MINIMUM TOTAL	~~106~~ 84

Add to Add'l Conc Reqs:

Kent Core Social Sciences (3)

*A minimum C (2.0) grade must be earned in all concentration courses. A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

Moderate/Intensive Educational Needs

I. CONCENTRATION REQUIREMENTS (79 credits)*Courses count in major GPA

Type	Course		Title	Credits
	CI	47501	Teaching Mathematics in Early and Middle Grades	3
		47502	Science Teaching in Early and Middle Grades (3)	
			or	3
		47503	Teaching Social Studies in Early and Middle Grades (3)	
		47504	Teaching Reading and Writing in Middle Grades	3
	ECED	40105	Appropriate Phonics Instruction for Kindergarten and Primary Children	3
WK		40126	Developmental Reading and Writing Early Years*	3
	EPSY	29525	Educational Psychology	3
	HED	42575	Health and Learning: Strategies for Students and Teachers	3
	PEP	25033	Lifespan Motor Development	3
	SPA	34104	Speech and Language Development	3
	SPED	19201	American Sign Language I (or ASL 19201)	4
		43010	Family and Professional Collaboration	3
		43020	Assessment in Special Education	3
		43030	Applied Behavior Analysis I: Theory and Techniques	3
		43031	Applied Behavior Analysis II: Application	3
		43040	Language and Reading Special Education	3

	43051	Characteristics of Students with Moderate/Intensive Intervention Needs	3
	43060	Curriculum/Methods Classroom Instruction: Mild/Moderate Intervention	3
	43063	Curriculum Methods Moderate/Intensive Intervention	3
	43070	Planning and Programming for Transitions	3
	43080	Assistive Technology for Students with Disabilities	3
	43981	Student Teaching Special Education	9
	43992	Field Experience in Special Education	3
	44192	Field Experience for Moderate/Intensive Intervention Specialist	3
	49525	Inquiry into Professional Practice	3

II. ADDITIONAL CONCENTRATION REQUIREMENTS (~~28-29~~ 6 credits)

Type	Course		Title	Credits
KAD	COMM	15000	Introduction to Human Communication	3
~~KSS DD~~	~~JMC~~	~~20001~~	~~Media, Power and Culture~~	~~3~~
~~KAD~~	~~MATH~~	~~14002~~	~~Basic Mathematical Concepts II~~	~~4~~
~~KFA DD~~	~~THEA~~	~~11000~~	~~The Art of the Theatre~~	~~3~~
-	~~Choose two from the following:~~			~~6~~
~~KHU~~	~~ENG~~	~~21054~~	~~Introduction to Shakespeare (3)~~	-
~~KHU~~	-	~~22071~~	~~Great Books I (3)~~	-
~~KHU~~	-	~~22072~~	~~Great Books II (3)~~	-
-	~~Kent Core Basic Sciences (must include one laboratory)~~			~~6-7~~
-	~~General Electives (number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division credit hours)~~			~~3~~
			MINIMUM TOTAL	~~107~~ 85

Add to Add'l Conc Reqs:

Kent Core Social Sciences (3)

*A minimum C (2.0) grade must be earned in all concentration courses. A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

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

Name: _____

Banner#: _____

Special Education 133-134

Deaf Education ~~Intervention Specialist~~ (PreK-12) ~~136-137~~ hours
INSP DFED CY 2010
SPED 2011

Catalog Year: _____

Date: _____

Please note: This Requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (~~39-40~~ hours) 38-39 hours

US 10097 DestinationKent:FirstYearExperience 1

Composition

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

Mathematics& Critical Reasoning

MATH 14001 Math Concepts I 4
(MATH 14002, also required, is in the Additional category)

Social Sciences 6

~~PSYC 11762 General Psychology ..... 3~~
~~d JMC 20001 Media, Power & Culture ..... 3~~

Basic Sciences (6-7 hours)

Choose TWO from Basic Sciences (See Reverse)

_____ 3
_____ 3
_____ ..... (1)

Humanities and Fine Arts 9

~~*Select TWO ENG from the following:* ..... 6~~

~~ENG 22071 Great Books I (3)~~
~~ENG 22072 Great Books II (3)~~
~~ENG 21054 Intro. to Shakespeare (3)~~
~~g THEA 11000 The Art of Theatre ..... 3~~

Additional

MATH 14002 Math Concepts II 4
~~COMM 15000 Intro. to Human Communication ..... 3~~ 2

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Professional Coursework (~~94~~ 85 hours) "C" or better and a 3.0 in all professional coursework is required

Prerequisite Course work for Admission to Advanced Study:

CULT 29535 Education in a Democratic Society 3

Other Required Education Coursework*: 9

ITEC 19525 Educational Technology (3)
EPSY 29525 Educational Psychology (3)
SPED 23000 Intro. to Exceptionalities (3)
(Prerequisite for remaining SPED courses)

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

***At least one of the Other Required Education courses (at left) must be taken prior to Admission to Advanced Study.**

These courses may be taken prior to Admission to Advanced Study (see sequencing guide):

SPED/ASL 19201 American Sign Language I 4
SPED/ASL 19202 American Sign Language II 4
(Grade of B or better required for ASL I & II)
SPED/ASL 29201 American Sign Language III 3
SPED/ASL 29202 American Sign Language IV 3
(Grade of B- or better required for ASL IV)

w SPED 43309 Deaf Studies 3
SPA 34105 Phonemic Bases 3
~~w SPA 34104 Speech & Lang Devel (Spring only) ..... 3~~
SPA 43600 Fund. Of Educ. Audiology 3

Advanced Study Course Work:

IMPORTANT: See your faculty advisor for course sequencing

HED 42575 Health & Learning 3
(HED 42575 course requirements include CPR & First Aid Cert)
CI 47501 Teaching Math Early & Middle(fall) 3
CI 47502 Teach Science Early & Middle(spring) ... 3
CI 47504 Reading & Writing in Mid Child ***OR***
ECED 40126 Developmental Reading & Writing ... 3
SPED 43010 Family & Prof Collaboration 3
~~w SPED 43020 Assessment in Special Ed. ..... 3~~
SPED 43030 Applied Behavior Analysis I 3
~~SPED 43031 Applied Behavior Analysis II ..... 3~~
SPED 43092 Deaf Residential Internship 1
SPED 43310* Lang. Instruction for Deaf/HH (fall) 3

SPED 43311* Instruction Strategies Deaf/HH (fall) ... 3
SPED 43392 Practicum: Deaf Ed I 2
SPED 43313* Liter Asses & Inter Deaf/HH (spr) 6
SPED 43392 Practicum: Deaf Ed II 2
SPED 43324* Curr. Methods & Material Deaf (fall) .. 3

***Grade of B- or better required**

Student Teaching Block

SPED 49525 Inquiry into Professional Practice 3
SPED 43981 Student Teaching in SPED 9
Must apply student teaching 1 year prior to student teaching

All Kent Core, content, and professional (education) coursework must be completed prior to Student Teaching.

~~General Elective ..... 3~~

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Professional Advisor's Signature _____

Each semester, meet with your Assigned Faculty Advisor: _____

Total Hours of Credit _____
Hours Needed:
General Coursework _____
Professional Coursework _____
General Electives _____
Total for Degree _____

Please Refer to Page 2 for Program Notes

Special Education 123

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

Educational Interpreter (PreK-12) ~~(129-130~~ hours

~~INSP~~ EI CY ~~2010~~ 2011

SPED

Name: _____ Catalog Year: _____

Banner#: _____ Date: _____

Please note: This Requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

IMPORTANT: See attached sheet for course sequencing

General Course Work (~~42-43~~ hours) (39 hours)

US 10097 First Year Experience FLASH Point.... 1

Composition

ENG 11011 College Writing I 3

ENG 21011 College Writing II 3

Mathematics& Critical Reasoning

MATH 14001 Math Concepts I 4

MATH 14002 Math Concepts II 4

Social Sciences

PSYC 11762 General Psychology 3

~~CACM 11001 Intro. to Conflict Management (d)..... 3~~

..... 3

Humanities and Fine Arts 9

~~PHIL 21001 Intro to Ethics (g)..... 3~~

_____ 3

Choose ONE from Fine Arts (See Reverse)

_____ 3

Basic Sciences (6-7)

_____ 3

_____ 3

_____ lab..... (1)

Additional

~~COMM 15000 Intro. to Human Comm..... 3~~

PSYC 20651 Child Psychology..... 3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

84 hours

Professional Coursework (~~89~~ hours) "C" or better and a 3.0 in all professional coursework is required

ASL/SPED	19201	American Sign Language I	4
ASL/SPED	19202	American Sign Language II.....	4
ASL/SPED	29201	American Sign Language III.....	3
ASL/SPED	29202	American Sign Language IV	3
ASL/SPED	39201	American Sign Language V.....	3
ASL/SPED	39202	American Sign Language VI	3
ITEC	19525	Educational Technology	3
CULT	29535	Education in a Democratic Society...	3
SPA	34104	Speech & Lang Devel (**Spring only**)....	3
~~SPA~~	~~43600~~	~~Fund of Educ Audiology~~	~~3~~
SPED	23000	Intro. to Exceptionalities.....	3
SPED	*43010	Family & Prof Collaboration	3
SPED	*43100	Survey of the Interpretg Profession ..	3
SPED	43101	Deaf Culture and Community	3
SPED	*43102	Interpreting Processes I	3
SPED	*43103	Interpreting Processes II.....	3
SPED	*43104	Interpreting Processes III.....	3
SPED	*43105	Signed English & Other Systems	3
SPED	43106	Classroom Setting Interpreting.....	3
SPED	43107	Non-Classroom Setting Interpreting...	3
SPED	*43108	ASL Linguistics & Usage.....	3
SPED	*43092	Practicum: Deaf Ed-Resid. School	1
SPED	*43110	Discourse Analysis for Interpreters	3
SPED	*43111	The Professional Interpreter	3
W SPED	43309	Deaf Studies	3

*Must have approved Checklist for Ed. Interpreter Majors and have indicator in the computer system to register

Advanced Practicum Block

Sign Proficiency at Intermediate or Above Required

SPED	49525	Inquiry into Professional Practice	3
SPED	43981	Advanced Practicum in Educ Interp...	9

Must apply for Advanced Practicum 1 year in advance.

All Kent Core, content, and professional (education) coursework must be completed prior to Advanced Practicum.

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Professional Advisor's Signature _____

Each semester, meet with your Assigned Faculty Advisor: _____

Total Hours of Credit _____

Hours Needed:

General Coursework _____

Professional Coursework _____

Total for Degree _____

Please Refer to Page 2 for Program Notes

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

Special Education

Mild/Moderate ~~Intervention Specialist~~ (Grades K-12) ~~129-130 hours~~

~~INSP~~ MLDM SPED

CY ~~2010~~ 2011

Name: _____

Catalog Year: _____

Banner#: _____

Date: _____

Please note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work ~~(45-46 hours)~~ (42-43 hours)

US 10097 DestinationKent:First Year Experience .. 1

Composition

ENG 11011 College Writing I 3

ENG 21011 College Writing II 3

Mathematics & Critical Reasoning

MATH 14001 Math Concepts I..... 4

(MATH 14002, also required, is in the Additional category)

Social Sciences 6

~~PSYC 11762 General Psychology ..... 3~~

~~d JMC 20001 Media, Power & Culture ..... 3~~

Basic Sciences *Choose TWO from Basic Sciences (See Reverse)* 6-7

_____ 3

_____ 3

_____ lab ..... (1)

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Humanities and Fine Arts 9

~~*Select TWO ENG from the following:* ..... 6~~

~~ENG 22071 Great Books I (3)~~

~~ENG 22072 Great Books II (3)~~

~~ENG 21054 Intro. to Shakespeare (3)~~

~~g THEA 11000 The Art of Theatre ..... 3~~

Additional

COMM 15000 Intro. to Human Communication 3

MATH 14002 Math Concepts II 4

Language Arts Emphasis – *Choose ONE of the following*:..... 3

ENG 31001 Fund. of English Grammar

ENG 31003 Linguistics

ENG 34004 British Literature, 1800-1900

ENG 34005 British Literature, 1900-Present

(ENG 25002 Literature in English II)

(note: remains 84 hours, previous error)

Professional Course Work (84 Hours) A "C" or better is required(3.0 required in professional coursework)

Prerequisite Course work for Admission to Advanced Study:

CULT 29535 Education in a Democratic Society..... 3

Other Required Education Coursework*:..... 9

ITEC 19525 Educational Technology (3)

EPSY 29525 Educational Psychology (3)

SPED 23000 Intro. to Exceptionalities (3)

(Prerequisite for remaining SPED courses)

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

***At least one of the Other Required Education courses (at left) must be taken prior to Admission to Advanced Study.**

These courses may be taken prior to Admission to Advanced Study (see sequencing guide):

SPA 34104 Speech & Lang Devel **(Spring only)**..... 3

SPED 43050 Characteristics Mild/Moderate 3

Advanced Study Course Work:

IMPORTANT: See attached sheet and your faculty advisor for course sequencing

CI 47501 Teaching Math in Early&Middle(fall) ... 3

CI 47502 Teaching Science Early&Middle(spr).... 3

CI 47503 Teaching Soc Stds in Early & Middle.... 3

CI 47504 Teaching Read & Writing in Middle..... 3

ECED 40105 Appropriate Phonics Instr..... 3

ECED 40126 Develop Reading and Writing in Early .. 3

HED 42575 Health & Learning..... 3

(HED 42575 course requirements include CPR & First Aid Cert)

MCED 40007 Teaching Reading with Literature..... 3

SPED 43010 Family & Prof Collaboration..... 3

SPED 43070 Plan/Program for Transitions 3

Block: (Recommended to be taken together)

w SPED 43020 Assessment in Special Ed..... 3

SPED 43030 Applied Behavior Analysis I 3

SPED 43060 Curr/Method in SPED 3

SPED 43992 Field Experience in SPED..... 3

Block: (Recommended to be taken together)

SPED 43031 Applied Behavior Analysis II 3

SPED 43040 Language & Reading in SPED 3

SPED 43062 Curr/Meth Mild/Moderate 3

SPED 44092 Field Experience in Mild/Mod..... 3

Student Teaching Block

SPED 49525 Inquiry into Professional Practice..... 3

SPED 43981 Student Teaching in SPED 9

Must apply for student teaching 1 year prior to student teaching

All Kent Core, content, and professional (education) coursework must be completed prior to Student Teaching.

~~**General Elective** 3~~

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Professional Advisor's Signature _____

Each semester, meet with your Assigned Faculty Advisor: _____

Please Refer to Page 2 for Program Notes

Total Hours of Credit _____

Hours Needed:

General Coursework _____

Professional Coursework _____

General Electives _____

Total for Degree _____

Special Education

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

Moderate/Intensive ~~Intervention Specialist~~ (Grades K-12) 127-128 hrs

~~INSP~~ MDIN SPED

CY ~~2010~~ 2011

Name: _____

Catalog Year: _____

Banner#: _____

Date: _____

Please note: This requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (39-40 hours)

US 10097 DestinationKent:First Year Experience.. 1

Composition

ENG 11011 College Writing I 3

ENG 21011 College Writing II 3

Mathematics& Critical Reasoning

MATH 14001 Math Concepts I 4

(MATH 14002, also required, is in the Additional category)

Social Sciences 6

~~PSYC 11762 General Psychology ..... 3~~

~~d JMC 20001 Media, Power & Culture ..... 3~~

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Basic Sciences 6-7

Choose TWO from Basic Sciences (See Reverse)

_____ 3

_____ 3

_____ lab..... (1)

Humanities and Fine Arts 9

~~*Select TWO ENG from the following:* ..... 6~~

~~ENG 22071 Great Books I (3)~~

~~ENG 22072 Great Books II (3)~~

~~ENG 21054 Intro. to Shakespeare (3)~~

~~g THEA 11000 The Art of Theatre ..... 3~~

Additional

COMM 15000 Intro. to Human Communication 3

MATH 14002 Math Concepts II 4

Professional Course Work (88 Hours) "C" or better is required
(3.0 required in professional coursework)

Prerequisite Course work for Admission to Advanced Study:

CULT 29535 Education in a Democratic Society 3

Other Required Education Coursework*: 9

ITEC 19525 Educational Technology (3)

EPSY 29525 Educational Psychology (3)

SPED 23000 Intro. to Exceptionalities (3)

(Prerequisite for remaining SPED courses)

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

***At least one of the Other Required Education courses (at left) must be taken prior to Admission to Advanced Study.**

These courses may be taken prior to Admission to Advanced Study (see sequencing guide):

PEP 25033 Life Span Motor Development 3

SPED 43051 Characteristics Moderate/Intens. (spr) ... 3

SPA 34104 Speech & Lang Devel **(Spring only)** 3

SPED/ASL 19201 American Sign Language I 4

Advanced Study Course Work:

IMPORTANT: See attached sheet and your faculty advisor for course sequencing

CI 47501 Teaching Math in Early&Middle(fall) ... 3

CI 47502 Teach Science Early&Middle(spr) ***OR***

CI 47503 Teaching Soc Stds in Early & Middle.... 3

CI 47504 Teaching Read & Writing in Middle..... 3

ECED 40105 Appropriate Phonics Instr 3

ECED 40126 Develop Read and Writing in Early 3

HED 42575 Health & Learning 3

(HED 42575 course requirements include CPR & First Aid Cert)

SPED 43010 Family & Prof Collaboration..... 3

Block: (Recommended to be taken together)

w SPED 43020 Assessment in Special Ed..... 3

SPED 43030 Applied Behavior Analysis I 3

SPED 43060 Curr/Method in SPED 3

SPED 43992 Field Experience in SPED..... 3

Block: (Recommended to be taken together)

SPED 43031 Applied Behavior Analysis II 3

SPED 43040 Language & Reading in SPED..... 3

SPED 43063 Curr/Meth Mod/Inten..... 3

SPED 44192 Field Experience in Mod/Intensive 3

SPED 43070 Plan/Program for Transitions 3

SPED 43080 Technology for SPED(spring only) ... 3

Student Teaching Block

SPED 49525 Inquiry into Professional Practice 3

SPED 43981 Student Teaching in SPED..... 9

Must apply for student teaching 1 year prior to student teaching

All Kent Core, content, and professional (education) coursework must be completed prior to Student Teaching.

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Professional Advisor's Signature _____

Each semester, meet with your Assigned Faculty Advisor: _____

Please Refer to Page 2 for Program Notes

Total Hours of Credit _____

Hours Needed:

General Coursework _____

Professional Coursework _____

Total for Degree _____

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

Gifted Education (Grades K-12) 138-153 hours
INSP (Submajors, pg. 3) (SELECTIVE ADMISSION PROGRAM) 2010

Name: _____ Catalog Year: _____

Banner#: _____ Date: _____

Please note: This Requirement sheet will become void unless 12 hours of credit at Kent State University have been earned in a two-year period. Preserve this sheet. It is your only assured official statement of degree requirements.

General Course Work (30-37 hours)

US 10097 First Year Experience FLASH Point.... 1

Composition

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

Mathematics & Critical Reasoning

MATH 14001 Math Concepts I 4
MATH 14002* Math Concepts II 4

*For Math concentration see faculty advisor before taking Math 14002

Humanities and Fine Arts

ENG 22071 Great Books I ***OR***
ENG 22072 Great Books II 3

Choose ONE..... 3

d HIST 11050 History of Civilization I (g)
d HIST 12070 *History of U.S.: Formative (d)
required for Social Studies Concentration
d PAS 23001 Black Exp I: Beginning–1865 (g)

Choose ONE from Fine Arts (See Reverse)

_____ 3

Diversity requirements met? ☐ **Global** ☐ **Domestic**

Social Sciences

PSYC 11762 General Psychology..... 3
GEOG 17063 World Geography (g) 3

Basic Sciences

NOTE: FOR SCIENCE CONCENTRATION, DO NOT TAKE THESE BASIC REQUIREMENTS. (SEE PAGE 3)

BSCI 10001 Human Biology 3

Choose ONE for Basic Sciences (see Reverse)

_____ 3
_____ lab..... 1

Additional

Courses are included in the Concentrations
(MATH 14002 can count toward 6 hr. requirement)

***C or better required in Kent Core for chosen concentrations**

Professional Coursework (65 hours) "C" or better is required

Prerequisite Coursework for Admission to Advanced Study:

All Advanced Study requirements must be completed prior to admission to Advanced Study (please refer to Checklist for requirements).

CULT 29535 Education in a Democratic Society 3

Other Required Education Coursework*:..... 9

ITEC 19525 Educational Technology (3)
EPSY 29525 Educational Psychology (3)
SPED 23000 Intro to Exceptionalities (3)
(Prerequisite for remaining SPED courses)

*At least one of the Other Required Education courses (above) must be taken prior to Admission to Advanced Study.

Must take Block I courses together in the same semester.

Block I: Pre-requisites for upper division courses

CHDS 20092 Field Experience I: Mid Child*..... 1
HDFS 24013 Early Adolescence..... 3

Advanced Study Course Work:

Please See Your Faculty Advisor For the Sequencing of Courses

Block II **(15)**

Fall Semester Only

MCED 30001 Teaching Mathematics in Mid Child I.... 3
MCED 30002 Integrated Soc. Studies & Science MC .. 3
MCED 31000 Teaching & Learning in MC 3
w MCED 40006 Reading and Writing in Mid Child..... 6

Block III **(6 hrs plus methods courses)**

Spring Semester Only

MCED 41000 Curriculum and Organization in MC..... 3
MCED 40007 Teaching Reading w/ Literacy MC 3
Concentration Advanced Methods (3-6 hrs; see page 3)

May be taken at any time during Advanced Study:

MCED 40005 Effective Use of Phonics..... 3

Professional Course Work for Gifted Education

SPED 5/43529 Nature & Needs of Gifted 3
SPED 5/43020 Assessment in Special Ed..... 3
SPED 5/43534 Social/Emotional of Gifted..... 3
SPED 5/43530 Instruct Process of Gifted..... 3

Student Teaching Semester (apply 1 year in advance) (13)

MCED 49525 Inquiry into Professional Practice ... 3
MCED 42357 Student Teaching MC/Gifted Ed.... 5
SPED 43981/63992 Student Teaching Gifted..... 5

All Kent Core, content, and professional (education) coursework must be completed prior to Student Teaching.

KENT STATE UNIVERSITY

Special Education

Roadmap: ~~Intervention Specialist~~ - Deaf Education - Bachelor of Science in Education

[EH-BSE-~~INSP~~ SPED-DFED]

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

Catalog Year: ~~2010-2011~~ 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [15 Credit Hours]				
ASL 19201 American Sign Language I or SPED 19201 American Sign Language I	4		B	Fall/Summer I only
MATH 14001 Basic Mathematics Concepts I	4		C	**Fulfills Kent Core Mathematics and Critical Reasoning**
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	6			See Kent Core Summary on page 3
Semester Two: [17 Credit Hours]				
Requirement: successful completion of Praxis I in Reading (174 score), Writing (172 score) and Mathematics (174 score)				
ASL 19202 American Sign Language II or SPED 19202 American Sign Language II	4		B	Spring/Summer 3 only
MATH 14002 Basic Mathematics Concepts II	4		C	**Fulfills Kent Core Additional**
SPED 23000 Introduction to Exceptionalities	3		C	**Fulfills domestic diversity course requirement**
~~PSYC 11762 General Psychology~~	~~3~~			~~Fulfills Kent Core Social Sciences and domestic diversity course requirement.~~
Kent Core Requirement	~~3~~ 6			See Kent Core Summary on page 3
Summer I				
If students are placed into any of the core mathematics courses (MATH 10021 to 10024) in the first two semesters, it is suggested that MATH 14001 and/or MATH 14002 be taken during the summer.				
Semester Three: [18 Credit Hours]				
ASL 29201 American Sign Language III or SPED 29201 American Sign Language III	3		C	Fall/Summer I only
CULT 29535 Education in a Democratic Society	3		C	
SPA 34105 Phonemic Bases of Speech and Language	3	■	C	Fall only
SPED 43309 Introduction to Deaf Studies	3	■	B-	
~~THEA 11000 The Art of Theatre~~	~~3~~			~~Fulfills Kent Core Fine Arts and global diversity course requirement~~
Kent Core Requirement	~~6~~ 3			See Kent Core Summary on page 3
Semester Four: [13 Credit Hours]				
Requirement: apply and be accepted for Advanced Study; 2.75 cumulative GPA.				
ASL 29202 American Sign Language IV or SPED 29202 American Sign Language IV	3		B-	Fall/Summer 3 only
EPSY 29525 Educational Psychology	3		C	
SPA 43600 Fundamentals of Educational Audiology	3	■	C	Spring only
~~ENG 21054 Introduction to Shakespeare or ENG 22071 Great Books I or ENG 22072 Great Books II~~	~~3~~			~~Two courses are required in the program; fulfills Kent Core Humanities~~
~~JMC 20001 Media, Power and Culture~~	~~3~~			~~Fulfills Kent Core Social Sciences~~
~~SPA 34104 Speech and Language Development~~	~~3~~	■	~~C~~	
Summer II				
It is suggested that students take any Kent Core courses missing from semesters 1-4 during in the summer.				

Get 14cr

Kent core requirement

KENT STATE UNIVERSITY

Roadmap: Intervention Specialist - Deaf Education - Bachelor of Science in Education
[EH-BSE-INSP-DFED]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Five: [15 Credit Hours]				
SPED 43310 Language Development for Deaf and Hard-of-Hearing Students	**3**	■	**B-**	**Offered in fall only**
CI 47501 Teaching Mathematics in Early and Middle Grades	3	■	C	
CI 47502 Science Teaching in Early and Middle Grades	3	■	C	
CI 47504 Teaching Reading and Writing in Middle Grades *or* ECED 40126 Developmental Reading and Writing: Early Years	3	■	C	
ITEC 19525 Educational Technology	3		C	
Semester Six: [15 Credit Hours]				
Requirement: apply for student teaching; minimum 2.75 cumulative GPA; prerequisite coursework completed or in progress				
SPED 43030 Applied Behavior Analysis I: Theory and Techniques	**3**	■	**C**	
SPED 43313 Literacy Assessment and Intervention for Deaf/Hard-of-Hearing Students	**6**	■	**B-**	**Offered in spring only**
SPED 43392 Practicum: Deaf Education	**2**	■	**S**	
~~SPED 43020 Assessment in Special Education~~	~~3~~	~~■~~	~~C~~	~~Fulfills writing-intensive course requirement~~
SPED 43092 Deaf Residential School Field Experience	1	■	S	
Semester Seven: [17 Credit Hours]				
Note: successful completion of the Sign Language Proficiency Interview (SLPI) at intermediate level or above and successful completion of all NCATE assessments.				
SPED 43311 Instruction of Deaf/Hard-of-Hearing Students with Special Needs	**3**	■	**B-**	
SPED 43324 Curriculum Methods and Materials for Deaf/Hard-of-Hearing Students	**3**	■	**B-**	
SPED 43392 Practicum: Deaf Education	**2**	■	**S**	
HED 42575 Health and Learning	3	■	C	
SPED 43010 Family and Professional Collaboration	3	■	C	
~~SPED 43031 Applied Behavior Analysis II: Application~~	3	■	C	
Semester Eight: [12 Credit Hours]				
SPED 43981 Student Teaching in Special Education	9	■	S	
SPED 49525 Inquiry into Professional Practice	3	■	C	
Semester Nine: [9 Credit Hours]				
~~COMM 15000 Introduction to Human Communication~~	~~3~~			~~Fulfills Kent Core Additional~~
~~ENG 21054 Introduction to Shakespeare *or* ENG 22071 Great Books I *or* ENG 22072 Great Books II~~	~~3~~			~~Select a course not taken earlier: fulfills Kent Core Humanities~~
~~General Elective (lower or upper division)~~	~~3~~			~~Number of credits required depends on meeting minimum 136 credit hours and minimum 39 upper-division credit hours~~

Kent Core requirement (3)

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
~~136~~ 123	39	36	THEA 11000 / PSYC 11762 or SPED 23000	ECED 40126 or SPED 43020	3.0	2.75

KENT STATE UNIVERSITY

Roadmap: Intervention Specialist - Deaf Education - Bachelor of Science in Education
[EH-BSE-INSP-DFED]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: 2010-2011

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with ~~COMM 15000 and~~ MATH 14002	~~0~~ 2
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; must be earned with minimum C grade	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	~~Fulfilled in this major with ENG 21054 and/or ENG 22071 (and/or ENG 22072) and THEA 11000~~	~~0~~ 9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 14001	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	~~Fulfilled in this major with JMC 20001 and PSYC 11762~~	~~0~~ 6

Notes on Licensure:

1. Successful complete Praxis II "Principles of Learning and Teaching" (grades K-6 passing score 168 or grades 7-12 passing score 165) and Praxis II specialty test "Education of Deaf and Hard-of-Hearing Students" (passing score 158). Praxis II "Introduction to the Teaching of Reading" (passing score 540) is necessary to meet "highly qualified teacher" (HQT) licensure.
2. Apply for teaching license (pick up licensure packet in 304 White Hall).

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit /www.kent.edu/catalog/2010/courseinformation/foreignlang.cfm for course list.

KENT STATE UNIVERSITY

Special Education

Roadmap: ~~Intervention Specialist~~ - Educational Interpreter - Bachelor of Science in Education

[EH-BSE-~~INSP~~-EI] 3EA

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

Catalog Year: ~~2010-2011~~ 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [15 Credit Hours]				
ASL 19201 American Sign Language I or SPED 19201 American Sign Language I	**4**		**C**	Fall/Summer 1 only
MATH 14001 Mathematical Concepts I	4			Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirement	6			See Kent Core Summary on page 2
14cr Semester Two: [17 Credit Hours]				
ASL 19202 American Sign Language II or SPED 19202 American Sign Language II	**4**		**C**	Spring/Summer 3 only
~~COMM 15000 Introduction to Human Communication~~	~~3~~			~~Fulfills Kent Core Additional~~
MATH 14002 Mathematical Concepts II	4			Fulfills Kent Core Additional
~~PSYC 11762 General Psychology~~ OSI	~~3~~			Fulfills Kent Core Social Sciences and domestic diversity course requirement
Kent Core Requirement	~~3~~ 2			See Kent Core Summary on page 2
Summer I				
If students are placed into any of the core mathematics courses (MATH 10021 to 10024) in the first two semesters, it is suggested that MATH 14001 and/or MATH 14002 be taken during the summer.				
Semester Three: [18 Credit Hours]				
SPED 23000 Introduction to Exceptionalities	**3**		**C**	**Fulfills domestic diversity course requirement**
SPED 43100 Survey of the Interpreting Profession	**3**	■	**C**	**Offered in fall only**
SPED 43106 Classroom Setting Interpreting	**3**	■	**C**	**Offered in fall only**
SPED 43309 Introduction to Deaf Studies	**3**	■	**C**	**Fulfills writing-intensive course requirement**
ASL 29201 American Sign Language III or SPED 29201 American Sign Language III	3		C	Fall/Summer 1 only
CULT 29535 Education in a Democratic Society	3		C	
Semester Four: [18 Credit Hours]				
SPA 34104 Speech and Language Development	**3**	■	**C**	**Offered in spring only**
SPED 43107 Non-Classroom Setting Interpreting	**3**	■	**C**	**Offered in spring only**
ASL 29202 American Sign Language IV or SPED 29202 American Sign Language IV	3		C	Spring/Summer 3 only
~~CACM 11001 Introduction to Conflict Management~~	~~3~~			~~Fulfills Kent Core Social Sciences and domestic diversity course requirement~~
ITEC 19525 Educational Technology	3		C	
Kent Core Requirement	~~3~~ 6			See Kent Core Summary on page 2
Summer II:				
It is suggested that students take any Kent Core courses missing from semesters 1-4 during in the summer.				
15cr Semester Five: [18 Credit Hours]				
SPED 43102 Interpreting Processes Deaf/Hard of Hearing I	**3**	■	**C**	**Offered in fall only**
SPED 43105 Signed English and Other Systems	**3**	■	**C**	Fall only
SPED 43111 The Professional Interpreter	**3**	■	**C**	Fall only
ASL 39201 American Sign Language V or SPED 39201 American Sign Language V	3	■	C	Fall only
~~PHIL 21001 Introduction to Ethics~~	~~3~~			~~Fulfills Kent Core humanities and global diversity requirement~~
PSYC 20651 Child Psychology	3			Fulfills Kent Core Additional and domestic diversity course requirement

KENT STATE UNIVERSITY

Kent Core requirement (3)

Roadmap: Intervention Specialist - Educational Interpreter - Bachelor of Science in Education
[EH-BSE-INSP-EI]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Six: [16 Credit Hours]				
Requirement: apply for student teaching				
SPED 43092 Deaf Residential School Field Experience	**1**	■	**C**	**Offered in spring only**
SPED 43101 Deaf Culture and Community	**3**	■	**C**	~~**Must be taken together,**~~
SPED 43110 Discourse Analysis for Interpreters	**3**	■	**C**	**offered in spring only**
SPED 43103 Interpreting Processes Deaf/Hard-of-Hearing II	**3**	■	**C**	**Offered in spring only**
ASL 39202 American Sign Language VI *or* SPED 39202 American Sign Language VI	3	■	C	Spring Only
~~SPA 43600 Fundamentals of Educational Audiology~~	~~3~~	~~■~~	~~C~~	
Semester Seven: [15 Credit Hours]				
Requirement: successful completion of the Sign Language Proficiency Interview (SLPI) at intermediate level or above.				
SPED 43104 Interpreting Process III	**3**	■	**C**	**Offered in fall only**
SPED 43108 American Sign Language Linguistics and Usage	**3**	■	**C**	**Offered in fall only**
SPED 43010 Family and Professional Collaboration	3	■	C	
Kent Core Requirement	6			See Kent Core Summary below
Semester Eight: [12 Credit Hours]				
SPED 43981 Advanced Practicum in Educational Interpreting	**9**	■	**S**	
SPED 49525 Inquiry Seminar into Professional Practice	**3**	■	**C**	

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
~~129~~ 123	39	36	PHIL 21001 / CACM 11001, PSYC 11762, 20651 or SPED 23000	SPED 43309	2.75	2.75

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with ~~COMM 15000 and/or~~ MATH 14002 and~~/or~~ PSYC 20651	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; must be earned with minimum C grade	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	~~3 credits fulfilled in this major with PHIL 21001~~	~~6~~ 9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 14001	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Fulfilled in this major with ~~CACM 11001 and~~ PSYC 11762	~~3~~ 3

Notes on Licensure:

1. Successfully complete Praxis II "Principles of Learning and Teaching" (grades K-6 passing score 168 or grades 7-12 passing score 165) and Praxis II specialty test "Education of Deaf and Hard-of-Hearing Students" (passing score 158). Praxis II "Introduction to the Teaching of Reading" (passing score 540) is necessary to meet "highly qualified teacher" (HQT) licensure.
2. Apply for teaching license (pick up licensure packet in 304 White Hall).

KENT STATE UNIVERSITY

Roadmap: Intervention Specialist - Educational Interpreter - Bachelor of Science in Education
[EH-BSE-INSP-EI]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: 2010-2011

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY

Special Education

Roadmap: ~~Intervention Specialist~~ - Mild/Moderate - Bachelor of Science in Education
[EH-BSE-~~INSP~~-MLDM]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: ~~2010-2011~~ 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [14 Credit Hours]				
MATH 14001 Basic Mathematical Concepts I	**4**		**C**	**Fulfills Kent Core Mathematics and Critical Reasoning**
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirements	9			See Kent Core Summary on page 3
Semester Two: [16 Credit Hours]				
Requirement: successful completion of Praxis I in Reading (174 score), Writing (172 score) and Mathematics (174 score)				
MATH 14002 Basic Mathematical Concepts II	**4**		**C**	Fulfills Kent Core Additional
CULT 29535 Education in a Democratic Society	**3**		**C**	
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
~~PSYC 11762 General Psychology~~	~~3~~			~~Fulfills Kent Core Social Sciences and domestic diversity requirement~~
Kent Core Requirement	~~3~~ 6			See Kent Core Summary on page 3
Summer I				
If students are placed into any of the core mathematics courses (MATH 10021 to 10024) in the first two semesters, it is suggested that MATH 14001 and/or MATH 14002 be taken during the summer.				
Semester Three: [15 Credit Hours]				
EPSY 29525 Educational Psychology	**3**		**C**	
SPED 23000 Introduction to Exceptionalities	**3**		**C**	**Fulfills domestic diversity course requirement**
~~ENG 21054 Introduction to Shakespeare~~ ~~or ENG 22071 Great Books I~~ ~~or ENG 22072 Great Books II~~	~~3~~			~~Two courses are required in the program~~ ; ~~fulfills Kent Core Humanities~~
~~JMC 20001 Media, Power and Culture~~	~~3~~			~~Fulfills Kent Core Social Sciences~~
~~THEA 11000 The Art of Theatre~~	~~3~~			~~Fulfills Kent Core Fine Arts and global diversity course requirement~~
~~General Elective~~	~~3~~			
Semester Four: [15 Credit Hours]				
Requirement: apply and be accepted for Advanced Study; 2.75 cumulative GPA required				
ITEC 19525 Educational Technology	**3**		**C**	
SPED 43050 Characteristics of Students with Mild/Moderate Intervention Needs	**3**	■	**C**	
~~ENG 21054 Introduction to Shakespeare~~ ~~or ENG 22071 Great Books I~~ ~~or ENG 22072 Great Books II~~	~~3~~			~~Two courses are required in the program~~ ; ~~fulfills Kent Core Humanities~~
ENG 31001 Fundamentals of English Grammar *or* ENG 31003 Linguistics *or* ENG 34004 British Literature, 1800-1900 *or* ENG 34005 British Literature, 1900-Present	3			
SPA 34104 Speech and Language Development	3	■	C	
Summer II				
It is suggested that students take any Kent Core courses missing from semesters 1-4 during in the summer.				

15 cr.

Kent core (9)

Kent Core requirement (3)

KENT STATE UNIVERSITY

Roadmap: Intervention Specialist - Mild/Moderate - Bachelor of Science in Education
[EH-BSE-INSP-MLDM]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Five: [18 Credit Hours]				
CI 47501 Teaching Mathematics in Early and Middle Grades	3	■	C	
CI 47503 Teaching Social Studies in Early and Middle Grades	3	■	C	
CI 47504 Teaching Reading and Writing in Middle Grades	3	■	C	
ECED 40105 Appropriate Phonics Instruction for Kindergarten and Primary Children	3	■	C	
ECED 40126 Developmental Reading and Writing: Early Years	3	■	C	Fulfills writing-intensive course requirement
SPED 43010 Family and Professional Collaboration	3	■	C	
Semester Six: [18 Credit Hours]				
Requirement: apply for student teaching with minimum 2.75 cumulative GPA and prerequisite coursework completed or in progress				
SPED 43030 Applied Behavior Analysis I: Theory and Techniques	**3**	■	**C**	
SPED 43060 Curriculum Methods in Special Education	**3**	■	**C**	
CI 47502 Science Teaching in Early and Middle Grades	3	■	C	
MCED 40007 Teaching Reading with Literature in Middle Childhood	3	■	C	
SPED 43020 Assessment in Special Education	3	■	C	
SPED 43992 Field Experience in Special Education	3	■	S	
Semester Seven: [18 Credit Hours]				
HED 42575 Health and Learning: Strategies for Students and Teachers	3	■	C	
SPED 43031 Applied Behavior Analysis II: Application	3	■	C	
SPED 43040 Language and Reading in Special Education	3	■	C	
SPED 43062 Curriculum Methods Mild/Moderate Intervention	3	■	C	
SPED 43070 Planning and Programming for Transitions	3	■	C	
SPED 44092 Field Experience for Mild/Moderate Intervention Specialist	3	■	C	
Semester Eight: [12 Credit Hours]				
SPED 43981 Student Teaching in Special Education	9	■	S	
SPED 49525 Inquiry Seminar into Professional Practice	3	■	C	

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
~~120~~	39	36	~~THEA 110007~~ SPED 23000	ECED 40126	3.0	2.75

126

KENT STATE UNIVERSITY

Roadmap: Intervention Specialist - Mild/Moderate - Bachelor of Science in Education
[EH-BSE-INSP-MLDM]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: 2010-2011

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and MATH 14002	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test. Must earn a C or better in both courses.	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	~~Fulfilled in this major with ENG 21054 and/or 22071 and/or 22072, and THEA 11000~~	~~0~~ 9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 14001	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	~~Fulfilled in this major with PSYC 11762 and JMC 20001~~	~~0~~ 6

Notes on Licensure:

1. Successful complete Praxis II "Principles of Learning and Teaching" (grades K-6 passing score 168 or grades 7-12 passing score 165) and Praxis II specialty test "Education of Deaf and Hard-of-Hearing Students" (passing score 158). Praxis II "Introduction to the Teaching of Reading" (passing score 540) is necessary to meet "highly qualified teacher" (HQT) licensure.
2. Apply for teaching license (pick up licensure packet in 304 White Hall).

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

KENT STATE UNIVERSITY

Roadmap: ~~Intervention Specialist~~ Special Education - Moderate/Intensive - Bachelor of Science in Education
[EH-BSE-~~INSP~~ EBSE-MDIN]
College of Education, Health and ~~Human~~ Services
School of Lifespan Development and Educational Sciences
Catalog Year: ~~2010-2011~~ 2011 - 2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [14 Credit Hours]				
MATH 14001 Basic Mathematical Concepts I	**4**		**C**	**Fulfills Kent Core Mathematics and Critical Reasoning**
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
Kent Core Requirements	9			See Kent Core Summary on page 3
Semester Two: [16 Credit Hours]				
Requirement: successful completion of Praxis I in Reading (174 score), Writing (172 score) and Mathematics (174 score)				
CULT 29535 Education in a Democratic Society	**3**		**C**	
MATH 14002 Basic Mathematical Concepts II	**4**		**C**	Fulfills Kent Core Additional
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
~~JMC 20001 Media, Power and Culture~~	~~3~~			~~Fulfills Kent Core Social Sciences~~
~~PSYC 11762 General Psychology~~	~~3~~			~~Fulfills Kent Core Social Sciences and domestic diversity requirement~~
Summer I				
If students are placed into any of the core mathematics courses (MATH 10021 to 10024) in the first two semesters, it is suggested that MATH 14001 and/or MATH 14002 be taken during the summer.				
Semester Three: [16 Credit Hours]				
EPSY 29525 Educational Psychology	**3**		**C**	
SPED 23000 Introduction to Exceptionalities	**3**		**C**	**Fulfills domestic diversity course requirement**
ASL 19201 American Sign Language I *or* SPED 19201 American Sign Language I	4		C	
Kent Core Requirements	~~8~~ 6			See Kent Core Summary on page 3
~~General Electives~~	~~3~~			
Semester Four: [18 Credit Hours]				
Requirement: apply for and be accepted to Advanced Study				
SPED 43051 Characteristics of Students with Moderate/Intensive Intervention Needs	**3**	■	**C**	
~~ENG 21054 Introduction to Shakespeare~~ *or* ENG 22071 Great Books I *or* ~~ENG 22072 Great Books~~	~~3~~			~~Fulfills Kent Core Humanities~~
ITEC 19525 Educational Technology	3		C	
PEP 25033 Lifespan Motor Development	3		C	
SPA 34104 Speech and Language Development	3	■	C	Offered in spring only
~~THEA 11000 The Art of Theatre~~	~~3~~			~~Fulfills Kent Core Fine Arts and global diversity course requirement~~
Summer II				
It is suggested that students take any Kent Core courses missing from semesters 1-4 during the summer.				

Kent Core (6)

Kent Core requirements (6)

KENT STATE UNIVERSITY

Roadmap: Intervention Specialist - Moderate/Intensive - Bachelor of Science in Education
[EH-BSE-INSP-MDIN]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Five: [18 Credit Hours]				
CI 47501 Teaching Mathematics in Early and Middle Grades	3	■	C	
CI 47504 Teaching Reading and Writing in Middle Grades	3	■	C	
ECED 40105 Appropriate Phonics Instruction for Kindergarten and Primary Children	3	■	C	
ECED 40126 Developmental Reading and Writing: Early Years	3	■	C	Fulfills writing-intensive course requirement
HED 42575 Health and Learning: Strategies for Students and Teachers	3	■	C	
SPED 43010 Family and Professional Collaboration	3	■	C	
Semester Six: [18 Credit Hours]				
Requirement: apply for student teaching				
SPED 43030 Applied Behavior Analysis I: Theory and Techniques	**3**	■	**C**	
CI 47502 Science Teaching in Early and Middle Grades *or* CI 47503 Teaching Social Studies in Early and Middle Grades	3	■	C	
SPED 43020 Assessment in Special Education	3	■	C	
SPED 43060 Curriculum Methods in Special Education	3	■	C	
SPED 43080 Assistive Technology for Students with Disabilities	3	■	C	
SPED 43992 Field Experience in Special Education	3	■	S	
150 **Semester Seven: [18 Credit Hours]**				
~~ENG 21054 Introduction to Shakespeare~~ ~~*or* ENG 22071 Great Books I~~ ~~*or* ENG 22072 Great Books~~	~~3~~			~~Fulfills Kent Core Humanities~~
SPED 43031 Applied Behavior Analysis II: Application	3	■	C	
SPED 43040 Language and Reading in Special Education	3	■	C	
SPED 43063 Curriculum Methods Moderate/Intensive Intervention	3	■	C	
SPED 43070 Planning and Programming for Transitions	3	■	C	
SPED 44192 Field Experience for Moderate/Intensive Intervention Specialist	3	■	S	
Semester Eight: [12 Credit Hours]				
SPED 43981 Student Teaching in Special Education	9	■	S	
SPED 49525 Inquiry Seminar into Professional Practice	3	■	C	

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
~~130~~	39	36	~~THEA 11000 /~~ SPED 23000	ECED 40126	3.0	2.75

127

KENT STATE UNIVERSITY

Roadmap: Intervention Specialist - Moderate/Intensive - Bachelor of Science in Education
[EH-BSE-INSP-MDIN]
College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
Catalog Year: 2010-2011

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and MATH 14002	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test. Must earn a C or better in both courses.	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	~~Fulfilled in this major with ENG 21054 and/or 22071 and/or 22072; and THEA 11000~~	X 9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 14001	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	~~Fulfilled in this major with PSYC 11762 and JMC 20001~~	X 6

Notes on Licensure:

1. Successful complete Praxis II "Principles of Learning and Teaching" (grades K-6 passing score 168 or grades 7-12 passing score 165) and Praxis II specialty test "Education of Deaf and Hard-of-Hearing Students" (passing score 158). Praxis II "Introduction to the Teaching of Reading" (passing score 540) is necessary to meet "highly qualified teacher" (HQT) licensure.
2. Apply for teaching license (pick up licensure packet in 304 White Hall).

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

CONTENT AREA COURSE WORK FOR CONCENTRATIONS

Select two of the following concentrations. Upon completion students will be licensed to teach in those two subject areas.

Please note: A minimum grade of "C" is required in each concentration course.

Reading/Language Arts (15 Hours)

ENG 31001 Fundamentals of English Grammar ***OR***
ENG 31003 Linguistics 3
COMM 15000 Intro. to Human Communication 3
ENG 25002 Literature in English II 3
ENG 21001 Intro to Ethnic Literature of the U.S. ***OR***
ENG 21002 Intro to Women's Literature 3
COMM 26000 Criticism of Public Speaking ***OR***
JMC 20001 Media, Power, and Culture 3

Specialty Area Test for Licensure: MC Language Arts

Social Studies (24 Hours)

ECON 22060 Principles of Microeconomics 3
POL 10100 American Politics 3
SOC 12050 Intro to Sociology **OR**
ANTH 18210 Intro to Cultural Anthropology 3
HIST 11050 History of Civilization I 3
HIST 11051 History of Civilization II 3
Choose ONE: 3
POL 10500 World Politics
30540 African Politics
30550 Latin American Politics
30520 European Politics
Choose ONE: 3
HIST 31061 History of Ohio
31126 History of Middle East
31130 History of African Civilization
31140 Modern Latin America
w 42297 Colloquium: China and Japan
GEOG 37010 Geography of Ohio
37040 Geography of Africa
37070 Geography of East & SE Asia
37084 Geography of South America
37085 Geography of Central America & Mexico
ANTH 38250 Religion: Search for Meaning
48210 Culture & Communication
48260 Culture Conflict
48270 Native Peoples- North America

MCED 40003 Teaching Social Studies in Mid Child II 3

Specialty Area Test for Licensure: MC Social Studies

This program includes two licensure areas: Middle Childhood and Gifted Education Intervention Specialist. Students enter the program through the Middle Childhood Education cohort. Two concentration areas are required for licensure in Middle Childhood Education. Students may apply for the combined bachelors/masters program. A maximum total of 13 credit hours can be earned at the graduate level. Students who are not accepted into graduate school may complete the program with 131-149 undergraduate hours.

Science (28-29 Hours)

BSCI 10002 Life on Plant Earth ***OR***
ANTH 18630 Human Evolution 3
BSCI 10120 Bio Foundations 4
CHEM 10030 Chemistry in Our World 3
PHY 11030 7 Ideas that Shook the Universe 3
Choose a minimum of 5 hours of course work from Physical Science 5
CHEM 10060 General Chemistry I (4) ***AND***
CHEM 10062 (1)
OR
PHY 13001 General College Physics (4) ***AND***
PHY 13021 Lab (1)

Choose one *from Earth Sciences:* 4
GEOL 11040 Earth Dynamics (3) *AND*
GEOL 11041 Earth Dynamic Lab (1)
OR
GEOL 11042 Earth History (3) *AND*
GEOL 11043 Earth History Lab (1)
*Science Electives (**Choose one** course):* 3-4
GEOL 21080 Oceanography (3)
GEOL 41073 Geology of Ohio (3)
GEOG 31062 Fundamentals of Meteorology (3)
GEOG 41073 Conservation of Natural Resources (3)
BSCI 20275 Local Flora (4)
BSCI 20021 Basic Microbiology (3)
BSCI 30560 Invertebrate Zoology (4)
BSCI 10110 Bio Diversity (4)
PHY 24001 Astronomy (3)
PHY 21430 Frontiers in Astronomy (3)
PHY 21040 Physics in Entertainment & Arts (3)

MCED 40002 Teaching Science in Middle Childhood II 3

Specialty Area Test for Licensure: MC Science

Mathematics (25-27) (See Faculty Advisor)

MATH 11010 Algebra for Calculus 3
MATH 11022 Trigonometry 2
MATH 12002 Analytic Geom and Calc I 5
MATH 34001 Fundamental Concepts of Algebra 3
MATH 34002 Fundamental Concepts of Geometry 3
MATH 10041 Elementary Probability and Stats **OR**
MATH 30011 Basic Probability and Stats 3
Choose ONE: 3-5
MATH 12003 Analytic Geometry and Calculus II (5)
MATH 21001 Linear Algebra with Applications (3)
MATH 22005 Analytic Geometry and Calculus III (3)
MATH 31011 Discrete Mathematics (3)

MCED 40001 Teaching Mathematics in Mid Child II 3

Specialty Area Test for Licensure: MC Mathematics

I have reviewed the requirement sheet and professional requirements with an advisor and assume responsibility for remaining informed and completing my program.

Student Signature _____

Program Counselor's Signature _____

Each semester, meet with your Assigned Faculty Advisor:_____

Total Hours Completed: _____
Hours Needed: _____
General Coursework _____
Concentration I _____
Concentration II _____
Professional Coursework _____
Total for Degree _____

Please refer to page 2 for program notes.

GSSL - Social Studies/Language Arts **GMSS - Mathematics/Social Studies** **GMLA - Mathematics/Language Arts**
GSSS - Social Studies/Science **GLAS - Language Arts/Science** **GMS - Mathematics/Science**

SPED Meeting Agendas and Minutes are available on our wiki at https://mediawiki.kent.edu/doku/doku.php?id=sped. Following are the minutes from the September 8th meeting when curricular decisions were affirmed.

Meeting: September 8, 2010 – ATTENDANCE: PENA, PAM, BECKY, KPF, SANNA, KAREN, CHRISTY, ROB, ANDREW, SLOANE (MARY ALSO ATTENDED)

KPF to work with Melody to figure out if Prek endorsement is in order, what should be inactivated, and if we can put in for OBR review as part of the whole for SPED

Mary will follow up with Deb H. to determine what aspects of SPED could be >50% and will need to go through review with OBR.

Notes - if you want to update a basic data sheet, start with your sub-coordinator, go to sped, then through curriculum. Good idea to indicate that a course could/would/may be offered online.

Future needs/topics - use some SPED time to talk about how we are teaching online, have someone come in and update us, show and share, etc.; consider the different technologies that are being used and how to ensure access and participation by students.

Advising - need to get things to be more consistent, might be another sub-topic for down the road; group advising once a semester (e.g., before they move to advanced study); Becky will offer a group advising session for fall for UG SPED students.

Interviewing master's degree students when they have a questionable application or appeal the decision. KPF to add language to the SPED website to clarify the application process (who to get letters from, what to write on their goal statement) and how long to expect the proceess to take put specific dates on the website for fall, spring, summer admission.

We'll do interviews for now for those who have suspect or concerning apps. Deaf Ed and ECI - Sloane for Autism - Christy for BISP; will their own and any faculty can do MM and MI. Rob will edit the short interview form and then forward back to person doing admits. For reconsiderations, a 2nd faculty person will review and possibly interview again.

Discussion regarding grand coordinator: Melody and Mary will talk to the Dean about options and get back to SPED faculty.

Gifted update: Sharon Hall was hired; cohort begins in January 2011

Future topic...revisit the master's degree prospectus - need to discuss and then revise and send through

[Edit]

Curriculuar Actions

Melody proposed the following curriculuar actions as a summary of discussions we have held over past few months. All proposals endorsed by all faculty (no nays):

1. Inactivate all Gifted UG courses and programs

2. revise masters plan of study for consistency

3. reanme BSE INSP degree to BSE Special Education (SPED) to be consistent at all degree levels and to reflect field

4. revise program requirements for BSE INSP degree by removing specifed Kent Core courses

5. revise PhD plan of study for consistency

[Edit]

E-mails from Curriculum and Instruction, Health Education, School Psychology, and Educational Psychology indicating that there are no encroachment issues with Special Education establishing the three following doctoral courses:

*Contemporary Issues in Special Education
*Discourse and Dialogue in Special Education
*Research Grant Development for Disability Programs

From: TANKERSLEY, MELODY
Sent: Monday, November 22, 2010 10:20 PM
To: WAS, CHRISTOPHER; ANHALT, KARLA; HENDERSON, JAMES
Subject: SPED PhD Courses

Hi! In Special Education, we've been using a special topic seminar number for three courses we offer routinely—two seminars related to issues in the field of special education and one on grant writing. I'm wondering if you can review the documents and send me an email of whether the course content would duplicate any doctoral courses that you offer. I didn't think about this earlier, but I need it for the upcoming curriculum committee meetings, if possible.

Thank you!

Melody

Melody,

With respect to the C&I Program Area, I don't notice any encroachment issues that we need to discuss.

Dr. James Henderson
Professor of Curriculum Studies
Coordinator of C&I Master's and Ph.D. Programs
404 White Hall
Kent State University
Kent, OH 44242
330-672-0631

Melody: I am writing this email on behalf of the Health Education and Promotion program which is in the School of Health Sciences. We do not consider it encroachment should a grant writing doctoral seminar be established by the Special Education program within the School of Life Span Development and Educational Studies (LDES).
Lynne

Lynne E. Rowan, Ph.D., CCC-SLP
Interim Director
School of Health Sciences
Kent State University

Re: SPED PhD Courses
WAS, CHRISTOPHER
Sent: Tue 11/23/2010 8:40 AM
To: TANKERSLEY, MELODY

None of these duplicate our courses, I would however like to send some of my doc students to the grant writing course.

Yes, there are no encroachment issues with the school psychology program related to the SPED doctoral courses being submitted/proposed.

Thanks!

Karla

Karla Anhalt, Ph.D.
Associate Professor & Co-Coordinator
School Psychology Program
Kent State University
405 White Hall
Kent, OH 44242
Phone: 330-672-0582
Fax: 330-672-2512
E-mail: kanhalt@kent.edu

From: TANKERSLEY, MELODY
Sent: Tuesday, November 23, 2010 11:43 AM
To: ANHALT, KARLA
Subject: RE: SPED PhD Courses

Does this mean that it's OK with SPSY if we go ahead with our proposal? That we will not encroach on your program by offering them?

Thanks! Mel

Melody Tankersley, PhD
Professor, Special Education
School of Lifespan Development and Educational Sciences
College of Education, Health, and Human Services
Kent State University
405 White Hall
Kent, OH 44242

mtankers@kent.edu
330.672.2294 (for assistance)
330.672.0605 (voice message)
330.672.2512 (fax)

From: ANHALT, KARLA
Sent: Tuesday, November 23, 2010 11:12 AM
To: TANKERSLEY, MELODY
Subject: RE: SPED PhD Courses

That's wonderful! Thanks for the update and for offering these seminars on a regular basis!

Karla

From: AUGUSTINE, SUSAN
Sent: Friday, December 03, 2010 3:10 PM
To: AUGUSTINE, SUSAN
Subject: FW: SPED proposal

From: GUILLOT-MILLER, LYNNE
Sent: Friday, December 03, 2010 12:32 PM
To: PAGE, BETSY; CURRY, DALE; VIERSTRA, COURTNEY; KOVALIK, CINDY; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY
Cc: Dellman-Jenkins, Mary
Subject: RE: SPED proposal

I approve of the proposed changes.

Lynne

Lynne Guillot Miller, Ph.D.
Associate Professor
Counseling and Human Development Services
310 White Hall
Kent State University
Kent, OH 44242

330-672-0697
lguillot@kent.edu

http://chdsw.educ.kent.edu/

From: KOVALIK, CINDY
Sent: Friday, December 03, 2010 11:47 AM
To: PAGE, BETSY; CURRY, DALE; VIERSTRA, COURTNEY; GUILLOT-MILLER, LYNNE; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY
Cc: Dellman-Jenkins, Mary
Subject: RE: SPED proposal

I'm willing to approve the changes as noted by Susan. Thanks to Susan for catching this .

Cindy Kovalik

From: VIERSTRA, COURTNEY
Sent: Friday, December 03, 2010 11:43 AM
To: PAGE, BETSY
Cc: PAGE, BETSY; CURRY, DALE; KOVALIK, CINDY; GUILLOT-MILLER, LYNNE; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY; Dellman-Jenkins, Mary
Subject: Re: SPED proposal

The proposed changes are ok with me. I vote to approve the changes.
Courtney

From: CURRY, DALE
Sent: Friday, December 03, 2010 11:40 AM
To: PAGE, BETSY; VIERSTRA, COURTNEY; KOVALIK, CINDY; GUILLOT-MILLER, LYNNE; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY

Cc: Dellman-Jenkins, Mary
Subject: RE: SPED proposal

I am okay with the proposal as written and vote to approve of the changes.

dale

From: PAGE, BETSY
Sent: Friday, December 03, 2010 11:37 AM
To: PAGE, BETSY; CURRY, DALE; VIERSTRA, COURTNEY; KOVALIK, CINDY; GUILLOT-MILLER, LYNNE; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY
Cc: Dellman-Jenkins, Mary
Subject: FW: SPED proposal

After our meeting, Susan has determined that additional changes may need to be made in the Special Education area. I am asking that you please read the attached proposal.
I would like a reply from each of you by 5PM Monday to the following questions:

Are you willing to act on the changes Susan noted electronically or do you want to discuss this at a regular meeting?

If you are willing to act electronically, do approve of the changes?

Thanks,
Betsy

From: AUGUSTINE, SUSAN
Sent: Friday, December 03, 2010 9:42 AM
To: AUGUSTINE, SUSAN; PAGE, BETSY
Cc: TANKERSLEY, MELODY; Dellman-Jenkins, Mary
Subject: RE: SPED proposal

Here is the proposal, with amendment in red.

From: AUGUSTINE, SUSAN
Sent: Friday, December 03, 2010 9:27 AM
To: PAGE, BETSY
Cc: TANKERSLEY, MELODY; Dellman-Jenkins, Mary
Subject: SPED proposal

Betsy,
After investigation, it was found that INSP MEd program did not go through the curriculum process to formally change their name to Special Education. However, since it is being treated as if they did and the proposal was presented as if it were already special ed, is it acceptable to revise the paperwork to change both the BSE and MED at the same time? It would have to go to the SCC electronically, of course, to make sure there are no objections. Since this possibility was discussed at the meeting, it is not a new discussion item, just a clarification and correction of a problem that was uncovered. You may present it as: If there are no objections, the curriculum proposal will be amended to include the revision of the name of the MED INSP major to MED SPED. This will bring into alignment with appropriate language in the field. It will also provide consistency across all degree levels.

If this does not happen now, another curriculum proposal will have to be done next cycle, which isn't a huge problem but it is so much easier if we can get this all done at once. It will only take me a few minutes to revise all of the paperwork to reflect this change.

What do you think?

~Susan

AUGUSTINE, SUSAN

From: LUFT, PAMELA
Sent: Monday, November 22, 2010 3:48 PM
To: AUGUSTINE, SUSAN
Subject: SPED Meeting Minutes

Meeting Minutes

11-10-10 Meeting

Updates from Committees

- Program Coordinators Meeting: University wide admissions (centralized) - Likely to begin January 1st - will move to RAGS website
- Teacher Education Coordinators: NCATE is moving toward CAPE; all faculty need to read NCATE report and discuss at the sub-program level

Issue with Graduate Student Senate Representation (KPF - see Sophie's email)

Grad Council and transition to university-wide services (1/1/11 for EHHS) transition plan

Tier 1 responsibility updates and review (whole group - just need to clarify who is doing what and update/correct the wiki)

Discussion at end of meeting with Subcoordinators to develop a better strategy for finalizing the schedule each semester as well as the faculty load wiki page (KPF)

Student Survey (mjt) Page to draft ideas for Student Survey

Spring 2011 SPED Meetings Schedule (mjt)

EDIN course size limits

- Recommendation that only 8-10 students in any Processing course
- Kathy willing to have 25 in typical courses and maybe 12 in the Processing courses

EDIN program changes

- Issue - Study/Review indicates several competencies the students are lacking in; proposing two new classes
- Question - are the EDIN students bound to take TAG courses? Are they exempt?
- Get rid of 3 classes and staff 2 new classes
- **Action**: Motion by Lyle remove CULT ITEC and SP&A (non tag) course from the EDI program course of study with associated approval, Andrew seconded; Motion passed by SPED faculty. Update: OBR did not recommend removal of CULT & ITEC.
- **Action**: KPF to meet with Pam and/or Karen and see about getting space, technology, and people so students have a dedicated place to practice some of the competencies that the Self Review suggest may need enhanced.

- **Action**: Embed more practice opportunities and needed skills into the existing EDI classes and maybe adding 1 more credit of Field (maybe to Processing 1 or 1 more to Processing 3). Pam will follow up with Kathy G. Bottom line, one more credit has to be added to the bottom line.

DFED program changes

- Issue - need to reduce the number of credits for the Deaf Ed program; need to eliminate courses that aren't
- Assessment and ABA II could be removed
- Speech and Langauge development could be removed
- **Action:** Motion by Andrew to remove Assessment, ABAII, Speech and Language Development, general elective to the intiial license for Deaf Education; Second by Rob; with corrections to the revision paperwork; passed by SPED faculty.

Update on doctoral program curricular changes - (MT et al.)

-

Update on mater's degree curricular changes (review course sequence and which courses need to be developed, timeline for implementing, revision of prospectus etc.)

Wiki support (Identify next steps - updates from KPF and RC)

- Chris gave us a tutorial and said the problem with loading pages is being fixed. KPF to follow up

Programming and Planning for Transition (RC)

Slashing the graduate section of Programming

1. Lyle will check into and will get back with a recommendation

Assistive Tech class (summer with Pam and review issue about spring offering)

1. KPF to check to see if Patti and Tracy and teach in the fall and move to fall on the forever schedule; listserv announcement

Moving Curriulcum Methods M/I from Fall forward

- Move to Wednesdays

Spring enrollment updates/discussion (KPF)

1. Make existing 5 week course a regular course - online and see if Brian will offer a 2nd section that is hidden at the 5 weeks spot

Problem with 5 week Intro offering

1.

Ok to continue borrowing seats for 7:20 assessment, section 2 ABA I, ABAI II, both characteristics (characteristics M/I is over and full)

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

REQUEST FOR APPROVAL
SUBMITTED BY:

KENT STATE UNIVERSITY

ASSOCIATE OF APPLIED SCIENCE DEGREE IN ENOLOGY

10 March 2011
(expected date)

TABLE OF CONTENTS

Request **3**

Section 1: Introduction **3**

Section 2: Accreditation **3**
Institutional regional accreditation *3*
Results of the last accreditation review *4*
Notification of appropriate agencies *4*

Section 3: Academic Leadership—Institution **4**
Mission statement *4*
Organizational structure *4*

Section 4: Academic Leadership—Program **4**
Organizational structure *4*
Program development *5*
Collaboration with other Ohio institutions *7*

Section 5: Student Support Services **7**
Admission policies and procedures *7*
Student administrative services *8*
Student academic services *8*

Section 6: Curriculum **9**
Introduction *9*
Program goals and objectives *9*
Course offerings/descriptions *10*
Program sequence *12*
Alternate delivery options *12*
Off-site program components *12*

Section 7: Assessment and Evaluation **12**
Program assessment *12*
Measuring student success *13*

Section 8: Faculty **13**
Faculty appointment policies *13*
Program faculty *14*
Expectations for professional development/scholarship *15*
Faculty matrix *15*

Section 9: Library Resources and Information Literacy **16**
Library resources *16*
Information literacy *17*

Section 10: Budget, Resources and Facilities **17**
Resources and facilities *17*
Budget/financial planning *18*

Appendices Listing **19**

Signature Page **19**

Supplement D: Off-Site Program Components **20**

REQUEST

Date of submission: 10 March 2011 (expected date)

Name of institution: Kent State University

Degree/degree program title: Associate of Applied Science degree in Enology

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Director, Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Delivery sites: Ashtabula Campus

Date that the request was approved by the institution's governing board:
Approved by the Kent State University Faculty Senate on 14 February 2011 (expected date), and the Board of Trustees on 9 March 2011 (expected date)

Proposed start date: Fall 2011

Date Institution established: 1910

Institution's programs: Associate, bachelor's, master's, educational specialist and doctoral degrees (total 286 degree majors as of fall 2010)

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.
Licensure: No
Endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University seeks approval to offer an Associate of Applied Science degree in Enology. Sometimes spelled as oenology, enology is the study of wine and winemaking. This new degree program will be first of its kind offered in the state of Ohio and will prepare students for skilled jobs in Ohio's wine and grape industry, which has an economic impact of over $580 million annually on the state's economy.

SECTION 2: ACCREDITATION

2.1 Institutional regional accreditation

Original date of accreditation: 1915
Date of last review: 2007 - 2008
Date of next review: 2014 - 2015

2.2 Results of the last accreditation review

Kent State University was reaccredited by the North Central Association Higher Learning Commission on 28 February 2008 (www.kent.edu/aqip/upload/reaffirmation-of-accreditation-2008.pdf).

2.3 Notification of appropriate agencies

Not applicable.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.
(www.kent.edu/president/mission-statement.cfm)

3.2 Organizational structure

The organizational structure for Kent State University can be found at www.kent.edu/president/upload/ksu_org_2010-2011_nov_1_2010.pdf.

See Appendix A for the organizational structure for Kent State's Ashtabula Campus.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty and staff for the proposed program.

The Associate of Applied Science degree in Enology will be housed in the Regional College. The Regional College is one of 10 academic colleges within Kent State University.

The Enology major will be offered on the Ashtabula Campus. The Ashtabula Campus is led by a dean and chief administrative officer. All regional campus deans report to the provost and senior vice president for academic affairs. An appointed coordinator will provide direct oversight for the Enology degree program. The coordinator and all faculty teaching within the degree program will report to the assistant dean for academic affairs on the Ashtabula Campus who, in turn, reports to the campus dean and CAO.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The lead administrator presently is a senior special assistant in the Ashtabula Campus' Dean's Office. The coordinator organizes the schedule of classes and faculty staffing and is liaison to the vineyards and wineries for student internship placements. Once the program is established and more faculty hired, a faculty member will assume coordinating activities. (See Appendix B for coordinator CV.)

Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

Guidance and support for the development and growth of the Enology major will be the responsibility of the Ashtabula Campus dean and CAO, the Ashtabula Campus Faculty Council and the Viticulture and Enology Program Advisory Committee.

The Ashtabula Campus Faculty Council meets monthly over the course of the academic year. The council consists of all full-time faculty on the Ashtabula Campus. The council serves in an advisory capacity to the dean and CAO on all matters relating to the campus operations and curriculum.

The Enology major will have an advisory committee that meets quarterly to discuss its development. The Viticulture and Enology Program Advisory Committee will consist of the dean and CAO of the Ashtabula Campus, the executive director of the Ohio Wine Producers Association, faculty members teaching the technical courses in the program and local businesspeople working in the wine and grape industry. Membership on the committee is voluntary and appointments are for two years.

Once the degree program is approved, the Ashtabula Campus will seek to enter into an partnership agreement with the Viticulture and Enology Science and Technology Alliance (VESTA), funded by a National Science Foundation grant to establish and expand educational programs in the grape and wine industry throughout the Midwest. More information on the organization can be found at www.vesta-usa.org.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

The proposed Enology major aligns with Kent State University's mission in several key ways. The program will further diversify degree offerings at Kent State University. The Enology program will be the first of its kind in Ohio. Its curriculum provides students a broad array of learning experiences that will enable each student to develop the theoretical and technical skills needed for careers in the wine industry. The field experiences incorporated into the program offer students the opportunity to apply the knowledge and skills developed in the classroom. Enology provides an intellectual foundation on which students can expand educational horizons and career opportunities within the grape and wine industry.

Describe how the program aligns with the chancellor's strategic plan for higher education in Ohio.

As the only higher educational institution in Ashtabula County, Kent State University at Ashtabula provides educational opportunities and access to both traditional and nontraditional residents in the community, many of whom are first generation college students. Additional degree programs provide Ashtabula County residents new educational and career opportunities close to home. The structure of the program is designed to allow flexibility for students to attend either as a full-time or part-time student.

The Enology major provides a specialized associate degree program grounded in science, technology and mathematics that will support Ohio's wine industry. The curriculum incorporates hands-on internships that provide students practical, real world work experiences and create connections with potential career opportunities within Ohio.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

The motivation to develop the Associate of Applied Science degree in Enology was a direct result of discussions initiated by the executive director of the Ohio Wine Producers Association, VESTA representatives and Ohio grape and wine industry stakeholders. (See Appendix C for letters of support).

Ohio is one of the top 10 wine-producing states in the country, producing over 850,000 gallons of wine each year.[1] Northeast Ohio contains over half the wine grape acreage in the state and the majority of the state's wineries are located in Lake, Geauga and Ashtabula counties due to their unique geography and climate.[2]

A 2008 industry report found that Ohio's grape and wine industry had a $582.8 million economic impact on the state's economy and employed more than 4,000 Ohioans.[1]

The potential exists for economic growth in the wine industry, not only for Ashtabula County, but on a state-wide level through the expansion, support and development of Ohio's wine and grape industry. The number of Ohio wineries has grown from 124 in 2008 to 143 in 2010. Ohio's Department of Agriculture Director, Robert Boggs, described Ohio's wine industry as thriving, noted that 65 percent of Ohio wineries were established in the past decade, and that the industry's continued growth will help provide jobs and revenue for Ohio's agriculture industry.[1]

An important component to maximizing the economic benefits of Ohio's wine industry is the development of educational degree programs that support, sustain and enhance the industry. However, no degree programs currently exist in Ohio to prepare individuals for employment in the wine industry. It is the goal of Kent State University to develop and offer an associate degree in Enology and in Viticulture (see accompanying proposal on Viticulture).

---

[1] "Ohio Wine and Grape Industry Contributes Millions to State's Economy," Ohio Department of Agriculture News Release, May 19, 2010 (www.agri.ohio.gov/public_docs/news/2010/05-19-10%20Economic%20Impact%20of%20Ohio%20Wines.pdf).
[2] Ohio Grape Industries Committee website (www.tasteohiowines.com).

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

See previous question.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

There is no accrediting body for this type of program.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

There are no educational institutions within Ohio offering a degree program in enology.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The proposed program was not developed in collaboration with another Ohio institution.

SECTION 5: STUDENT SUPPORT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The admission requirements for the Enology major are the same as for the institution as a whole. Admission requirements to Kent State University's regional campuses, as described in the 2010 University Catalog (www.kent.edu/catalog/2010/admission), are provided below.

"Admission to the Regional Campuses is handled through the Admissions Office at any of the seven Regional Campuses. Admission is open to anyone with a high school diploma or its equivalent. Part-time early admission opportunities are available for qualified high school students in consultation with an advisor. In programs with special admission requirements, admission decisions and judgments are made by the director of the program following normal faculty consultative procedures and take into account factors such as life experience, level of motivation and concern for under-represented groups in the program, as well as such indicators as GPA or ACT score."

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred (a) according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and (b) other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 15 semester hours at Kent State to be awarded a Kent State associate degree. The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses.

Kent State is receptive for equating transfer coursework for the proposed program. Currently, there exists no appropriate TAG or CTAG category for this program. Advanced Placement, CLEP credit and Kent State's Credit-by-Exam is awarded for general education requirements and electives in the program.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

There are no additional resources required to implement this degree program. As this is an established regional campus 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 and library.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

The Ashtabula Campus provides student academic support services and resources in line with the services offered to the students on all the other Kent State campuses. Specifically, the Ashtabula Campus offers advising, tutoring, student activities and financial aid services. Full-time professional academic advisors are also on the Ashtabula Campus. There are more-than-adequate student academic services to support this new degree program without the need for additional staff or resources.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the catalog.

The Associate of Applied Science in Enology provides students with the foundational scientific and mathematical knowledge, practical experiences and technological skills of winemaking. This program emphasizes hands-on experiences and internships at local vineyards and wineries.

Link to the annual Kent State University Catalog: www.kent.edu/catalog.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The goals of the Associate of Applied Science degree in Enology are to provide educational opportunities and training to current and future employees of wineries and vineyards in the Ohio grape and wine industry. Each course syllabi within the enology program contains detailed learning objectives and outcomes.

Upon completion of the degree program, students will:

1. Understand winemaking principles and practices, including calculations necessary for accurate, precise and safe additions to the wine.

2. Identify and safely use crush, storage, fermentation, transfer, sanitation, refrigeration and bottling equipment found in a winery.

3. Perform introductory microbiology methods for winery sanitation and bottle sterilization.

4. Properly handle and eliminate waste products from the winery with regard to environmental and safety regulations.

5. Understand the role of both good and bad microorganisms frequently encountered in the winemaking process, including how to deal with each.

6. Understand the principles of sensory evaluation used in commercial winemaking, including a beginning mastery of discerning flavors to establish tasting benchmarks

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (name/number)	Cr hrs	Major/ Core/ Tech	General Education (Kent Core)	Elective	OTM, TAG CTAG	New/Existing Course
ENOLOGY COURSES						
VIN 10500 Molecular Principles in Grape and Wine	3	■				New
VIN 14600 Introduction to Enology	3	■				New
VIN 14800 Winery Sanitation	3	■				New
VIN 16000 Winery Equipment Operation	2	■				New
VIN 21000 Introduction to Wine Microorganisms	3	■				New
VIN 24600 Intermediate Enology	3	■				New
VIN 25792 Fall Wine Production Internship	3	■				New
VIN 25992 Cellar Operation Internship	2	■				New
VIN 26600 Sensory Evaluation	3	■				New
VIN 26800 Wine and Must Analysis	3	■				New
ADDITIONAL REQUIREMENTS / KENT CORE						
BMRT 21020 Introduction to Entrepreneurship	3	■				Existing
BSCI 10110 Biological Diversity (Kent Core Basic Sciences)	4	■	■		TAG	Existing
COMT 11000 Introduction to Computer Systems	3	■				Existing
GEOG 31080 Geography of Wine	3	■				Existing
US 10097 Destination Kent State: First Year Experience	1		■			Existing
VIN Elective (Viticulture course)	3			■		New
Kent Core Composition	3		■		OTM	Existing
Kent Core Mathematics and Critical Reasoning	3		■		OTM	Existing
Kent Core Humanities and Fine Arts	3		■		OTM	Existing
Kent Core Social Sciences	3		■		OTM	Existing
General Elective	3			■		

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items.

Course marked ■ are new. See Appendix D for course syllabi.

BMRT 21020 Introduction to Entrepreneurship
Provides information about the functional elements of starting a small business. Includes the use of instruments, exercises and case analyses to assess entrepreneurial skills.

BSCI 10110 Biological Diversity
Examines the biodiversity of life from its origins to present-day microbes, plants and animals; their behavior, ecology and reproduction.

COMT 11000 Introduction to Computer Systems
Covers the basic concepts and use of computer systems, including hardware, personal productivity software, Internet usage and file management.

GEOG 31080 Geography of Wine
Examines the physical environment of viticulture including climate, soil and farm practices; the cultural tradition of wine making, consumption and trade; and regional production styles.

- VIN 10500 Molecular Principles in Grape and Wine
  Covers the basic chemistry involved in the wine and winemaking process. The course includes basic understanding of the chemistry involved in the fermentation process, flavor, aroma and color of wine.
- VIN 14600 Introduction to Enology
  Targets people who became interested in home winemaking with possibilities to grow into the small business opportunity, as well as cellar employees interested in winemaking career. During this course, students build proper basic understanding of winemaking. which will alleviate common home winemaker's errors.
- VIN 14800 Winery Sanitation
  Covers the basic science and technology of winery sanitation, and serves as an introduction to wine microbiology. Comprises methods used for winery sanitation. including premises, tanks, pumps, filters, oak barrels and sampling equipment (such as chemical agents, reagents and thermal treatments leading to sterile bottling). Environmental issues and compliance are also addressed.
- VIN 16000 Winery Equipment Operation
  Covers process technologies and process systems used in modern commercial wineries. Includes lectures, demonstrations and a two-day workshop. Overview of winemaking systems, including work place safety, cleaning and sanitation procedures, winemaking equipment and materials, tanks, barrels and barrel alternatives, filtration systems and bottling equipment. Also touches upon on chillers and electrical needs.
- VIN 21000 Introduction to Wine Microorganisms
  Introduces students to the basic principles of wine microbiology and serves as an introduction to the variety of microorganisms frequently encountered in the wine making process. Yeasts, bacteria and molds play vital roles in the production of wine, both beneficial and harmful. Students become familiar with the morphology, reproduction and sensory attributes of wine microorganisms in order to understand their influence on winemaking and to be able to manage them effectively.
- VIN 24600 Intermediate Enology
  Course is built on the fundamentals of science and technology of winemaking practices taught in VIN 14600. Students understand how the winemaking process works and learn the scientific background for major decisions made during the process of winemaking. At course completion, students understand winemaking calculations necessary for accurate, precise and safe additions to the wine.
- VIN 25792 Fall Wine Production Internship
  Principles of grape juice and wine analysis and the reasons for use of each analysis. Analyses of a practical and useful nature are chosen for the laboratory exercises demonstrating various chemical, physical and biochemical methods. Students participate in workshops and hands-on experiences at participating wineries.
- VIN 25992 Cellar Operation Internship
  Provide students initiated in the field of enology with actual and practical exposure to the technology of wine making as is performed during the passive vineyard periods associated with winter. Students are expected to improve their understanding of the methods and science involved by on-site participation in each of the various activities associated with finished wine production. Course serves as actual practical exposure and may qualify as experience for those seeking employment in commercial enology.

- VIN 26600 Sensory Evaluation
  Course intended for those individuals who need to develop an understanding of the principles of sensory evaluation used in commercial wine making. It also benefits wine enthusiasts interested in reaching advanced levels of appreciation, as well wine producers, wine merchants and enologists, who by the nature of their profession need to discern flavors and establish tasting benchmarks. Students practice sensory analysis at home and in workshops to further their sensory evaluation skills and techniques.
- VIN 26800 Wine and Must Analysis
  Principles of grape juice and wine analysis and the reasons for use of each analysis. Analyses of a practical and useful nature are chosen for the laboratory exercises demonstrating various chemical, physical and biochemical methods. Students participate in workshops and hands-on experiences at participating wineries.

  US 10097 Destination Kent State: First Year Experience
  Assists students in making a successful transition to the university through experiential or intellectually engaging discipline-based content.

6.4 Program sequence

See semester-by-semester sequencing ("roadmap") in Appendix E.

6.5 Alternative delivery options (please check all that apply):

☐ More than 50% of the program will be offered using a fully online delivery model
☐ More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

Not applicable

6.5 Off-site program components (please check all that apply):

☒ Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

The Enology program requires students to complete two internships, VIN 25792 Fall Wine Production and VIN 25992 Cellar Operation Internship. Fall Wine Production provides students the opportunity to participate in one harvest/crush season. The Cellar Operation Internship provides practical exposure to the technology of wine making performed during the passive vineyard periods associated with winter. See attached Supplement D for more information.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Kent State University uses the AQIP process for Higher Learning Commission accreditation. The assistant dean for academic affairs on the Ashtabula Campus is directly responsible for coordinating program assessment efforts for programs, including the proposed Enology major, on that campus.

For the Enology major, the following will be measured: enrollment growth, financial impact, student persistence, time to graduate, rates of graduation, employer satisfaction, job placement and student satisfaction of Enology courses and program faculty. Faculty teaching within the program will have their teaching peer-reviewed.

The data will be collected each semester or annually depending on the measure. All assessments will be shared with the campus dean, program faculty and the Viticulture and Enology Program Advisory Committee. They will interpret the data to assess the overall viability and impact of the program. The data will help guide the development of the program and help program stakeholders identify opportunities to improve the Enology program.

7.2 Measuring student success

On the Ashtabula Campus, the director for enrollment management and student services—with assistance from the assistant dean for academic affairs—will be directly responsible for assessing student success. Data will be collected from Enology students, faculty, internship sites and advisors. The Ashtabula Campus will measure student satisfaction using the Kent State's "Student Survey of Instruction" assessment tool. Data collected includes program enrollment, persistence rate, course pass rates, graduation rate and grade point average. Additionally, support services such as advising, education technology, academic support, financial aid and library services will be assessed to ensure they are meeting the needs of the students within the program. Post-graduation surveys will be used to determine career paths for program graduates.

The data will be collected each semester or annually depending on the measure. All assessments will be shared with the campus dean, program faculty and the Viticulture and Enology Program Advisory Committee. They will interpret the data to improve services for the students.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

For the proposed Enology program on the Ashtabula Campus, there exists full-time tenure- and non-tenure track resident faculty at the ranks of professor, associate professor and assistant professor to teach all the core and general education courses required.

Initially, the Ashtabula Campus will seek to appoint part-time faculty to the rank of lecturer to teach the technical courses in the Enology program. As enrollment in the program grows and the size of the program expands, the Ashtabula Campus will hire a full-time faculty member to support the program. The anticipated full-time Enology faculty position will be a non-tenure-track appointment with the rank of either lecturer or assistant professor.

Describe the credentialing requirements for faculty teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

The preferred degree for faculty teaching core and general education courses is the terminal degree of the academic discipline, which is most often the PhD. However, some faculty members teach with a master's degree as their highest degree awarded. The technical courses in the Enology program require an advanced degree in the field of enology, viticulture or a related field such as horticulture.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Non-tenure-track faculty member are assigned a 30-hour teaching load over the course of the academic year (nine months). Any coursework taught beyond 30 load hours is considered overload, and the faculty is compensated for the additional work. Adjunct or part-time faculty may be assigned a teaching load ranging from 1 to 9 credit hours each semester. Adjunct faculty does not receive overload pay.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The Ashtabula Campus currently has faculty to teach all the related courses and a few resident faculty to teach some of the technical Enology courses. Additional faculty will need to be identified to offer the entire degree program at the Ashtabula Campus. The plan is to initially hire part-time faculty to teach the Enology courses and oversee students in field placements.

Upon approval of the degree program, the Ashtabula Campus will seek to identify faculty to teach unstaffed Enology courses. The timeline is to identify the needed faculty and hire in spring 2011 for an anticipated fall 2011 program start date. Campus staff will work with the local wineries and vineyards and the Ohio Wine Producers Association to identify a pool or faculty to teach Enology courses.

A local winery has been identified to serve as a field site for Enology students. However, upon approval, the Ashtabula Campus will seek to expand the number of field sites and site supervisors to work with students. The intention is to partner with local wineries and vineyards in the community to develop additional field sites.

8.2 Program faculty

Provide the number of <u>existing faculty members</u> available to teach in the program.

Full-time faculty: 0*
Less-than-full-time faculty: 0*

Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.

Full-time faculty: 1*
Less-than-full-time faculty: 4*

* These figures comprise only Enology faculty and do not include faculty for additional course requirements and Kent Core and First-Year Experience courses.

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/ scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

Faculty are expected to remain current in their respective disciplines through participation in professional development activities such as conferences, seminars and workshops sponsored by the university or relevant professional organizations. In addition, all faculty are expected to develop and refine their teaching. Kent State University provides all faculty the opportunity to participate in professional development activities to enhance instruction.

Full-time faculty members at the Ashtabula Campus are provided funding through the Ashtabula Campus Faculty Council for participation in professional development activities. Additionally, Kent State provides ongoing professional development activities through the university's Faculty Professional Development Center. See Appendix F for Ashtabula Campus Faculty Handbook.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

Faculty CV provided in Appendix G.

Name of instructor	Rank or title	Full/ part time	Degree title, discipline, institution, year	Years teaching /experience discipline	Additional expertise	Course(s) individual will teach	Number courses taught/ year at all campuses
Carolyn Carvalho	Assistant Professor	full time	MTech, Kent State University, 2007	3		COMT 11000 Introduction to Computer Systems	10
Thierry Andre Delorme	Associate Professor	full time	PhD, Microbial Biology, Université Claude-Bernard-Lyon 1, 1996	8		BSCI 10110 Biological Diversity	7
Daryl Upole	Assistant Professor	full time	MBA, Cleveland State University, 1994	6		BMRT 21020 Introduction to Entrepreneurship	10
open position	Assistant Professor	part time	PhD in Geography	3-5		GEOG 31080 Geography of Wine	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 10500 Molecular Principles in Grape and Wine	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 14600 Introduction to Enology	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 14800 Winery Sanitation	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 16000 Winery Equipment Operation	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 21000 Introduction to Wine Microorganisms	1

Name of instructor	Rank or title	Full/ part time	Degree title, discipline, institution, year	Years teaching /experience discipline	Additional expertise	Course(s) individual will teach	Number courses taught/ year at all campuses
open position	Lecturer	part time	MS in Enology	3-5		VIN 24600 Intermediate Enology	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 26600 Sensory Evaluation	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 26800 Wine and Must Analysis	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 25792 Fall Wine Production Internship	1
open position	Lecturer	part time	MS in Enology	3-5		VIN 25992 Cellar Operation Internship	1

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The Ashtabula Campus librarian was included in the initial discussions to explore offering the Enology associate degree program. Moreover, the campus' librarian was directly involved in all aspects of the Enology proposal as it related to the *Library Resources and Information Literacy* section of the proposal. The campus library currently has some enology resources in several different formats and will allocate resources to further enhance the collection to fully support the program.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The eight campus Kent State University library system maintains 2.8 million volumes, 18,000 serials and over 200 research databases. Library materials can be requested online from any library in the Kent State University system by using the KentLINK library catalog.

The Ashtabula Campus library currently houses a small collection of 45 books (print) on such relevant topics as winemaking, grape harvesting, wine appreciation, viticulture, wine technology, wine service and wine law. The KentLINK library catalog and the Journal Finder combined contain over 600 books and videos (print and electronic) and approximately 50 academic journals (print and electronic) on similar enology and viticulture topics.

The Kent State University library system is a founding member of OhioLINK, an association of 88 college and university Ohio libraries, the State Library of Ohio and two Ohio public library systems. Member libraries can access over 48 million books, millions of electronic articles, 140 electronic research databases, 55,000 e-books, thousands of images, videos and sounds and 19,500 theses and dissertations from Ohio students. The library catalog of OhioLINK maintains over 2,000 books and videos (print and electronic) and approximately 100 journal publications (print and electronic) on the wine and grape industry.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The Ashtabula Campus library will support the proposed request in an appropriate timeframe with all the necessary materials and resources needed for program and student success. The library staff will consult with the necessary program coordinators and faculty for core and reference materials.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations) that the institution uses or intends to use for faculty and students in the program.

Information literacy and library orientation sessions are offered regularly in several introductory and intermediate courses. One-on-one sessions with faculty on research tools and information resources are also available. These services will be offered to all students and faculty in this proposed program.

SECTION 10: BUDGET, RESOURCES and FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

Kent State will not need additional resources, facilities or equipment to begin the associate degree program in Enology at the Ashtabula Campus.

10.2 Budget/financial planning

Complete the table below to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4	
I. Projected Enrollment					
Head-count full time (at least 12 credit hours)	5.0	12.0	17.0	24.0	
Head-count part time (6 credit hours)	5.0	12.0	17.0	24.0	
Full-time equivalent (FTE) enrollment (student credit hours/30)	3.0	7.2	10.2	14.4	Note 1
II. Projected Program Income					
Tuition (paid by student or sponsor)	19,805	47,532	67,337	95,064	Note 2
Expected state subsidy	9,975	23,940	33,915	47,880	Note 3
Externally funded stipends, as applicable					
Other income (if applicable)					
Total Projected Program Income	29,780	71,492	101,252	142,944	
III. Program Expenses					
New Personnel					
Instruction (technical, professional, general education)					
Full_____		27,000	27,810	28,644	Note 4
Part time _____	5,864	8,063	8,305	8,554	Note 5
Non-instruction					
Full _____		30,375	31,286	32,225	Note 6
Part time _____					
New facilities/building/space renovation (if applicable, describe in narrative section below)					
Scholarship/stipend support (if applicable, describe in narrative section below)					
Additional library resources (if applicable, describe in narrative section below)					
Additional technology or equipment needs (if applicable, describe in narrative section below)					
Other expenses (if applicable)	9,700	8,000	8,000	8,240	
Total Projected Expense	15,564	73,438	75,401	77,663	

Note 1: Used 30 instead of the 15 as indicated on the initial form
Note 2: Based on full-time and part-time enrollment figures above, multiplied by $233/credit
Note 3: Used an average subsidy rate of $3,325
Note 4: One-half non-tenure-track salary with benefits
Note 5: Includes associated benefits
Note 6: One-half of director salary (other half to Viticulture)

APPENDICES

Appendix	Description
A	Organizational structure for leadership at Kent State's Ashtabula Campus
B	Résumé for Viticulture and Enology program coordinator Lori Lalak Lee, JD
C	Letters of support
D	Syllabi for Enology coursework
E	Semester-by-semester sequencing ("roadmap") for the Enology program
F	Faculty handbook for the Ashtabula Campus
G	Curriculum vitae for the faculty teaching the biology, business management and computer technology courses in the program
H	Résumé for internship site coordinator Arnulf Esterer

Kent State University is committed to the support of the delivery of the Associate of Applied Science degree in Enology. The Ashtabula Campus is committed to the delivery of the program. In accordance with university policies and procedures, if Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

signature to come

Lester A. Lefton, PhD
President, Kent State University

SUPPLEMENT D: OFF-SITE PROGRAM COMPONENTS

Program component type

Describe the off-site program component. In your response, include any program prerequisites to begin the off-site component; length of the experience; and number of credit hours awarded for successful completion of the experience.

VIN 25792 Fall Wine Production Internship is required of all Enology students. The prerequisite courses are VIN 14600 Introduction to Enology, VIN 14800 Winery Sanitation, VIN 16000 Winery Equipment and VIN 24600 Intermediate Enology. Student participants are expected to have completed most of the basic courses in Enology before enrolling in VIN 25792. The internship requires a 128-hour time commitment at a local winery to participate in one harvest/crush season. Students are obligated to be enthusiastic, punctual, capable of following instructions and able to work cooperatively with supervisors and other winery personnel.

VIN 25992 Cellar Operation Internship is required of all Enology during their final semester. The prerequisite course is VIN 25792 Fall Wine Production Internship. This internship is designed to provide students with a practical and realistic winery cellaring experience for an entry-level position in the wine industry. The internship requires a 64-hour time commitment. Students are expected to use the time and opportunities to further their understanding of the winemaking process and common winery operations.

Academic leadership

Describe the institution's general expectations for individuals overseeing the off-site program component. In your response, include the institution's minimum qualifications and credentials to supervise the experience.

The course instructor will serve as the faculty of record. The instructor will facilitate the selection/assignment process between students and wineries; interact with on-site supervisors and make site visits as needed to track student participation; and troubleshoot any problems that occur. The faculty of record must have the necessary education, training and experience with enology and winery operations to coordinate placements, monitoring student progress, work with the site supervisor and evaluate student portfolios to assign a final grade.

Describe the role of the individual responsible for overseeing the program component experience 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. Submit the CV/resume of this individual as an appendix item.

The on-site supervisor is responsible for directing and overseeing the day-to-day work of each student assigned to the site. On-site supervisors and the faculty of record for the internship report to the assistant dean for academic affairs at the Ashtabula Campus.

A site supervisor must have sufficient expertise and experience in enology and winery operations to foster a meaningful internship experience for each student. Most site supervisors will be the owner or operator of a local winery located in and around Ashtabula County.

The duties of the site supervisor will include scheduling and supervising the work of the students at the winery, helping students identify internship goals, providing hands-on experiences that enable students to apply learning from coursework and providing the instructor of record a written evaluation of student's performance. Site supervisors will be consulted, but are not ultimately responsible for determining the student's final grade.

Program site

Describe the process for identifying the site. In your response, describe the individual/unit responsible for identifying the site and the criteria used to select the site. If the site must adhere to the standards of an accreditation agency or state licensing board, list the name of such body and describe the standards that must be met in order to select the site.

Internship sites are local wineries in and around Ashtabula County. The Office of Academic Affairs on the Ashtabula Campus will identify appropriate sites based on student need, feedback from the Viticulture and Enology Advisory Program Committee and Ohio Wine Producers Association.

Wineries selected as sites must meet certain criteria to ensure student have a successful experience. Criteria include the following:

- Minimum five years of operation
- Minimum three years of commercial operation
- Minimum three grape harvests
- Minimum production of 5,000 gallons of wine a year
- Ideally, the winery should also have a barrel program

List the name and address of the site and describe the activities/experience that will occur at the site.

The first offering of VIN 25792 Fall Wine Production Internship will be in fall 2012. Kent State has identified Markko Vineyards (4500 South Ridge Road, Conneaut, Ohio 44030) as the internship site.

The first offering of VIN 25992 Cellar Operation Internship will be in fall 2012. Kent State has identified Markko Vineyards (4500 South Ridge Road, Conneaut, Ohio 44030) and Ferrante Winery (5585 State Road, Geneva, Ohio 44041) as internship sites.

Each student enrolled in the internships will participate in a variety of learning experiences involving a winery's fall harvest and crush. Students will have hands-on experience with fruit processing and sanitation, press operations and sanitation, must preparation and sanitation, wine fermentation and sanitation and barrel handling and sanitation.

Indicate whether the institution has entered into a collaborative agreement with another entity to provide the experience 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.

Describe any services that will be provided to the student at the site to support their experience.

Not applicable.

Faculty

Indicate whether the institution will need to identify additional faculty to deliver the off-site program component/experience at the site. If additional faculty are needed, describe the appointment process and provide a timeline for identifying such individuals.

No additional faculty will be needed for off-site internship experiences.

Complete the faculty matrix for the faculty who will be teaching/supervising at the proposed site. Please include open positions in the matrix. Please note that the institution will need to submit faculty resumes as part of the review.

See Appendix F for site supervisor résumé.

Name of Instructor	Rank or Title	Full/Part Time	Degree, Discipline, Institution, Year	Years of Teaching/ Experience In Discipline/ Field	Additional Expertise in Discipline/ Field	Course(s) Individual Will Teach in Proposed Program
Arnulf (Arnie) Esterer	Site Supervisor	part time	MBA, University of Michigan,1955	24 years of experience operating a winery		VIN 25792 Fall Wine Production Internship
						VIN 25992 Cellar Operation Internship

Commitment to program delivery at site

Indicate how long the institution intends to use the site. In the event that the site is no longer available for use, indicate how the institution will provide the necessary resources/means for matriculated students to complete the program component/experience.

Kent State University will offer all courses towards the Associate of Applied Science degree in Enology for as long as the program is sustainable and maintains sufficient student enrollment. After the degree program is approved, the Enology and Viticulture Coordinator will develop additional internship sites. 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 decision is made to close the program.

KENT STATE UNIVERSITY

Roadmap: Enology - Associate of Applied Science

[RE-AAS-ENOL]
Regional College
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Min. Grade	Major GPA	Important Notes
Semester One: [17 Credit Hours]				
BSCI 10110 Biological Diversity	4		■	Fulfills Kent Core Basic Sciences
GEOG 31080 Geography of Wine	3		■	
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
VIN 10500 Molecular Principles in Grape and Wine	3		■	
VIN 14600 Introduction to Enology	3		■	
Kent Core Requirement	3			See Kent Core Summary below
Semester Two: [15 Credit Hours]				
BMRT 21020 Introduction to Entrepreneurship	3		■	
COMT 11000 Introduction to Computer Systems	3		■	
VIN 25792 Fall Wine Production Internship	3		■	
VIN Elective	3			
Kent Core Requirement	3			See Kent Core Summary below
Semester Three: [14 Credit Hours]				
VIN 14800 Winery Sanitation	3		■	
VIN 16000 Winery Equipment Operation	2		■	
VIN 21000 Introduction to Wine Microorganisms	3		■	
VIN 24600 Intermediate Enology	3		■	
Kent Core Requirement	3			See Kent Core Summary below
Semester Four: [14 Credit Hours]				
VIN 25992 Cellar Operations Internship	2		■	
VIN 26600 Sensory Evaluation	3		■	
VIN 26800 Wine and Must Analysis	3		■	
Kent Core Requirement	3			See Kent Core Summary below
General Elective	3			

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
60	2.0	2.0

Kent Core Summary (visit www.kent.edu/catalog/kent-core for course list)

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (3 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	3
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (3 credit hours)		3
Social Sciences (3 credit hours)		3
Basic Sciences (3 credit hours)	Fulfilled in this major with BSCI 10110	0

ENOLOGY COURSES

VIN	10500	Molecular Principles in Grape and Wine (3)	New
VIN	14600	Introduction to Enology (3)	New
VIN	14800	Winery Sanitation (3)	New
VIN	16000	Winery Equipment Operation (2)	New
VIN	21000	Introduction to Wine Microorganism (3)	New
VIN	24600	Intermediate Enology (3)	New
VIN	25792	Fall Wine Production Internship (3)	New
VIN	25992	Cellar Operations Internship (2)	New
VIN	26600	Sensory Evaluation (3)	New
VIN	26800	Wine and Must Analysis (3)	New

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001991

Date: 09-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 10500

Course Title: Molecular Principles in Grape and Wine

Title Abbreviation: Molecular Principles in Grape

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: Undergraduate	**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 covers the basic chemistry involved in the wine and winemaking process. The course includes basic understanding of the chemistry involved in the fermentation process, flavor, aroma, and color of wine.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
12	Course introduction and overview of basic chemistry
3	Chemical components of wine
9	Fermentation
6	Acids, bases, and buffers

3	Physical properties of gases
3	Wine Acids
3	Overview of Enology and Viticulture
3	Aroma Compounds
3	Color and Flavor Compounds

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: The Chemistry and Biology of Winemaking by Hornsey, I. The Science of Wine: From Vine to Glass by Goode, J.

Writing Expectations: Homework, reports and exams

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology and the Associate of Applied Science degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001066

Date: 16-AUG-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201110

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 14600

Course Title: Introduction to Enology

Title Abbreviation: Introduction to Enology

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:** 3 | **OR Maximum Hours:** 3

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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): This course is designed to provide an overview of the winemaking process and introduce students to the wine industry.

Prerequisites (edited): None.

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction, syllabus and wine kit, Definition of wine, Federal regulations, Major wine producing regions and grapes of the world, Wine types, styles and methods of winemaking, Winemaking process flow, Winemaking

	Glossary,
3	Grape species and varieties and their differences, Understanding grape maturation, sampling, and harvest, preparation, Grape maturity testing and processing, Difference between winemaking in a winery and winemaking using a wine kit
3	Enological materials and supplies
3	Basics of alcoholic and malo-lactic fermentation
3	Winery operations
3	White wine production
3	Red wine production
3	Fruit wine production
3	Cellar facilities and equipment
3	Winery sanitation
3	Aging and blending
3	Fining and bottling
3	Wine disorders
3	Wine and must analysis
3	Presentation and evaluation of students' wines

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Micro Vinification – A Practical Guide to Small-scale Wine Production by Dharmadhikari and Wilker. 2001. Published by the Missouri State Fruit Experiment Station. ISBN 0 9707971-0-9

Writing Expectations: Weekly journal entries required and exams

Instructor(s) expected to teach: TBA

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001069

Date: 17-AUG-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201110

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 14800

Course Title: Winery Sanitation

Title Abbreviation: Winery Sanitation

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:** 3 | **OR Maximum Hours:** 3

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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): A course on the basic science and technology of winery sanitation that includes an introduction to wine microbiology. The course covers all methods used for winery sanitation including premises, tanks, pumps, filters, oak barrels and sampling equipment, including but not limited to chemical agents, reagents, and thermal treatments leading to sterile bottling. Environmental issues and compliance are also addressed.

Prerequisites (edited): VIN 14600

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Cleaning and Sanitation in the Winery
3	Winery Pests and Wine Spoilage Organisms
3	Overview of Winemaking Process and

	Evaluating Risks
6	Cleaning Compounds and Water Quality
6	Sanitizers
3	Winery Specific Issues In Cleaning And Sanitizing
3	Sterile Bottling
3	Cleaning Equipment
3	Sanitation Equipment and design
3	Solid and Liquid Waste Disposal
6	Government Regulations: Safety, OSHA, EPA, DNR, MSDS and More
3	Water Usage

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Principles of Food Sanitation (Food Science Texts Series) by Marriott, Norman G. and Gravani, Robert B.

Writing Expectations: Homework, exams, reports, and standard operating procedures project

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status

1/18/2011	Wanda E Thomas	Approved
1/18/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001990

Date: 09-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 16000

Course Title: Winery Equipment Operation

Title Abbreviation: Winery Equip Operation

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 2 to 2

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 2 to 2

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: Undergraduate	**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 course covers process technologies and process systems used in modern commercial wineries. Overview of winemaking systems including work place safety, cleaning and sanitation procedures, winemaking equipment and materials, tanks, barrels and barrel alternatives, filtration systems, and bottling equipment. We will also discuss chillers, and electrical needs.

Prerequisites (edited): VIN 14600

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction and Safety Issues
3	Sanitation Procedures
3	Hose and Fittings

3	Winery Metals and Materials
3	Fermentation and Storage Tanks
3	Crush Equipment and Presses
3	Pumps and Alternatives
3	Barrels and Barrel Alternatives
3	Filters
3	Bottling Equipment, Waste Management

Display/Hide Delimited Course Outline

Total Contact Hours: 30

Textbook(s) used in this course: Winery Utilities, Planning, Design, and Operation. David R. Storm., Chapman and Hall. New York. 1997

Writing Expectations: Projects, weekly homework, and exams

Instructor(s) expected to teach: TBA

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002009

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 21000

Course Title: Introduction to Wine Microorganisms

Title Abbreviation: Intro to Wine Microorganisms

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: Undergraduate	**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 provides as introduction to the basic principles of wine microbiology and the variety of microorganisms frequently encountered in the wine making process. Yeasts, bacteria, and molds play vital roles in the production of wine, both beneficial and harmful. Students will become familiar with the morphology, reproduction, and sensory attributes of wine microorganisms in order to understand their influence on winemaking, and to be able to manage them effectively.

Prerequisites (edited): VIN 14600

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to Wine Microorganisms

3	Yeasts
3	Bacteria
3	Molds and Other Microorganisms
3	Managing Microbial Growth
3	Microbial Ecology During Vinification
3	Wine Processing: Vineyard and Pre-fermentation Musts
6	Wine Processing: Managing Fermentation
6	Wine Processing: Post-fermentationAging
3	Winery Cleaning and Sanitation
3	Spoilage Organisms and Sensory Attributes
6	Media Preparation, Aseptic Technique

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Wine Microbiology: Practical Applications and Procedures. Fugelsang and Edwards.

Writing Expectations: Exams and homework

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002004

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 24600

Course Title: Intermediate Enology

Title Abbreviation: Intermediate Enology

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: Undergraduate	**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 Intermediate Enology is built on the fundamentals of science and technology of winemaking practices taught in Introduction to Enology course VIN 14600. Students will understand how the winemaking process works and learn the scientific background for major decisions made during the process of winemaking. At the completion of course the students will understand winemaking calculations necessary for accurate, precise and safe additions to the wine.

Prerequisites (edited): VIN 14600

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
4	Grape species for wine production

4	Grape quality, maturity, and harvesting practices and decisions
3	Grape and wine styles
3	Critical timing of harvest
4	Types and operations of winery equipment
3	Alcoholic fermentation and monitoring
3	Malo-lactic fermentation
3	Aging and Blending
3	Fining and stabilization
3	Pre-bottling and bottling preparation
3	Understanding wine analyses
3	Monitoring and managing unstable wines
3	Cellar environment and sanitation
3	TTB regulations for wines

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Wine Analysis and Production, Zoecklein, Fugelsang, Gump and Nury. Principles and Practices of Winemaking. Boulton, Singleton, Bisson, and Kunkee.

Writing Expectations: homework, projects, and exams

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett
Submission Date: 1/18/2011
Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002016 **Date:** 11-JAN-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 25792

Course Title: Fall Wine Production Internship

Title Abbreviation: Fall Wine Production Intern

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: 128 to 128

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: Undergraduate	**Grade Rule:** C-Standard letter-in progress (IP)	

Rationale for an IP grade request for this course (if applicable): The unpredictable nature of winery operations may prevent a student from completing the internship within the term.

Schedule Type(s): 1. PRA-Practicum or Internship 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): The internship requires a 128 hour time commitment at a local winery to participate in one harvestcrush season.

Prerequisites (edited): VIN 14600, VIN 14800, VIN 16000, VIN 24600

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
128	Internship

Display/Hide Delimited Course Outline

Total Contact Hours: 128

Textbook(s) used in this course: None

Writing Expectations: Journal entries

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002021

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: on behalf of Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 25992

Course Title: Cellar Operations Internship

Title Abbreviation: Cellar Operations Intern

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 2 to 2

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 2 to 2

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: Undergraduate	**Grade Rule:** C-Standard letter-in progress (IP)	

Rationale for an IP grade request for this course (if applicable): The unpredictable nature of winery operations may prevent a student from completing the course within the term.

Schedule Type(s): 1. PRA-Practicum or Internship 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): This course is designed to provide a student who has completed major course sequences, including a harvest internship, with a selection of practical and realistic winery cellaring experiences through bottling, sufficient to equip him with sufficient skills and work experience for an entry-level position in the wine industry. Students involved in this program will participate on a part time basis at a supporting winery, and are expected to use the time and opportunities to further their understanding of the winemaking process and common winery operations.

Prerequisites (edited): VIN 25792

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
64	Internship

Display/Hide Delimited Course Outline

Total Contact Hours: 64

Textbook(s) used in this course: None

Writing Expectations: Daily journal of Internship experience

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by The Viticulture Enology Science and Technology Alliance (VESTA).

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science Degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will likely increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Lori L Lee	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Lori L Lee	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002018

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 26600

Course Title: Sensory Evaluation

Title Abbreviation: Sensory Eval

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: Undergraduate	**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 is a course intended for those individuals who need to develop an understanding of the principles of sensory evaluation used in commercial wine making.

Prerequisites (edited): VIN 14600

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Wine types, styles and regions
4	The senses involved in the perception of wine quality
	The purposes of winetasting

3	Developing an understanding of wine components Perceptual differences of various sugars and acids Analysis of glucose, sucrose and fructose in water and alcohol solutions Analysis of tartaric, citric, malic and acetic acids in water and alcohol solutions
4	The procedures of systematic winetasting methodology
3	Environmental factors involved in optimizing winetasting
3	Developing a wine tasting vocabulary and sensory markers in wine aroma and flavor: white table wine
3	Using the aroma wheel
3	Developing a wine tasting vocabulary and sensory markers in wine aroma and flavor: red table wine
3	Developing a wine tasting vocabulary and sensory markers in wine aroma and flavor: sparkling wine
3	Developing a wine tasting vocabulary and sensory markers in wine aroma and flavor: fortified and dessert wine
6	Wine and Food – the impact of one upon the other: white and lighter bodied wines; red and heavier bodied wines, sparkling and dessert wines
1	Welcome, Introductions and Overview
3	Reviews
3	Exams

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: The University Wine Course: A Comprehensive Text and Self Tutorial by Marian Baldy. The Good Life Guide to Enjoying Wine by Ray Johnson

Writing Expectations: Weekly wine tasting journal entries and reports

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002020 **Date:** 11-JAN-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 26800

Course Title: Wine and Must Analysis

Title Abbreviation: Wine and Must 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: Undergraduate	**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): Principles of grape juice and wine analysis and the reasons for use of each analysis. Analyses of a practical and useful nature are chosen for the laboratory exercises demonstrating various chemical, physical and biochemical methods.

Prerequisites (edited): VIN 14600

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	safety procedures in the laboratory
3	the importance of analysis in wine production
6	the procedures involved in pre-

	harvest juice analysis
3	grape load assessment
3	pre-fermentation juicemust analysis
3	the processes involved in fermentation
3	the processes and procedures involved in post-fermentation
4	the tests required for proper wine storage
4	the tests required for pre-bottling
4	the tests required in the post-bottling process
6	equipment and laboratory tests conducted in an analytical laboratory
3	course introduction, exams and reviews

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Basic Wine Analysis. by Ray, K. Chemical Analysis of Grapes and Wine: Techniques and Concepts. P. Iland, N. Bruer, G. Edwards, S. Introduction to Wine Laboratory Practices and Procedures. J. L. JacobsonWeeks, E. Wilkes.

Writing Expectations: Laboratory Reports and exams

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

DEEMER, KEVIN

From: Edge, Irene
Sent: Monday, August 02, 2010 10:12 AM
To: Edge, Irene; MUSCATELLO, JOSEPH; DEEMER, KEVIN; WATSON, RUTH
Cc: THOMAS, WANDA
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Kevin,
I'm sorry -- I meant to say...

Same goes for COMT 11000 - though it should be noted that a higher level computer course (e.g., COMT 12000) could be substituted.

Thanks,
Irene

Irene E. Edge
Assistant Professor, Technology (COMT)
Kent State University
iedge@kent.edu
440-964-4332

From: Edge, Irene
Sent: Saturday, July 31, 2010 4:04 PM
To: MUSCATELLO, JOSEPH; DEEMER, KEVIN; WATSON, RUTH
Cc: THOMAS, WANDA
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Kevin,

Same goes for COMT 11000 - though it should be noted that a higher level computer course (e.g., COMT 11000) could be substituted.

Thank you!
Irene

Irene E. Edge
Assistant Professor, Technology (COMT)
Kent State University
iedge@kent.edu
440-964-4332

From: MUSCATELLO, JOSEPH
Sent: Friday, July 30, 2010 11:11 PM
To: DEEMER, KEVIN; Edge, Irene; WATSON, RUTH
Cc: THOMAS, WANDA
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Kevin,

Great majors!

From the BMRT side, I see no problems. I will put it out for discussion and ask for final approval but I will tentatively approve it now. If you do not hear back from me by August 6th, consider it approved by BMRT.

Regards,

Joe Muscatello
Coordinator BMRT

From: DEEMER, KEVIN
Sent: Friday, July 30, 2010 10:08 AM
To: Edge, Irene; WATSON, RUTH; MUSCATELLO, JOSEPH
Cc: THOMAS, WANDA
Subject: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

As lead (or co-lead) faculty in your respective disciplines I am contacting you because the Ashtabula Campus seeks to establish two new Associate of Applied Science degree programs, one in Enology and the other in Viticulture. We would like to include as a required courses in the both degree programs COMT 11000, BMRT 11000, and BMRT 21020. These are all course we currently teach at Ashtabula.

Please let me know if you have any questions or concerns.

I look forward to your feedback.

Thank you,

Kevin Deemer,
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: DEEMER, KEVIN
Sent: Tuesday, August 03, 2010 6:38 AM
To: MUSCATELLO, JOSEPH
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Thank you!

Kevin

From: MUSCATELLO, JOSEPH
Sent: Sunday, August 01, 2010 8:19 PM
To: DEEMER, KEVIN
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Kevin,

I have received positive feedback, about the degrees, from BMRT along with their yes votes. Although the group believes you do not need our approval, they appreciated you asking for input!

The BMRT group approved the content!

Thank you,

Joe Muscatello
BMRT chair

From: DEEMER, KEVIN
Sent: Friday, July 30, 2010 10:08 AM
To: Edge, Irene; WATSON, RUTH; MUSCATELLO, JOSEPH
Cc: THOMAS, WANDA
Subject: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

As lead (or co-lead) faculty in your respective disciplines I am contacting you because the Ashtabula Campus seeks to establish two new Associate of Applied Science degree programs, one in Enology and the other in Viticulture. We would like to include as a required courses in the both degree programs COMT 11000, BMRT 11000, and BMRT 21020. These are all course we currently teach at Ashtabula.

Please let me know if you have any questions or concerns.

I look forward to your feedback.

Thank you,

Kevin Deemer,
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: HALEY, MARY ANN
Sent: Thursday, July 29, 2010 3:37 PM
To: DEEMER, KEVIN
Subject: RE: Ashtabula Enology & Viticulture Proposals
Attachments: GEOG Wine-related Courses.pdf

Hi Kevin,

Thank you for copying me on the email to Mike Tubergen (and sparing me on the emails to the other Chairs). These look like very exciting programs. As a geographer I'd like to let you know that we have a course you might like to include in the programs, even if just as an elective. It is GEOG 31080 Geography of Wine. It is very well received on the Kent Campus and I understand it was recently offered on the Salem Campus as well. With the right geographer teaching it, this course could make an important impact. I've attached the CCP/BDS forms that were submitted when the course was created.

Also, I note that you are including General College Physics I and lab in the programs. Perhaps another LER/Kent Core Basic Science course and lab to consider is Physical Geography and Lab (GEOG 21062/3). They would expose students to other aspects of the physical environment that play a central role in viticulture and wine-making, e.g., weather and climate. I have included the CCP/BDS forms for these two course in the attachment as well.

I've taken the liberty of copying Dr. Mandy Munro-Stasiuk, Chair of Geography, so she is aware of the developments on the Ashtabula Campus. I will forward the roadmaps to her as well. Please let me know if you would like any additional information.

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: DEEMER, KEVIN
Sent: Thursday, July 29, 2010 1:39 PM
To: HALEY, MARY ANN
Subject: Ashtabula Enology & Viticulture Proposals

Dr. Haley,

Recently, I copied you on an email to Dr. Tubergen in regards to two new associate of applied science degree programs Ashtabula seeks to establish. Therese Tillett suggested that I included you in the emails. Rather than clog your email with each cc I thought I would let you know what we intend to do and only include you on the email that was sent to Dr. Tubergen. I will contact A&S department chairs listed below about our degree proposals since we want to include course(s) from their departments.

Dr. Blank
Dr. Corthal
Dr. Gleeson

Dr. Tonge
Dr. Tubergen

Our expectation is to have our proposal on the August EPC agenda, so I want to apologize for the short notice. I did not consider contacting everyone until Therese suggested that I do so and her advice is well taken. Earlier this Summer I contacted Jim Blank about Horticultural Botany to seek his approval to use that course. He deferred to the Salem Campus and Geauga Campus Horticulture faculty, since they have the horticulture programs and the class is only offered on the regional campuses. Both campuses were supportive of us using Horticultural Botany.

Therese also discussed with me the issue of encroachment when I met with her this week. Please note I thought encroachment only related to degree programs as a whole and did not realize there could be encroachment on individual courses (This is my first degree proposal). So I went back and looked at each course. There is one new viticulture course that we would like to add entitled, VIN 21100 Integrated Pest Management. It is a two credit course that focuses on pest control as it relates to vineyard operations. AS you know BSCI has a 3 credit hour course entitled BSCI 26002, Ecological Principles of Pest Management. The argument could be made that encroachment exists. So, I sent Jim Blank and Stan Jones the roadmaps for the degree programs and syllabus for VIN 21100 to get their perspective and feedback. If they feel it is encroachment, then I would seek to use BSCI 26002 .

If you would like each email I will gladly send them to you. Please let me know if you have any questions.

Thank you,

Kevin Deemer
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: CORTHELL, RONALD
Sent: Monday, August 02, 2010 2:44 PM
To: DEEMER, KEVIN
Subject: RE: English Courses for Associate of Applied Science Degree Proposals

Dear Dean Deemer:

The English Department has no questions or concerns regarding these new Associates programs.

Best,

Ron Corthell

Ronald Corthell
Professor and Chair
Department of English
Kent State University
Kent, OH 44242
T 330-672-2676
F 330-672-3152
rcorthel@kent.edu

From: DEEMER, KEVIN
Sent: Friday, July 30, 2010 9:32 AM
To: CORTHELL, RONALD
Subject: English Courses for Associate of Applied Science Degree Proposals

Dr. Corthell,

The Ashtabula Campus seeks to establish two new Associate of Applied Science degree programs, one in Enology and the other in Viticulture. We would like to include as a required courses in the both degree programs ENG 11011 and 21011. Attached is a draft copy of the roadmap for each program.

Please let me know if you have any questions or concerns.

I look forward to your feedback.

Thank you,

Kevin Deemer,
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: BLANK, JAMES
Sent: Wednesday, May 19, 2010 3:04 PM
To: DEEMER, KEVIN
Subject: RE: BSCI 16001 Horticultural Botany

Sounds good.
Jim

From: DEEMER, KEVIN
Sent: Wednesday, May 19, 2010 2:32 PM
To: BLANK, JAMES
Subject: RE: BSCI 16001 Horticultural Botany

Jim,

Thank you for the response. I agree with you that we would not be competing for students with Jeff's campuses. So, if I get Jeff's approval, then I would like to move forward with a revision of the catalog via a Course Catalog Update process.

Thank you,

Kevin

From: BLANK, JAMES
Sent: Wednesday, May 19, 2010 2:09 PM
To: DEEMER, KEVIN
Subject: RE: BSCI 16001 Horticultural Botany

Hi Kevin: We wouldn't mind, but I don't know how Jeff Nolte would feel. That course is, I believe, part of their hort tech program and BA degree. It doesn't sound to me like you'd be competing for students and so I wouldn't suspect they would mind. But, it's really their call.
Jim

From: DEEMER, KEVIN
Sent: Tuesday, May 18, 2010 7:53 PM
To: BLANK, JAMES
Subject: BSCI 16001 Horticultural Botany

Dr. Blank,

The Ashtabula Campus is seeking to develop an Associate of Applied Science in Viticulture. We would like to include BSCI 10110, Biological Diversity and BSCI 16001, Horticultural Botany. However the catalog states the following about Horticultural Botany:

> **16001 Horticultural Botany (3)****
> To provide students with an understanding of the basic anatomy and physiology and growth characteristics of plants. Two-hour lecture and three-hour lab weekly; offered only at the Geauga and Salem campuses.
> Prerequisite: none
>
> ***Courses offered only at Regional Campuses*

Would your department have any issues with changing the catalog to include allowing the Ashtabula Campus to offer the Horticultural Botany course?

DEEMER, KEVIN

From: MOHAN, DAVID
Sent: Wednesday, May 19, 2010 4:04 PM
To: DEEMER, KEVIN
Subject: RE: Seeking to offer Horticultural Botany at Ashtabula

No problem from Geauga.

David

From: DEEMER, KEVIN
Sent: Wednesday, May 19, 2010 3:33 PM
To: Nolte, Jeff; MOHAN, DAVID
Cc: STOCKER, SUSAN
Subject: Seeking to offer Horticultural Botany at Ashtabula

Dean Nolte & Dean Mohan:

The Ashtabula Campus is seeking to develop an Associate of Applied Science in Viticulture. As part of this new degree program we would like to include BSCI 16001, Horticultural Botany. However the catalog states the following about the course:

> **16001 Horticultural Botany (3)****
> To provide students with an understanding of the basic anatomy and physiology and growth characteristics of plants. Two-hour lecture and three-hour lab weekly; **offered only at the Geauga and Salem campuses**.
> Prerequisite: none
>
> ***Courses offered only at Regional Campuses*

I emailed Jim Blank and he said he did not see any problem with Ashtabula offering the course, but he said it was up to you.

Do we have your approval to make the catalog change? If you agree I will begin Course Catalog Update process.

Thank you,

Kevin Deemer,
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: Nolte, Jeff
Sent: Monday, May 24, 2010 11:05 AM
To: DEEMER, KEVIN
Subject: RE: Seeking to offer Horticultural Botany at Ashtabula

Go for it!

From: DEEMER, KEVIN
Sent: Thursday, May 20, 2010 7:45 AM
To: Nolte, Jeff
Subject: RE: Seeking to offer Horticultural Botany at Ashtabula

Thank you

From: Nolte, Jeff
Sent: Thursday, May 20, 2010 7:30 AM
To: DEEMER, KEVIN
Cc: MOHAN, DAVID; STOCKER, SUSAN
Subject: Re: Seeking to offer Horticultural Botany at Ashtabula

Kevin,

As a courtesy, let me run it by our Hort director.

Jn

Sent from my iPhone

On May 19, 2010, at 3:33 PM, "DEEMER, KEVIN" <kdeemer@kent.edu> wrote:

Dean Nolte & Dean Mohan:

The Ashtabula Campus is seeking to develop an Associate of Applied Science in Viticulture. As part of this new degree program we would like to include BSCI 16001, Horticultural Botany. However the catalog states the following about the course:

16001 Horticultural Botany (3)**
To provide students with an understanding of the basic anatomy and physiology and growth characteristics of plants. Two-hour lecture and three-hour lab weekly; **offered only at the Geauga and Salem campuses**. Prerequisite: none

***Courses offered only at Regional Campuses*

I emailed Jim Blank and he said he did not see any problem with Ashtabula offering the course, but he said it was up to you.

Do we have your approval to make the catalog change? If you agree I will begin Course Catalog Update process.

Thank you,

Kevin Deemer,

Assistant Dean

Ashtabula Campus

CITY OF GENEVA

City Manager's Office
44 North Forest Street
Geneva, Ohio 44041

Phone: (440) 466-4675
Fax: (440) 466-5027
E-mail: citymanager@suite224.net

Wednesday, January 12, 2011

Dean Susan Stocker
Kent State University- Ashtabula
3325 West 13th St.
Ashtabula, OH 44004

Dear: Dean Stocker,

The City of Geneva is writing to express our support for the **two new associate degrees programs – viticulture and enology**. We recognize the tremendous opportunity that the programs can lend toward the success of the emerging wine, grape, and tourism industry. The skills gained from these programs will provide the necessary building blocks for entrepreneurial guidance and will further enhance the industry by offering an educated workforce.

We also feel the associate degrees would be an ideal fit with the initiatives of the Wine & Culinary Center, coupled together they will create a wonderful community asset. Having access to the degree program will further contribute to the economic success of the local grape and wine industry and contribute to the revitalization of Geneva's downtown, adding to greater economic potential for area residents and small businesses.

Once again good luck in your efforts, and please feel free to contact us if you need any assistance.

Sincerely,

James Pearson
Geneva City Manager

1/12/2011

To whom it may concern:

The wine industry supports establishing a 2-year degree in Viticulture and Enology.

Kent State Ashtabula is the ideal location for this program as it is situated in the middle of the prime growing district of Ohio.

Thank you.

Sincerely,

Donald P. Woodward
Owner-Winemaker

5499 Lake Road • P.O. Box 310 • Geneva-on-the-Lake, OH 44041 • (440) 466-9300 • Fax (440) 466-8011

Internet:
www.OldFirehouseWinery.com
E-Mail:
info@oldfirehousewinery.com

Wyandotte WINERY

Dean Susan Stocker
Kent State University
Ashtabula Campus
3500 Lake Road West
Ashtabula, OH 44004

Dear Dean Stocker:

The Wyandotte Winery is pleased to hear of the of the creation of a degree in viticulture and enology which would be offered through the Kent State Ashtabula campus.

We are located in Central Ohio, some distance from the Ashtabula campus, but understand these classes will meet the educational needs of wineries across the state. Our industry sorely needs additional professional development opportunities. While there are a number of workshops and other training sessions now available, there is no substitute to a well rounded degree in one's field of endeavor. At this time, there is no comprehensive degree offering in Ohio for viticulture or enology. Most of the work force has grown into their jobs via on the job training. And as a community, we recognize that all will benefit as our neighboring wineries make better wines and grow more Ohio fruit.

Our industry is growing by leaps and bounds. Twenty years ago, there were less than 40 state wineries, today there are over 150. If we are to compete in a global economy, we must not only keep up with trends, but move ahead of them. An Ohio based degree program will serve that purpose.

We strongly urge that the enology and viticulture classes become a part of the course offerings at Kent State Ashtabula.

Thanks for your time,
Valerie Coolidge

January 12, 2011

Dean Susan Stocker
Kent State University
Ashtabula Campus
3500 Lake Road West
Ashtabula, OH 44004

Dear Dean Stocker:

Debonne Vineyards Winery is very pleased that Kent State Ashtabula has proposed the creation of a degree in viticulture and enology.

In Ohio, while there are various single general course offerings at several universities that might be somewhat applicable to a winery or vineyard's need [in chemistry, food processing, biology departments, etc.], there is no comprehensive degree program to help us prepare for the future. Twenty years ago, there were less than 40 state wineries, today there are over 150. As our industry grows in Ohio, there is a fast growing demand for college educated cellar and vineyard staff.

Currently, we have nearly 500 hundred people now working in our wine cellars and in our vineyards, but there is only ONE person with a formal degree in enology and none of which whom we are aware, with a viticulture degree. In a business that is global in scope if we are to continue to excel, we must have a better educated work staff.

The Ashtabula branch is ideally located to take the lead. It is located amid the state's primary growing district and is adjacent to the most progressive, largest and most densely clustered group of wineries in Ohio. Our regional wineries are open to providing those resources internships and then jobs for students enrolled in Kent State Ashtabula's classes.

We strongly urge that Kent State Ashtabula adopt the enology and degree programs.

Sincerely,

Tony Debevc

7743 Doty Road / Madison, Ohio 44057 / *phone* 440-466-3485 / *fax* 440-466-6753
web www.debonne.com / *email* info@debonne.com

FERRANTE
WINERY AND RISTORANTE
5585 State Route 307
Harpersfield Township
Geneva, Ohio 44041
www.FerranteWinery.com
440-466-VINO
440-466-8466

Dean Susan Stocker
Kent State University
Ashtabula Campus
3500 Lake Road West
Ashtabula, OH 44004

Dear Dean Stocker:

The Ferrante Winery strongly supports the creation of a degree in viticulture and enology as coordinated through the Kent State Ashtabula campus.

As our industry grows in Ohio, there is an increasing demand for trained cellar and vineyard staff to meet that growth. Twenty years ago, there were less than 40 state wineries, today there are over 150. At this time, there is no similar, comprehensive degree offering Ohio. Among the several hundred at-winery workstaff, today only handful even have any directly related college level coursework. Most of our workforce has grown into their jobs via on the job training. As the wine industry becomes ever more a global business, it is essential that our future be tied to college level educational opportunities.

The Ashtabula branch is ideally located in the middle of the state's primary growing district and is adjacent to the most progressive, largest and most densely clustered group of wineries in Ohio. While it is situated in the northeast corner of the state, because of the importance of the region in the eastern United States, we anticipate that the Ashtabula program will draw students from around Ohio but also from adjacent states like Pennsylvania and West Virginia which currently have no formal college degrees in viticulture or enology.

We strongly urge that the enology and viticulture classes become a part of the course offerings at Kent State Ashtabula.

SINCERELY,

JIM ARBACZEWSKI
FERRANTE WINERY

Lake Erie . . . Great Lakes . . . Great Wines!!!

Dean Susan Stocker
KSU Ashtabula
3300 Lake Road West
Ashtabula, Oh 44004

2009 Board of Directors

Anita Davis
Breitenbach Wine Cellars
Dover

Chris Conkol
Candlelight Winery
Garrettsville

Tony Rego
Debonne' Vineyards
Madison

Jim Arbaczewski
Ferrante Winery
Geneva

Bill Bakan
Maize Valley Winery
Hartville

Tina Meranda
Meranda-Nixon Winery
Ripley

Donna Roberts
Terra Cotta Vineyards
New Concord

Dodie Schuchter
Valley Vineyards
Morrow

Valerie Coolidge
Wyandotte Winery
Columbus

Donniella Winchell
Executive Director
dwinchell@ohiowines.org

Dear Dean Stocker:

The regional grape and wine community heartily endorses the establishment of a VESTA branch at the at the Ashtabula campus of Kent State University.

As the wine industry becomes an ever more important sector within the larger state economy, our need for a better educated workforce grows. Ohio now has over 125 active wineries, up 1000% since the establishment of our trade association in 1975. An economic impact study is now in process, but we expect it will show that many millions of dollars are pumped into Ohio's economy as a result of our business. At this time, we can document more than 1000 full and part time jobs.

However, at this point, the state has only one winemaker with a college degree in enology. Many of our vintners have attended workshops and seminars within the state, others have traveled to California for weekend programs to hone their skills. If Ohio is to take advantage of an opportunity to reach our full potential as a nationally recognized wine growing district, we must offer our existing wineries and those yet in the planning stages a college degree program.

VESTA located on the Ashtabula campus offers such an opportunity. While much of the VESTA class work can be completed on-line, hands-on learning field work is required to finish a degree. Since it is adjacent to the state's primary Appellation of Origin [federally recognized growing region] and is in the midst of nearly two dozen wineries as well as 65% of the state's commercial vineyards, Kent Ashtabula is the logical home for VESTA in Ohio. Beyond the proximity to 'Ohio Wine Country,' Kent Ashtabula's well regarded Hospitality degree program will provide additional opportunities for viticultural and enological students. Students who seek to finish a four year degree can pursue business and marketing courses.

And, Kent Ashtabula sits amid a general 'culture of wine' in northeast Ohio: the Lodge and Conference Center is Ohio's Wine Country Resort; the city of Geneva is rebranding itself as a grape and wine based community and is currently planning a major wine and culinary center in the city of Geneva. The privately funded trade association representing the entire state is located in the country. Dynamic county tourism efforts are geared toward 'wine country' promotions. Each weekend in the summer, the wineries of the tri-county region draw thousands of visitors.

Our wine industry needs VESTA and we believe Kent Ashtabula is the logical home for this well-regarded program.

Sincerely,
Donniella Winchell
Donniella Winchell

33 Tegam Way Geneva,Ohio 44041
800-227-6972 440-466-4417 440-466-4427 [fax]

Ohio Department of Agriculture
8995 East Main Street
Reynoldsburg, OH 43068-3399
www.TasteOhioWines.com

January 5, 2010

Dean Stocker
KSU Ashtabula
3300 Lake Road West
Ashtabula, Ohio 44004

Dear Dean Stocker:

Home to more than 1,500 acres of vineyards and 125 wineries, Ohio's grape and wine industry has seen tremendous growth over the years. As the industry continues its upward climb, the importance of a more informed and educated viticulture and enology workforce increases. Therefore, the Ohio Grape Industries Committee (OGIC) strongly supports the implementation of a VESTA program in Ohio.

One of the OGIC's main objectives is to improve the competitiveness of Ohio's grape and wine industry through research and marketing, ultimately resulting in economic development and job creation. The OGIC currently commits 70 percent of its spending authority to conduct research programs in the areas of viticulture, enology, entomology, and plant pathology. Research is critical to the industries' success, however, with only one winemaker in the state with a college degree in enology there is a critical need for a degree program such as VESTA.

With the establishment of a VESTA program at the Kent State University Ashtabula campus, the state's vineyard managers and winemakers will be able to take advantage of on-line classes anytime, anywhere. Additionally, the VESTA program provides opportunities for students to participate in hands-on field experiences through partnerships developed with area vineyards and wineries, in the end creating internship opportunities beneficial to the students and the industry.

The VESTA program in Ohio is valuable to the continued growth of Ohio's grape and wine industry and the OGIC would be honored to work with the Kent State University in implementing this program. If you have any questions, please feel free to contact me at (614) 728-6438. I look forward to hearing from you in the future.

Sincerely,

Christy Eckstein

Christy Eckstein
Executive Director

Robert Boggs
Director,
Ohio Department of Agriculture
Chairman,
Ohio Grape Industries Committee

Tony Debevc
Debonne Vineyards and
Grand River Cellars

David Genger
SouthRidge Vineyard

Robert Guilliams
Raven's Glenn Winery and Restaurant

Mark Forni
Deputy Director
Chief, Marketing Division
Ohio Department of Agriculture

Jack Lucia
Meier's Wine Cellars, Inc.

Sharon Mull
Superintendent's Designee
Division of Liquor Control

Dr. Bill Randle
State Viticulture Specialist
OARDC/OSU

Andy Troutman
Troutman Vineyards and
Winery at Wolf Creek

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

February 17, 2010

Susan J. Stocker, Dean and Chief Academic Officer
Kent State University-Ashtabula Campus
3300 Lake Road West
Ashtabula, OH 44004

Dear Susan:

Recently the Regent's Academic Program Team received a copy of the letter President Lefton sent to the Chancellor relating the University's interest in developing a new Associate of Applied Science degree in Enology and a new Associate of Applied Science degree in Viticulture, in response to the economic growth of the wine industry in northeast Ohio.

Please be advised Preliminary Approval is granted and the institution may proceed with the process of the '*Formal Proposal*' development. As you know the April 1998 version of the *Operating Manual for Two-Year Campus Programs*, is being replaced with the new *Guidelines and Procedures for Academic Program Approval* and soon will be released to Ohio's public and private institutions.

Enclosed for your review is the new Template developed for the submission of new Undergraduate Degrees/Degree Programs. All institutions (public and private) are being asked to complete the new Template. If you encounter a section of the Template that is not relevant to your proposal please indicate that on the form when it's returned. I will also send you an electronic version.

If you have any questions, or I can be of any further assistance as you develop the two proposals, please do not hesitate to contact me at 614.644.1343 or via email at chill@regents.state.oh.us. We look forward to receiving the proposals in the near future.

Sincerely,

Catherine Hill

Catherine Hill
Assistant Director, Program Approval

cc: Robert G. Frank, Provost
Dr. Stephanie Davidson, Associate Vice Chancellor for Program Approval & Development

Enclosure

30 East Broad Street • 36th Floor • Columbus, Ohio 43215-3414 • 614 | 466-6000 • Fax: 614 | 466-5866
www.regents.ohio.gov

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

REQUEST FOR APPROVAL
SUBMITTED BY:

KENT STATE UNIVERSITY

ASSOCIATE OF APPLIED SCIENCE DEGREE IN VITICULTURE

10 March 2011
(expected date)

TABLE OF CONTENTS

Request **3**

Section 1: Introduction **3**

Section 2: Accreditation **3**
Institutional regional accreditation *3*
Results of the last accreditation review *4*
Notification of appropriate agencies *4*

Section 3: Academic Leadership—Institution **4**
Mission statement *4*
Organizational structure *4*

Section 4: Academic Leadership—Program **4**
Organizational structure *4*
Program development *5*
Collaboration with other Ohio institutions *7*

Section 5: Student Support Services **7**
Admission policies and procedures *7*
Student administrative services *8*
Student academic services *8*

Section 6: Curriculum **9**
Introduction *9*
Program goals and objectives *9*
Course offerings/descriptions *10*
Program sequence *12*
Alternate delivery options *12*
Off-site program components *12*

Section 7: Assessment and Evaluation **12**
Program assessment *12*
Measuring student success *12*

Section 8: Faculty **13**
Faculty appointment policies *13*
Program faculty *14*
Expectations for professional development/scholarship *14*
Faculty matrix *15*

Section 9: Library Resources and Information Literacy **16**
Library resources *16*
Information literacy *17*

Section 10: Budget, Resources and Facilities **17**
Resources and facilities *17*
Budget/financial planning *18*

Appendices Listing **19**

Signature Page **19**

Supplement D: Off-Site Program Components **20**

REQUEST

Date of submission: 10 March 2011 (expected date)

Name of institution: Kent State University

Degree/degree program title: Associate of Applied Science degree in Viticulture

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Director, Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Delivery sites: Ashtabula Campus

Date that the request was approved by the institution's governing board:
Approved by the Kent State University Faculty Senate on 14 February 2011 (expected date), and the Board of Trustees on 9 March 2011 (expected date)

Proposed start date: Fall 2011

Date Institution established: 1910

Institution's programs: Associate, bachelor's, master's, educational specialist and doctoral degrees (total 286 degree majors as of fall 2010)

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.
Licensure: No
Endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University seeks approval to offer an Associate of Applied Science degree in Viticulture. Defined as cultivation or culture of grapes especially for wine making, this new degree program will be first of its kind offered in the state of Ohio and will prepare students for skilled jobs in Ohio's wine and grape industry, which has an economic impact of over $580 million annually on the state's economy.

SECTION 2: ACCREDITATION

2.1 Institutional regional accreditation

Original date of accreditation: 1915
Date of last review: 2007 - 2008
Date of next review: 2014 - 2015

2.2 Results of the last accreditation review

Kent State University was reaccredited by the North Central Association Higher Learning Commission on 28 February 2008 (www.kent.edu/aqip/upload/reaffirmation-of-accreditation-2008.pdf).

2.3 Notification of appropriate agencies

Not applicable.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.
(www.kent.edu/president/mission-statement.cfm)

3.2 Organizational structure

The organizational structure for Kent State University can be found at www.kent.edu/president/upload/ksu_org_2010-2011_nov_1_2010.pdf.

See Appendix A for the organizational structure for Kent State's Ashtabula Campus.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty and staff for the proposed program.

The Associate of Applied Science degree in Viticulture will be housed in the Regional College. The Regional College is one of 10 academic colleges within Kent State University.

The Viticulture major will be offered on the Ashtabula Campus. The Ashtabula Campus is led by a dean and chief administrative officer. All regional campus deans report to the provost and senior vice president for academic affairs. An appointed coordinator will provide direct oversight for the Viticulture degree program. The coordinator and all faculty teaching within the degree program will report to the assistant dean for academic affairs on the Ashtabula Campus who, in turn, reports to the campus dean and CAO.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The lead administrator presently is a senior special assistant in the Ashtabula Campus' Dean's Office. The coordinator organizes the schedule of classes and faculty staffing and is liaison to the vineyards and wineries for student internship placements. Once the program is established and more faculty hired, a faculty member will assume coordinating activities. (See Appendix B for coordinator CV.)

Describe any councils, committees or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment and the frequency of their meetings.

Guidance and support for the development and growth of the Viticulture major will be the responsibility of the Ashtabula Campus dean and CAO, the Ashtabula Campus Faculty Council and the Enology and Viticulture Program Advisory Committee.

The Ashtabula Campus Faculty Council meets monthly over the course of the academic year. The council consists of all full-time faculty on the Ashtabula Campus. The council serves in an advisory capacity to the dean and CAO on all matters relating to the campus operations and curriculum.

The Viticulture major will have an advisory committee that meets quarterly to discuss its development. The Enology and Viticulture Program Advisory Committee will consist of the dean and CAO of the Ashtabula Campus, the executive director of the Ohio Wine Producers Association, faculty members teaching the technical courses in the program and local businesspeople working in the wine and grape industry. Membership on the committee is voluntary and appointments are for two years.

Once the degree program is approved, the Ashtabula Campus will seek to enter into an partnership agreement with the Viticulture and Enology Science and Technology Alliance (VESTA), funded by a National Science Foundation grant to establish and expand educational programs in the grape and wine industry throughout the Midwest. More information on the organization can be found at www.vesta-usa.org.

4.2 Program development

Describe how the proposed program aligns with the institution's mission.

The proposed Viticulture major aligns with Kent State University's mission in several key ways. The program will further diversify degree offerings at Kent State University. The Viticulture program will be the first of its kind in Ohio. Its curriculum provides students a broad array of learning experiences that will enable each student to develop the theoretical and technical skills needed for careers in the wine industry. The field experiences incorporated into the program offer students the opportunity to apply the knowledge and skills developed in the classroom. Viticulture provides an intellectual foundation on which students can expand educational horizons and career opportunities within the grape and wine industry.

Describe how the program aligns with the chancellor's strategic plan for higher education in Ohio.

As the only higher educational institution in Ashtabula County, Kent State University at Ashtabula provides educational opportunities and access to both traditional and nontraditional residents in the community, many of whom are first generation college students. Additional degree programs provide Ashtabula County residents new educational and career opportunities close to home. The structure of the program is designed to allow flexibility for students to attend either as a full-time or part-time student.

The Viticulture major provides a specialized associate degree program grounded in science, technology and mathematics that will support Ohio's wine industry. The curriculum incorporates hands-on internships that provide students practical, real world work experiences and create connections with potential career opportunities within Ohio.

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.

The motivation to develop the Associate of Applied Science degree in Viticulture was a direct result of discussions initiated by the executive director of the Ohio Wine Producers Association, VESTA representatives and Ohio grape and wine industry stakeholders.

Ohio is one of the top 10 wine-producing states in the country, producing over 850,000 gallons of wine each year.[1] Northeast Ohio contains over half the wine grape acreage in the state and the majority of the state's wineries are located in Lake, Geauga and Ashtabula counties due to their unique geography and climate.[2]

A 2008 industry report found that Ohio's grape and wine industry had a $582.8 million economic impact on the state's economy and employed more than 4,000 Ohioans.[1]

The potential exists for economic growth in the wine industry, not only for Ashtabula County, but on a state-wide level through the expansion, support and development of Ohio's wine and grape industry. The number of Ohio wineries has grown from 124 in 2008 to 143 in 2010. Ohio's Department of Agriculture Director, Robert Boggs, described Ohio's wine industry as thriving, noted that 65 percent of Ohio wineries were established in the past decade, and that the industry's continued growth will help provide jobs and revenue for Ohio's agriculture industry.[1]

An important component to maximizing the economic benefits of Ohio's wine industry is the development of educational degree programs that support, sustain and enhance the industry. However, no degree programs currently exist in Ohio to prepare individuals for employment in the wine industry. It is the goal of Kent State University to develop and offer an associate degree in Viticulture and in Enology (see accompanying proposal on Enology).

---

[1] "Ohio Wine and Grape Industry Contributes Millions to State's Economy," Ohio Department of Agriculture News Release, May 19, 2010 (www.agri.ohio.gov/public_docs/news/2010/05-19-10%20Economic%20Impact%20of%20Ohio%20Wines.pdf).
[2] Ohio Grape Industries Committee website (www.tasteohiowines.com).

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

See previous question.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

There is no accrediting body for this type of program.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.

There are no educational institutions within Ohio offering a degree program in viticulture.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The proposed program was not developed in collaboration with another Ohio institution.

SECTION 5: STUDENT SUPPORT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The admission requirements for the Viticulture major are the same as for the institution as a whole. Admission requirements to Kent State University's regional campuses, as described in the 2010 University Catalog (www.kent.edu/catalog/2010/admission), are provided below.

"Admission to the Regional Campuses is handled through the Admissions Office at any of the seven Regional Campuses. Admission is open to anyone with a high school diploma or its equivalent. Part-time early admission opportunities are available for qualified high school students in consultation with an advisor. In programs with special admission requirements, admission decisions and judgments are made by the director of the program following normal faculty consultative procedures and take into account factors such as life experience, level of motivation and concern for under-represented groups in the program, as well as such indicators as GPA or ACT score."

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred (a) according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT^2) initiatives; and (b) other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Kent State's Transfer Center reviews and applies transfer coursework where appropriate as determined by state policies and faculty review. Kent State's residence policy requires that transfer students complete a minimum 15 semester hours at Kent State to be awarded a Kent State associate degree. The majority of courses in the Kent Core (general education requirements) are approved as Ohio Transfer Module courses.

Kent State is receptive for equating transfer coursework for the proposed program. Currently, there exists no appropriate TAG or CTAG category for this program. Advanced Placement, CLEP credit and Kent State's Credit-by-Exam is awarded for general education requirements and electives in the program.

5.2 Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

There are no additional resources required to implement this degree program. As this is an established regional campus 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 and library.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

The Ashtabula Campus provides student academic support services and resources in line with the services offered to the students on all the other Kent State campuses. Specifically, the Ashtabula Campus offers advising, tutoring, student activities and financial aid services. Full-time professional academic advisors are also on the Ashtabula Campus. There are more-than-adequate student academic services to support this new degree program without the need for additional staff or resources.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the catalog.

The Associate of Applied Science in Viticulture provides students with the foundational scientific and mathematical knowledge, practical experiences and technological skills of the cultivation of grapes for winemaking. This program emphasizes hands-on experiences and internships at local vineyards and wineries.

Link to the annual Kent State University Catalog: www.kent.edu/catalog.

6.2 Program goals and objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The goals of the Associate of Applied Science degree in Viticulture are to provide educational opportunities and training to current and future employees of wineries and vineyards in the Ohio grape and wine industry. Each course syllabi within the Viticulture program contains detailed learning objectives and outcomes.

Upon completion of the degree program, students will:

1. Identify and safely use planting, cultivating, spraying and harvesting equipment found in a vineyard.

2. Identify the various parts of a grapevine and describe the sequential growth cycle of grapevines.

3. Properly prune grapevines, including calculations regarding the appropriate balanced bud formula.

4. Identify and treat major pest, weed and fungus infestations in a vineyard, including preventative treatments.

5. Perform random sample on vines to predict crop yield and maintain vine balance.

6. Collect fruit samples and perform lab analyses regarding harvest parameters.

7. Make decisions regarding vineyard management practices, including planting, pruning, harvest and winterization.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (name/number)	Cr hrs	Major/ Core/ Tech	General Education (Kent Core)	Elective	OTM, TAG CTAG	New/Existing Course
VITICULTURE COURSES						
VIN 10500 Molecular Principles in Grape and Wine	3	■				New
VIN 11100 Introduction to Viticulture and Vineyard Establishment	3	■				New
VIN 11392 Winter Viticulture Practicum	2	■				New
VIN 11492 Spring Viticulture Practicum	2	■				New
VIN 11592 Summer/Fall Viticulture Practicum	2	■				New
VIN 21100 Integrated Pest Management	2	■				New
VIN 21300 Regional Vineyard Management	2	■				New
VIN 29300 Soils for Viticulture	3	■				New
ADDITIONAL REQUIREMENTS / KENT CORE						
BMRT 21020 Introduction to Entrepreneurship	3	■				Existing
BSCI 10110 Biological Diversity (Kent Core Basic Sciences)	4	■	■		TAG	Existing
BSCI 16001 Horticultural Botany	3	■				Existing
COMT 11000 Introduction to Computer Systems	3	■				Existing
GEOG 31080 Geography of Wine	3	■				Existing
US 10097 Destination Kent State: First Year Experience	1	■	■			Existing
VIN Electives (Enology courses)	6			■		New
Kent Core Composition	3		■		OTM	Existing
Kent Core Mathematics and Critical Reasoning	3		■		OTM	Existing
Kent Core Humanities and Fine Arts	3		■		OTM	Existing
Kent Core Social Sciences	3		■		OTM	Existing
General Electives	6		■	■		Existing

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items.

Courses marked ■ are new. See Appendix D for course syllabi.

BSCI 10110 Biological Diversity
Examines the biodiversity of life from its origins to present-day microbes, plants and animals; their behavior, ecology and reproduction.

BSCI 16001 Horticultural Botany
Provides students with an understanding of the basic anatomy and physiology and growth characteristics of plants. Two-hour lecture and three-hour lab weekly.

COMT 11000 Introduction to Computer Systems
Covers the basic concepts and use of computer systems, including hardware, personal productivity software, Internet usage and file management.

BMRT 21020 Introduction to Entrepreneurship
Provides information about the functional elements of starting a small business. Includes the use of instruments, exercises and case analyses to assess entrepreneurial skills.

- VIN 10500 Molecular Principles in Grape and Wine
  Covers the basic chemistry involved in the wine and winemaking process. The course includes basic understanding of the chemistry involved in the fermentation process, flavor, aroma and color of wine.
- VIN 11100 Introduction to Viticulture and Vineyard Establishment
  Introduces students to current practices for establishing a commercial vineyard and maintaining its health and productivity once established. Topics covered include varietal selection, site preparation, equipment, site selection, first season establishment, vine growth development and training, trellis systems, vine propagation, weed control and vine disease control. Field practicum sessions consisting of 16 hours of hands-on experience is scheduled in area vineyards.
- VIN 11392 Winter Viticulture Practicum
  Provides students initiated in the field of viticulture practical experience in winter vineyard operations. Students are required to partner with an approved vineyard to participate in the required field experience portion of the course, which serves as work experience for those seeking employment in commercial viticulture.
- VIN 11492 Spring Viticulture Practicum
  Provides students initiated in the field of viticulture practical experience in spring vineyard operations. Students are required to partner with an approved vineyard to participate in the required field experience portion of the course, which serves as work experience for those seeking employment in commercial viticulture.
- VIN 11592 Summer/Fall Viticulture Practicum
  Provides viticulture students practical experience in summer and fall vineyard operations. Students are required to partner with an approved vineyard to participate in the required field experience portion of the course, which serves as work experience for those seeking employment in commercial viticulture.
- VIN 21300 Regional Vineyard Management
  A general study of vineyard management applicable to the Mid-America region. Covers management of the mature vineyard and builds on the topics.
- VIN 21100 Integrated Pest Management
  Effective grape production depends on the grower developing a system of grape management that is appropriate for each vineyard. Decisions need to be made for how to manage all of the normal cultural practices such as planting, fertility, harvesting and pruning, as well as managing the insect, disease and weed problems that occur either regularly or sporadically. Course addresses management issues related to common, expected pest problems, as well as the occasional appearance of minor pest problems.
- VIN 29300 Soils for Viticulture
  Explores soil properties and behavior and their influence on wines. The course focuses not only on growth and production, but on the long-term effects of viticulture on soil quality and the wider environment.

US 10097 Destination Kent State: FYE
Assists students in making a successful transition to the university through experiential or intellectually engaging discipline-based content.

6.4 Program sequence

See semester-by-semester sequencing ("roadmap") in Appendix E.

6.5 Alternative delivery options (please check all that apply):

☐ More than 50% of the program will be offered using a fully online delivery model
☐ More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

Not applicable

6.5 Off-site program components (please check all that apply):

☒ Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

The Viticulture program requires students to complete three courses that each includes a 32-hour off-campus internship at a local winery or vineyard: VIN 11392 Winter Viticulture Practicum, VIN11492 Spring Viticulture Practicum, and VIN 11592 Summer/Fall Viticulture Practicum. The courses are offered at different times during the grape growing season so students can experience all aspects of a vineyard's operation. See attached Supplement D for more information.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Kent State University uses the AQIP process for Higher Learning Commission accreditation. The assistant dean for academic affairs on the Ashtabula Campus is directly responsible for coordinating program assessment efforts for programs, including the proposed Viticulture major, on that campus. For the Viticulture major, the following will be measured: enrollment growth, financial impact, student persistence, time to graduate, rates of graduation, employer satisfaction, job placement and student satisfaction of Viticulture courses and program faculty. Faculty teaching within the program will have their teaching peer-reviewed.

The data will be collected each semester or annually depending on the measure. All assessments will be shared with the campus dean, program faculty and the Enology and Viticulture Program Advisory Committee. They will interpret the data to assess the overall viability and impact of the program. The data will help guide the development of the program and help program stakeholders identify opportunities to improve the Viticulture program.

7.2 Measuring student success

On the Ashtabula Campus, the director for enrollment management and student services—with assistance from the assistant dean for academic affairs—will be directly responsible for assessing student success. Data will be collected from Viticulture students, faculty, internship sites and advisors. The Ashtabula Campus will measure student satisfaction using the Kent State's "Student Survey of Instruction" assessment tool.

Data collected includes program enrollment, persistence rate, course pass rates, graduation rate and grade point average. Additionally, support services such as advising, education technology, academic support, financial aid and library services will be assessed to ensure they are meeting the needs of the students within the program. Post-graduation surveys will be used to determine career paths for program graduates.

The data will be collected each semester or annually depending on the measure. All assessments will be shared with the campus dean, program faculty and the Enology and Viticulture Program Advisory Committee. They will interpret the data to improve services for the students.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

For the proposed Viticulture program on the Ashtabula Campus, there exists full-time tenure- and non-tenure track resident faculty at the ranks of professor, associate professor and assistant professor to teach all the core and general education courses required.

Initially, the Ashtabula Campus will seek to appoint part-time faculty to the rank of lecturer to teach the technical courses in the Viticulture program. As enrollment in the program grows and the size of the program expands, the Ashtabula Campus will hire a full-time faculty member to support the program. The anticipated full-time Viticulture faculty position will be a non-tenure-track appointment with the rank of either lecturer or assistant professor.

Describe the credentialing requirements for faculty teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

The preferred degree for faculty teaching core and general education courses is the terminal degree of the academic discipline, which is most often the PhD. However, some faculty members teach with a master’s degree as their highest degree awarded.

The technical courses in the Viticulture program require an advanced degree in the field of viticulture, viticulture or a related field such as horticulture. In addition, most faculty teaching Viticulture courses have experience in the operation of vineyard or winery.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Non-tenure-track faculty member are assigned a 30-hour teaching load over the course of the academic year (nine months). Any coursework taught beyond 30 load hours is considered overload, and the faculty is compensated for the additional work.

Adjunct or part-time faculty may be assigned a teaching load ranging from 1 to 9 credit hours each semester. Adjunct faculty does not receive overload pay.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The Ashtabula Campus currently has faculty to teach all the related courses and a few resident faculty to teach some of the technical Viticulture courses. Additional faculty will need to be identified to offer the entire degree program at the Ashtabula Campus. The plan is to initially hire part-time faculty to teach the Viticulture courses and oversee students in field placements.

Upon approval of the degree program, the Ashtabula Campus will seek to identify faculty to teach unstaffed Viticulture courses. The timeline is to identify the needed faculty and hire in spring and summer 2011 for an anticipated fall 2011 program start date. Campus staff will work with the local wineries and vineyards and the Ohio Wine Producers Association to identify a pool or faculty to teach Viticulture courses.

A local winery has been identified to serve as a field site for Viticulture students. However, upon approval, the Ashtabula Campus will seek to expand the number of field sites and site supervisors to work with students. The intention is to partner with local wineries and vineyards in the community to develop additional field sites.

8.2 Program faculty

Provide the number of <u>existing faculty members</u> available to teach in the program.

Full-time faculty: 0*
Less-than-full-time faculty: 0*

Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.

Full-time faculty: 1*
Less-than-full-time faculty: 4*

* These figures comprise only Viticulture faculty and do not include faculty for additional course requirements and Kent Core and First-Year Experience courses.

8.3 Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/ scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

Faculty are expected to remain current in their respective disciplines through participation in professional development activities such as conferences, seminars and workshops sponsored by the university or relevant professional organizations. In addition, all faculty are expected to develop and refine their teaching. Kent State University provides all faculty the opportunity to participate in professional development activities to enhance instruction.

Full-time faculty members at the Ashtabula Campus are provided funding through the Ashtabula Campus Faculty Council for participation in professional development activities. Additionally, Kent State provides ongoing professional development activities through the university's Faculty Professional Development Center. See Appendix F for Ashtabula Campus Faculty Handbook.

8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member's CV must be included as an appendix item.

Faculty CV provided in Appendix G.

Name of instructor	Rank or title	Full/ part time	Degree title, discipline, institution, year	Years teaching /experience discipline	Additional expertise	Course(s) individual will teach	Number courses taught/ year at all campuses
Carolyn Carvalho	Assistant Professor	full time	MTech, Kent State University, 2007	3		COMT 11000 Introduction to Computer Systems	10
Thierry Andre Delorme	Associate Professor	full time	PhD, Microbial Biology, Université Claude-Bernard-Lyon 1, 1996	8		BSCI 10110 Biological Diversity	7
Daryl Upole	Assistant Professor	full time	MBA, Cleveland State University, 1994	6		BMRT 21020 Introduction to Entrepreneurship	10
open position	Assistant Professor	part time	PhD in Geography	3-5		GEOG 31080 Geography of Wine	1
open position	Adjunct	part time	PhD in Botany	3-5		BSCI 16001 Horticultural Botany	1
open position	Lecturer	part time	MS in Viticulture	3-5		VIN 10500 Molecular Principles in Grape and Wine	1
open position	Lecturer	part time	MS in Viticulture	3-5		VIN 11100 Introduction to Viticulture and Vineyard Establishment	1
open position	Lecturer	part time	MS in Viticulture	3-5		VIN 11392 Winter Viticulture Practicum	1
open position	Lecturer	part time	MS in Viticulture	3-5		VIN 11492 Spring Viticulture Practicum	1
open position	Lecturer	part time	MS in Viticulture	3-5		VIN 11592 Summer/ Fall Viticulture Practicum	1
open position	Lecturer	part time	MS in Viticulture	3-5		VIN 21100 Integrated Pest Management	1
open position	Lecturer	part time	MS in Viticulture	3-5		VIN 21300 Regional Vineyard Management	1
open position	Lecturer	part time	MS in Viticulture	3-5		VIN 29300 Soils for Viticulture	1

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The Ashtabula Campus librarian was included in the initial discussions to explore offering the Viticulture associate degree program. Moreover, the campus' librarian was directly involved in all aspects of the Viticulture proposal as it related to the *Library Resources and Information Literacy* section of the proposal. The campus library currently has some viticulture resources in several different formats and will allocate resources to further enhance the collection to fully support the program.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The eight campus Kent State University library system maintains 2.8 million volumes, 18,000 serials and over 200 research databases. Library materials can be requested online from any library in the Kent State University system by using the KentLINK library catalog.

The Ashtabula Campus library currently houses a small collection of 45 books (print) on such relevant topics as winemaking, grape harvesting, wine appreciation, viticulture, wine technology, wine service and wine law. The KentLINK library catalog and the Journal Finder combined contain over 600 books and videos (print and electronic) and approximately 50 academic journals (print and electronic) on similar enology and viticulture topics.

The Kent State University library system is a founding member of OhioLINK, an association of 88 college and university Ohio libraries, the State Library of Ohio and two Ohio public library systems. Member libraries can access over 48 million books, millions of electronic articles, 140 electronic research databases, 55,000 e-books, thousands of images, videos and sounds and 19,500 theses and dissertations from Ohio students. The library catalog of OhioLINK maintains over 2,000 books and videos (print and electronic) and approximately 100 journal publications (print and electronic) on the wine and grape industry.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The Ashtabula Campus library will support the proposed request in an appropriate timeframe with all the necessary materials and resources needed for program and student success. The library staff will consult with the necessary program coordinators and faculty for core and reference materials.

9.2 Information literacy

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations) that the institution uses or intends to use for faculty and students in the program.

Information literacy and library orientation sessions are offered regularly in several introductory and intermediate courses. One-on-one sessions with faculty on research tools and information resources are also available. These services will be offered to all students and faculty in this proposed program.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

Kent State will not need additional resources, facilities or equipment to begin the associate degree program in Viticulture at the Ashtabula Campus.

10.2 Budget/financial planning

Complete the table below to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4	
I. Projected Enrollment					
Head-count full time (at least 12 credit hours)	5.0	12.0	17.0	24.0	
Head-count part time (6 credit hours)	5.0	12.0	17.0	24.0	
Full-time equivalent (FTE) enrollment (student credit hours/30)	3.0	7.2	10.2	14.4	Note 1
II. Projected Program Income					
Tuition (paid by student or sponsor)	19,805	47,532	67,337	95,064	Note 2
Expected state subsidy	12,273	29,455	41,728	58,910	Note 3
Externally funded stipends, as applicable					
Other income (if applicable)					
Total Projected Program Income	32,078	76,987	109,065	153,974	
III. Program Expenses					
New Personnel					
Instruction (technical, professional, general education)					
Full_____		27,000	27,810	28,644	Note 4
Part time _____	15,791	14,623	15,061	15,513	Note 5
Non-instruction					
Full _____		30,375	31,286	32,225	Note 6
Part time _____					
New facilities/building/space renovation (if applicable, describe in narrative section below)					
Scholarship/stipend support (if applicable, describe in narrative section below)					
Additional library resources (if applicable, describe in narrative section below)					
Additional technology or equipment needs (if applicable, describe in narrative section below)					
Other expenses (if applicable)	9,700	8,000	8,000	8,240	
Total Projected Expense	25,491	79,998	82,158	84,622	

Note 1: Used 30 instead of the 15 as indicated on the initial form
Note 2: Based on full-time and part-time enrollment figures above, multiplied by $233/credit
Note 3: Used an average subsidy rate of $3,325
Note 4: One-half non-tenure-track salary with benefits
Note 5: Includes associated benefits
Note 6: One-half of director salary (other half to Enology)

APPENDICES

Appendix	Description
A	Organizational structure for leadership at Kent State's Ashtabula Campus
B	Résumé for Viticulture and Enology program coordinator Lori Lalak Lee, JD
C	Letters of support
D	Syllabi for Viticulture coursework
E	Semester-by-semester sequencing ("roadmap") for the Viticulture program
F	Faculty handbook for the Ashtabula Campus
G	Curriculum vitae for the faculty teaching the biology, business management and computer technology courses in the program
H	Résumé for internship site coordinator Arnulf Esterer

Kent State University is committed to the support of the delivery of the Associate of Applied Science degree in Viticulture. The Ashtabula Campus is committed to the delivery of the program. In accordance with university policies and procedures, if Kent State decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Kent State University verifies that the information in the application is truthful and accurate.

signature to come

Lester A. Lefton, PhD
President, Kent State University

SUPPLEMENT D: OFF-SITE PROGRAM COMPONENTS
VIN 11392 Winter Viticulture Practicum

Program component type

Describe the off-site program component. In your response, include any program prerequisites to begin the off-site component; length of the experience; and number of credit hours awarded for successful completion of the experience.

VIN 11392 Winter Viticulture Practicum is required for all Viticulture students, giving them practical experience in winter vineyard operations. Students must partner with an approved vineyard to participate in the required field experience for a 32-hour commitment.

VIN 11492 Spring Viticulture Practicum is required for all Viticulture students, giving them practical experience in spring vineyard operations. Students must partner with an approved vineyard or winery to participate in a 32-hour commitment.

VIN 11592 Summer/Fall Viticulture Practicum is required for all Viticulture students, giving them practical experience in summer and fall vineyard operations. Students must partner with an approved vineyard or winery to participate in a 32-hour commitment.

The three courses will serve as work experience for those seeking employment in commercial viticulture.

Academic leadership

Describe the institution's general expectations for individuals overseeing the off-site program component. In your response, include the institution's minimum qualifications and credentials to supervise the experience.

The course instructor will serve as the faculty of record. The instructor will facilitate the selection/assignment process between students and wineries; interact with on-site supervisors and make site visits as needed to track student participation; and troubleshoot any problems that occur. The faculty of record must have the necessary education, training and experience with viticulture and winery operations to coordinate placements, monitoring student progress, work with the site supervisor and evaluate student portfolios to assign a final grade.

Describe the role of the individual responsible for overseeing the program component experience 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. Submit the CV/resume of this individual as an appendix item.

The on-site supervisor is responsible for directing and overseeing the day-to-day work of each student assigned to the site. On-site supervisors and the faculty of record for the internship report to the assistant dean for academic affairs at the Ashtabula Campus.

A site supervisor must have sufficient expertise and experience in viticulture and winery operations to foster a meaningful internship experience for each student. Most site supervisors will be the owner or operator of a local winery located in and around Ashtabula County.

The duties of the site supervisor will include scheduling and supervising the work of the students at the winery, helping students identify internship goals, providing hands-on experiences that enable students to apply learning from coursework and providing the instructor of record a written evaluation of student's performance. Site supervisors will be consulted, but are not ultimately responsible for determining the student's final grade.

Program site

Describe the process for identifying the site. In your response, describe the individual/unit responsible for identifying the site and the criteria used to select the site. If the site must adhere to the standards of an accreditation agency or state licensing board, list the name of such body and describe the standards that must be met in order to select the site.

Internship sites are local wineries in and around Ashtabula County. The Office of Academic Affairs on the Ashtabula Campus will identify appropriate sites based on student need, feedback from the Enology and Viticulture Advisory Program Committee and Ohio Wine Producers Association.

Wineries selected as sites must meet certain criteria to ensure student have a successful experience. Criteria include the following:

- Minimum five years of operation
- Minimum three years of commercial operation
- Minimum three grape harvests
- Minimum production of 5,000 gallons of wine a year
- Ideally, the winery should also have a barrel program

List the name and address of the site and describe the activities/experience that will occur at the site.

Kent State has identified Markko Vineyards (4500 South Ridge Road, Conneaut, Ohio 44030) as a site for the three internship courses.

<u>VIN 11392 Winter Viticulture Practicum:</u> Some activities that may occur at the site include performing bud counts; positioning renewal spurs; spacing fruiting spurs; properly tying cordons; calculating the number of buds to retain based on pruning weight and the appropriate balanced pruning formula for the variety being pruned; and pruning vines using the results of the appropriate balanced pruning formula.

<u>VIN 11492 Spring Viticulture Practicum:</u> Activities at the site may include collecting a petiole sample by vine type; developing and implementing a vine summer fertility plan; identifying fungal diseases in a given location; indentifying major insect pests; sprayer calibration; conducting cluster thinning; and shoot positioning and leaf removal.

<u>VIN 11592 Summer/Fall Viticulture Practicum:</u> Activities at the site may include lab analysis for Brix, pH and TA; predicting harvest date and crop estimate; developing a vineyard management strategy; canopy management; fruit analysis; and harvest operations.

Indicate whether the institution has entered into a collaborative agreement with another entity to provide the experience 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.

Describe any services that will be provided to the student at the site to support their experience.

Not applicable.

Faculty

Indicate whether the institution will need to identify additional faculty to deliver the off-site program component/experience at the site. If additional faculty are needed, describe the appointment process and provide a timeline for identifying such individuals.

No additional faculty will be needed for off-site internship experiences.

Complete the faculty matrix for the faculty who will be teaching/supervising at the proposed site. Please include open positions in the matrix. Please note that the institution will need to submit faculty resumes as part of the review.

See Appendix F for site supervisor résumé.

Name of Instructor	Rank or Title	Full/Part Time	Degree, Discipline, Institution, Year	Years of Teaching/ Experience In Discipline/ Field	Additional Expertise in Discipline/ Field	Course(s) Individual Will Teach in Proposed Program
Arnulf (Arnie) Esterer	Site Supervisor	part time	MBA, University of Michigan, 1955	24 years of experience operating a winery		VIN 11392 Winter Viticulture Practicum
						VIN 11492 Spring Viticulture Practicum
						VIN 11592 Summer/Fall Viticulture Practicum

Commitment to program delivery at site

Indicate how long the institution intends to use the site. In the event that the site is no longer available for use, indicate how the institution will provide the necessary resources/means for matriculated students to complete the program component/experience.

Kent State University will offer all courses towards the Associate of Applied Science degree in Viticulture for as long as the program is sustainable and maintains sufficient student enrollment. After the degree program is approved, the Viticulture and Enology Coordinator will develop additional internship sites. 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 decision is made to close the program.

Roadmap: Viticulture - Associate of Applied Science

[RE-AAS-VITI]
Regional College
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]				
BSCI 10110 Biological Diversity	4		■	Fulfills Kent Core Basic Sciences
US 10097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits
VIN 10500 Molecular Principles in Grape and Wine	3		■	
VIN 11100 Introduction to Viticulture and Vineyard Establishment	3		■	
VIN 11392 Winter Viticulture Practicum	2		■	
Kent Core Requirement	3			See Kent Core Summary below
Semester Two: [14 Credit Hours]				
BSCI 16001 Horticultural Botany	3		■	
COMT 11000 Introduction to Computer Systems	3		■	
VIN 11492 Spring Viticulture Practicum	2		■	
Kent Core Requirement	3			See Kent Core Summary below
Kent Core Requirement	3			See Kent Core Summary below
Semester Three: [16 Credit Hours]				
GEOG 31080 Geography of Wine	3		■	
VIN 11592 Summer/Fall Viticulture Practicum	2		■	
VIN 21100 Integrated Pest Management	2		■	
Kent Core Requirement	3			See Kent Core Summary below
VIN Elective	3			
General Elective	3			
Semester Four: [14 Credit Hours]				
BMRT 21020 Introduction to Entrepreneurship	3		■	
VIN 21300 Regional Vineyard Management	2		■	
VIN 29300 Soils for Viticulture	3			
VIN Elective	3		■	
Kent Core Requirement	3			See Kent Core Summary below

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
60	2.0	2.0

Kent Core Summary (visit www.kent.edu/catalog/kent-core for course list)

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (3 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test	3
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Humanities and Fine Arts (3 credit hours)		3
Social Sciences (3 credit hours)		3
Basic Sciences (3 credit hours)	Fulfilled in this major with BSCI 10110	0

VITICULTURE COURSES

VIN	10500	Molecular Principles in Grape and Wine (3)	New
VIN	11100	Introduction to Viticulture and Vineyard Establishment (3)	New
VIN	11392	Winter Viticulture Practicum (2)	New
VIN	11492	Spring Viticulture Practicum (2)	New
VIN	11592	Summer/Fall Viticulture Practicum (2)	New
VIN	21100	Integrated Pest Management (2)	New
VIN	21300	Regional Vineyard Management (2)	New
VIN	29300	Soils for Viticulture (3)	New

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001991

Date: 09-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 10500

Course Title: Molecular Principles in Grape and Wine

Title Abbreviation: Molecular Principles in Grape

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: Undergraduate	**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 covers the basic chemistry involved in the wine and winemaking process. The course includes basic understanding of the chemistry involved in the fermentation process, flavor, aroma, and color of wine.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
12	Course introduction and overview of basic chemistry
3	Chemical components of wine
9	Fermentation
6	Acids, bases, and buffers

3	Physical properties of gases
3	Wine Acids
3	Overview of Enology and Viticulture
3	Aroma Compounds
3	Color and Flavor Compounds

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: The Chemistry and Biology of Winemaking by Hornsey, I. The Science of Wine: From Vine to Glass by Goode, J.

Writing Expectations: Homework, reports and exams

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by the Viticulture Enology Science and Technology Alliance (VESTA)

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science degree in Enology and the Associate of Applied Science degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Kevin L Deemer	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Kevin L Deemer	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002003

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: on behalf of Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 11100

Course Title: Introduction to Viticulture and Vineyard Establishment

Title Abbreviation: Intro to Viticulture/Vineyard

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: Undergraduate	**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 is designed to introduce students to current practices for establishing a commercial vineyard and maintaining its health and productivity once established. Topics covered include varietal selection, site preparation, equipment, site selection, first season establishment, vine growth development and training, trellis systems, vine propagation, weed control and vine disease control.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Vocabulary; History of Grapes and Wine; Geographical Distribution; and Climate, Degree Days & Growing

	Regions
3	Vine Structure and Yearly Cycle of Vine Growth
3	Vitis Species, Rootstocks, Cultivars and Clones
3	Vineyard Soils
3	Trellises & Vine Support Systems; Vine Training and Pruning
3	Vineyard Development and Yearly Farm Plan
1.50	Vine Physiology
1.50	Berry Development
3	Vine Propagation
3	Vineyard Irrigation and Soil Moisture Monitoring
3	Canopy Management and Canopy Assessment
3	Maturity Determination and Harvest
3	Vine Pests & Diseases
2	Integrated Pest Management
3	Vine Mineral Nutrition
2	Methods to Improve Grape Quality
2	Sustainable Agriculture Practices, Organic, Biodynamic Farming

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: From Vines to Wines. Cox, Jeff. The Grape Grower: A Guide to Organic Viticulture. L. Rombough. Wine Grape Production Guide for Eastern North America. T.K. Wolf.

Writing Expectations: Weekly homework assignments, course projects, and exams

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by The Viticulture Enology Science and Technology Alliance (VESTA).

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science Degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will likely increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Lori L Lee	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Lori L Lee	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002006

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: on behalf of Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 11392

Course Title: Winter Viticulture Practicum

Title Abbreviation: Winter Viticulture PRA

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 2 to 2

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 1 to 1

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 2 to 2

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: Undergraduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. PRA-Practicum or Internship 2. LEC-Lecture 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): This course is designed to provide students initiated in the field of viticulture practical experience in winter vineyard operations. Students are required to partner with an approved vineyard to participate in the required field experience portion of the course.

Prerequisites (edited): VIN 11100

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
32	Practicum hours
2	Course Overview Review of Grapevine Basics - growth cycles, anatomy, live woodbud identification

3	Basic Concepts of Pruning Practices
4	Balanced Pruning technique
3	Limitations of Balanced Pruning, Cold Injury, Mechanized Pruning
4	Propagation Techniques - seeds, layers & taking cuttings
4	Propagation Techniques - grafting

Display/Hide Delimited Course Outline

Total Contact Hours: 52

Textbook(s) used in this course: None

Writing Expectations: Exams and practicum journal

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by The Viticulture Enology Science and Technology Alliance (VESTA).

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science Degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will likely increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Lori L Lee	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Lori L Lee	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002008

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: on behalf of Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 11492

Course Title: Spring Viticulture Practicum

Title Abbreviation: Spring Viticulture PRA

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 2 to 2

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 1 to 1

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 2 to 2

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: Undergraduate	**Grade Rule:** C-Standard letter-in progress (IP)	

Rationale for an IP grade request for this course (if applicable): The unpredictability nature of vineyard operations may prevent a student from competing the course within the term.

Schedule Type(s): 1. PRA-Practicum or Internship 2. LEC-Lecture 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): This course is designed to provide students initiated in the field of viticulture practical experience in spring vineyard operations. Students are required to partner with an approved vineyard to participate in the required field experience portion of the course.

Prerequisites (edited): VIN 11100

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
32	Practicum
2	Winegrape Canopies and their importance

2	Quality Assurance in Vineyards
2	Improving Canopy Microclimate
2	Canopy Management – How to Do it
2	Improved Trellis Systems
2	Te Kauwhata Two Tier-The U or Lyre System
2	The Sylvoz System—The Ruakura Twin Two Tier
2	The Economics of Canopy Management
2	Common Questions about Canopy Management with Answers
2	Petiole analysis, fertility plan, diseases and pests

Display/Hide Delimited Course Outline

Total Contact Hours: 52

Textbook(s) used in this course: Sunlight into wine, Smart, Richard & Robinson, Mike., Adelaide, Australia: Hyde Park, (2003).

Writing Expectations: Exams and a practicum journal

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by The Viticulture Enology Science and Technology Alliance (VESTA).

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science Degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will likely increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Lori L Lee	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Lori L Lee	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002012

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: on behalf of Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 11592

Course Title: Summer-Fall Viticulture Practicum

Title Abbreviation: SummerFall Viticulture PRA

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 2 to 2

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 1 to 1

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 2 to 2

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: Undergraduate	**Grade Rule:** C-Standard letter-in progress (IP)	

Rationale for an IP grade request for this course (if applicable): The unpredictability nature of vineyard operations may prevent a student from completing the course within the term.

Schedule Type(s): 1. PRA-Practicum or Internship 2. LEC-Lecture 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): This course is designed to provide viticulture students practical experience in summer-fall vineyard operations. Students are required to partner with an approved vineyard to participate in the required field experience portion of the course.

Prerequisites (edited): VIN 11100

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
32	Practicum
2	Vine balance

2	Strategies to achieve vine balance
2	Predicting crop yield
2	Effects of vineyard management on cropping potential
2	Cluster thinning
2	Developing a vineyard management strategy
2	Stages of fruit maturation
2	Collecting representative fruit samples
2	Performing lab analysis for sugar content, pH, and TA
2	Harvest operation and logistics

Display/Hide Delimited Course Outline

Total Contact Hours: 52

Textbook(s) used in this course: Sunlight into Wine, Smart, Richard & Robinson, Mike., Adelaide, Australia: Hyde Park, (2003).

Writing Expectations: Exams and practicum journal

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by The Viticulture Enology Science and Technology Alliance (VESTA).

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science Degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will likely increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Lori L Lee	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved

1/12/2011	Wanda E Thomas	Approved
1/11/2011	Lori L Lee	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002014

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: on behalf of Kevin Deemer

Requested Effective Term: 201110

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 21100

Course Title: Integrated Pest Management

Title Abbreviation: Integrated Pest Mgmt

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 2 to 2

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 2 to 2

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: Undergraduate	**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): Effective grape production depends on the grower developing a system of grape management that is appropriate for each vineyard. Decisions need to be made for how to manage all of the normal cultural practices such as planting, fertility, harvesting, and pruning as well as managing the insect, disease, and weed problems that occur either regularly or sporadically. The information in this course will address management issues related to common, expected pest problems as well as the occasional appearance of minor pest problems.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	General overview of Grape IPM

3	Insects- bud and fruit pests
3	Insects- leaf, root, and typically minor pests
3	Insecticides
3	Weeds, Herbicides, 2,4-D injury
3	Diseases- fruit rots, Downy mildew, Powdery mildew
3	Diseases- Anthracnose, Crown gall, Eutypa, and Phomopsis
3	Pesticide resistance, fungicides
3	Organic pest management, Pesticide alternatives
3	Management of birds, deer, and other vertebrate pests

Display/Hide Delimited Course Outline

Total Contact Hours: 30

Textbook(s) used in this course: Midwest Commercial Small Fruit & Grape Spray Guide 2009

Writing Expectations: Homework assignments, quizzes, exams and a final project

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by The Viticulture Enology Science and Technology Alliance (VESTA).

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science Degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will likely increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee and the Salem Campus Horticulture Program

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Lori L Lee	No comments available.

History:

Date	User	Status

1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Lori L Lee	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002017

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: on behalf of Kevin Deemer

Requested Effective Term: 201180

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 21300

Course Title: Regional Vineyard Management

Title Abbreviation: Regional Vineyard Mgmt

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 2 to 2

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 2 to 2

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: Undergraduate	**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 is a general study of vineyard management and commercial grape growing. Topics include cultivars, vine nutrition, irrigation, canopy management, pests, maturity sampling and harvest, balanced pruning-cropping and cold injury. The course covers management of the mature vineyard and builds on the topics covered in VIN 11100, Introduction to Viticulture.

Prerequisites (edited): VIN 11100

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
4	Grape cultivars
3	Vine nutrition
3	Water management

4	Canopy management and crop thinning
3	Vineyard floor management
3	Pests and diseases
3	Harvest
4	Balanced pruning and balanced cropping
3	Cold injury and management of cold injury

Display/Hide Delimited Course Outline

Total Contact Hours: 30

Textbook(s) used in this course: Wine Grape Production Guide for Eastern North America (NRAES-145), Tony Wolf, Virginia Tech, Lead Author and Editor.

Writing Expectations: Homework assignments, quizzes, exams and class projects

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by The Viticulture Enology Science and Technology Alliance (VESTA).

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science Degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will likely increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Lori L Lee	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Lori L Lee	Submitted

Name: Therese E Tillett

Submission Date: 1/18/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002019

Date: 11-JAN-11

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Wanda Thomas, wthomas4

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: on behalf of Kevin Deemer

Requested Effective Term: 201110

Campus: Kent

College: RE-Regional College

Department: PRST-Professional Studies

Course Subject: VIN-Viticulture and Enology

Course Number: 29300

Course Title: Soils for Viticulture

Title Abbreviation: Soils for Viticulture

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: Undergraduate	**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 course will explore soil properties and behavior and their influence on wines. The course focuses not only on growth and production, but on the long-term effects of viticulture on soil quality and the wider environment.

Prerequisites (edited): None

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
4	The concept of terroir and its relation to fine wines; Soil profiles and soil-forming factors; components of soil

3	Soil texture; the role of minerals in soil; the C:N ratio; Decomposers and reducers; the formation of humus
4	Soil structure formation; soil aggregates; calculating density and porosities
3	Affect of the soil on plant growth; nutrition; pH scales; calculation of base saturation of soil
3	Nutriet cycling process; nimeralization; nutrient ions and Cation Exchange Capacity
3	The functions and cycles of Nitrogen, Phosphorous, and Potassium in crop growth; the handling of inorganic fertilizer sources
3	The role of the secondary and micronutrients in plant growth
3	Nutrient requirements, nutrient deficiency and fertilizers
3	Soil sampling and testing; plant tissue analysis; Economics of fertilizers
3	Best Management Practices and Integrated Crop Management and the environment
3	Hydrological cycles in a vineyard; water capacity; irrigation
3	Physical and chemical soil environment and its affect on grape growing
4	Vineyard site selection; soil surveys; preparing a site for vineyard establishment
3	Compare and contrast of different grape growing regions from around the world

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: "Soils for Fine Wines" by Robert E. White Oxford University Press "Soil Fertility Manual" from Phosphate and Potash Institute

Writing Expectations: Weekly homework assignments and exams

Instructor(s) expected to teach: TBD

Instructor(s) contributing to content: Course development assistance provided by The Viticulture Enology Science and Technology Alliance (VESTA).

Proposal Summary

Explain the purpose for this proposal:

This is a required course for the Associate of Applied Science Degree in Viticulture.

Explain how this proposal affects program requirements and students in your unit:

This proposal has no affect on existing program requirements or students.

Explain how this proposal affects courses, program requirements and student in other units:

This proposal has no affect on existing program requirements or students in other units.

Explain how this proposal affects enrollment and staffing:

Enrollment will likely increase and additional faculty will be needed to teach the course.

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

Regional College Curricular Committee

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/11/2011	Lori L Lee	No comments available.

History:

Date	User	Status
1/12/2011	Wanda E Thomas	Approved
1/12/2011	Wanda E Thomas	Approved
1/11/2011	Lori L Lee	Submitted

DEEMER, KEVIN

From: Edge, Irene
Sent: Monday, August 02, 2010 10:12 AM
To: Edge, Irene; MUSCATELLO, JOSEPH; DEEMER, KEVIN; WATSON, RUTH
Cc: THOMAS, WANDA
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Kevin,
I'm sorry -- I meant to say...

Same goes for COMT 11000 - though it should be noted that a higher level computer course (e.g., COMT 12000) could be substituted.

Thanks,
Irene

Irene E. Edge
Assistant Professor, Technology (COMT)
Kent State University
iedge@kent.edu
440-964-4332

From: Edge, Irene
Sent: Saturday, July 31, 2010 4:04 PM
To: MUSCATELLO, JOSEPH; DEEMER, KEVIN; WATSON, RUTH
Cc: THOMAS, WANDA
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Kevin,

Same goes for COMT 11000 - though it should be noted that a higher level computer course (e.g., COMT 11000) could be substituted.

Thank you!
Irene

Irene E. Edge
Assistant Professor, Technology (COMT)
Kent State University
iedge@kent.edu
440-964-4332

From: MUSCATELLO, JOSEPH
Sent: Friday, July 30, 2010 11:11 PM
To: DEEMER, KEVIN; Edge, Irene; WATSON, RUTH
Cc: THOMAS, WANDA
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Kevin,

Great majors!

From the BMRT side, I see no problems. I will put it out for discussion and ask for final approval but I will tentatively approve it now. If you do not hear back from me by August 6th, consider it approved by BMRT.

Regards,

Joe Muscatello
Coordinator BMRT

From: DEEMER, KEVIN
Sent: Friday, July 30, 2010 10:08 AM
To: Edge, Irene; WATSON, RUTH; MUSCATELLO, JOSEPH
Cc: THOMAS, WANDA
Subject: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

As lead (or co-lead) faculty in your respective disciplines I am contacting you because the Ashtabula Campus seeks to establish two new Associate of Applied Science degree programs, one in Enology and the other in Viticulture. We would like to include as a required courses in the both degree programs COMT 11000, BMRT 11000, and BMRT 21020. These are all course we currently teach at Ashtabula.

Please let me know if you have any questions or concerns.

I look forward to your feedback.

Thank you,

Kevin Deemer,
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: DEEMER, KEVIN
Sent: Tuesday, August 03, 2010 6:38 AM
To: MUSCATELLO, JOSEPH
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Thank you!

Kevin

From: MUSCATELLO, JOSEPH
Sent: Sunday, August 01, 2010 8:19 PM
To: DEEMER, KEVIN
Subject: RE: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

Kevin,

I have received positive feedback, about the degrees, from BMRT along with their yes votes. Although the group believes you do not need our approval, they appreciated you asking for input!

The BMRT group approved the content!

Thank you,

Joe Muscatello
BMRT chair

From: DEEMER, KEVIN
Sent: Friday, July 30, 2010 10:08 AM
To: Edge, Irene; WATSON, RUTH; MUSCATELLO, JOSEPH
Cc: THOMAS, WANDA
Subject: COMT and BMRT Courses for Associate of Applied Science Degree Proposals

As lead (or co-lead) faculty in your respective disciplines I am contacting you because the Ashtabula Campus seeks to establish two new Associate of Applied Science degree programs, one in Enology and the other in Viticulture. We would like to include as a required courses in the both degree programs COMT 11000, BMRT 11000, and BMRT 21020. These are all course we currently teach at Ashtabula.

Please let me know if you have any questions or concerns.

I look forward to your feedback.

Thank you,

Kevin Deemer,
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: HALEY, MARY ANN
Sent: Thursday, July 29, 2010 3:37 PM
To: DEEMER, KEVIN
Subject: RE: Ashtabula Enology & Viticulture Proposals
Attachments: GEOG Wine-related Courses.pdf

Hi Kevin,

Thank you for copying me on the email to Mike Tubergen (and sparing me on the emails to the other Chairs). These look like very exciting programs. As a geographer I'd like to let you know that we have a course you might like to include in the programs, even if just as an elective. It is GEOG 31080 Geography of Wine. It is very well received on the Kent Campus and I understand it was recently offered on the Salem Campus as well. With the right geographer teaching it, this course could make an important impact. I've attached the CCP/BDS forms that were submitted when the course was created.

Also, I note that you are including General College Physics I and lab in the programs. Perhaps another LER/Kent Core Basic Science course and lab to consider is Physical Geography and Lab (GEOG 21062/3). They would expose students to other aspects of the physical environment that play a central role in viticulture and wine-making, e.g., weather and climate. I have included the CCP/BDS forms for these two course in the attachment as well.

I've taken the liberty of copying Dr. Mandy Munro-Stasiuk, Chair of Geography, so she is aware of the developments on the Ashtabula Campus. I will forward the roadmaps to her as well. Please let me know if you would like any additional information.

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: DEEMER, KEVIN
Sent: Thursday, July 29, 2010 1:39 PM
To: HALEY, MARY ANN
Subject: Ashtabula Enology & Viticulture Proposals

Dr. Haley,

Recently, I copied you on an email to Dr. Tubergen in regards to two new associate of applied science degree programs Ashtabula seeks to establish. Therese Tillett suggested that I included you in the emails. Rather than clog your email with each cc I thought I would let you know what we intend to do and only include you on the email that was sent to Dr. Tubergen. I will contact A&S department chairs listed below about our degree proposals since we want to include course(s) from their departments.

Dr. Blank
Dr. Corthal
Dr. Gleeson

Dr. Tonge
Dr. Tubergen

Our expectation is to have our proposal on the August EPC agenda, so I want to apologize for the short notice. I did not consider contacting everyone until Therese suggested that I do so and her advice is well taken. Earlier this Summer I contacted Jim Blank about Horticultural Botany to seek his approval to use that course. He deferred to the Salem Campus and Geauga Campus Horticulture faculty, since they have the horticulture programs and the class is only offered on the regional campuses. Both campuses were supportive of us using Horticultural Botany.

Therese also discussed with me the issue of encroachment when I met with her this week. Please note I thought encroachment only related to degree programs as a whole and did not realize there could be encroachment on individual courses (This is my first degree proposal). So I went back and looked at each course. There is one new viticulture course that we would like to add entitled, VIN 21100 Integrated Pest Management. It is a two credit course that focuses on pest control as it relates to vineyard operations. AS you know BSCI has a 3 credit hour course entitled BSCI 26002, Ecological Principles of Pest Management. The argument could be made that encroachment exists. So, I sent Jim Blank and Stan Jones the roadmaps for the degree programs and syllabus for VIN 21100 to get their perspective and feedback. If they feel it is encroachment, then I would seek to use BSCI 26002 .

If you would like each email I will gladly send them to you. Please let me know if you have any questions.

Thank you,

Kevin Deemer
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: CORTHELL, RONALD
Sent: Monday, August 02, 2010 2:44 PM
To: DEEMER, KEVIN
Subject: RE: English Courses for Associate of Applied Science Degree Proposals

Dear Dean Deemer:

The English Department has no questions or concerns regarding these new Associates programs.

Best,

Ron Corthell

Ronald Corthell
Professor and Chair
Department of English
Kent State University
Kent, OH 44242
T 330-672-2676
F 330-672-3152
rcorthel@kent.edu

From: DEEMER, KEVIN
Sent: Friday, July 30, 2010 9:32 AM
To: CORTHELL, RONALD
Subject: English Courses for Associate of Applied Science Degree Proposals

Dr. Corthell,

The Ashtabula Campus seeks to establish two new Associate of Applied Science degree programs, one in Enology and the other in Viticulture. We would like to include as a required courses in the both degree programs ENG 11011 and 21011. Attached is a draft copy of the roadmap for each program.

Please let me know if you have any questions or concerns.

I look forward to your feedback.

Thank you,

Kevin Deemer,
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: BLANK, JAMES
Sent: Wednesday, May 19, 2010 3:04 PM
To: DEEMER, KEVIN
Subject: RE: BSCI 16001 Horticultural Botany

Sounds good.
Jim

From: DEEMER, KEVIN
Sent: Wednesday, May 19, 2010 2:32 PM
To: BLANK, JAMES
Subject: RE: BSCI 16001 Horticultural Botany

Jim,

Thank you for the response. I agree with you that we would not be competing for students with Jeff's campuses. So, if I get Jeff's approval, then I would like to move forward with a revision of the catalog via a Course Catalog Update process.

Thank you,

Kevin

From: BLANK, JAMES
Sent: Wednesday, May 19, 2010 2:09 PM
To: DEEMER, KEVIN
Subject: RE: BSCI 16001 Horticultural Botany

Hi Kevin: We wouldn't mind, but I don't know how Jeff Nolte would feel. That course is, I believe, part of their hort tech program and BA degree. It doesn't sound to me like you'd be competing for students and so I wouldn't suspect they would mind. But, it's really their call.
Jim

From: DEEMER, KEVIN
Sent: Tuesday, May 18, 2010 7:53 PM
To: BLANK, JAMES
Subject: BSCI 16001 Horticultural Botany

Dr. Blank,

The Ashtabula Campus is seeking to develop an Associate of Applied Science in Viticulture. We would like to include BSCI 10110, Biological Diversity and BSCI 16001, Horticultural Botany. However the catalog states the following about Horticultural Botany:

> **16001 Horticultural Botany (3)****
> To provide students with an understanding of the basic anatomy and physiology and growth characteristics of plants. Two-hour lecture and three-hour lab weekly; offered only at the Geauga and Salem campuses.
> Prerequisite: none
>
> ***Courses offered only at Regional Campuses*

Would your department have any issues with changing the catalog to include allowing the Ashtabula Campus to offer the Horticultural Botany course?

DEEMER, KEVIN

From: MOHAN, DAVID
Sent: Wednesday, May 19, 2010 4:04 PM
To: DEEMER, KEVIN
Subject: RE: Seeking to offer Horticultural Botany at Ashtabula

No problem from Geauga.

David

From: DEEMER, KEVIN
Sent: Wednesday, May 19, 2010 3:33 PM
To: Nolte, Jeff; MOHAN, DAVID
Cc: STOCKER, SUSAN
Subject: Seeking to offer Horticultural Botany at Ashtabula

Dean Nolte & Dean Mohan:

The Ashtabula Campus is seeking to develop an Associate of Applied Science in Viticulture. As part of this new degree program we would like to include BSCI 16001, Horticultural Botany. However the catalog states the following about the course:

> **16001 Horticultural Botany (3)****
> To provide students with an understanding of the basic anatomy and physiology and growth characteristics of plants. Two-hour lecture and three-hour lab weekly; **offered only at the Geauga and Salem campuses**.
> Prerequisite: none
>
> ***Courses offered only at Regional Campuses*

I emailed Jim Blank and he said he did not see any problem with Ashtabula offering the course, but he said it was up to you.

Do we have your approval to make the catalog change? If you agree I will begin Course Catalog Update process.

Thank you,

Kevin Deemer,
Assistant Dean
Ashtabula Campus

DEEMER, KEVIN

From: Nolte, Jeff
Sent: Monday, May 24, 2010 11:05 AM
To: DEEMER, KEVIN
Subject: RE: Seeking to offer Horticultural Botany at Ashtabula

Go for it!

From: DEEMER, KEVIN
Sent: Thursday, May 20, 2010 7:45 AM
To: Nolte, Jeff
Subject: RE: Seeking to offer Horticultural Botany at Ashtabula

Thank you

From: Nolte, Jeff
Sent: Thursday, May 20, 2010 7:30 AM
To: DEEMER, KEVIN
Cc: MOHAN, DAVID; STOCKER, SUSAN
Subject: Re: Seeking to offer Horticultural Botany at Ashtabula

Kevin,

As a courtesy, let me run it by our Hort director.

Jn

Sent from my iPhone

On May 19, 2010, at 3:33 PM, "DEEMER, KEVIN" <kdeemer@kent.edu> wrote:

Dean Nolte & Dean Mohan:

The Ashtabula Campus is seeking to develop an Associate of Applied Science in Viticulture. As part of this new degree program we would like to include BSCI 16001, Horticultural Botany. However the catalog states the following about the course:

16001 Horticultural Botany (3)**
To provide students with an understanding of the basic anatomy and physiology and growth characteristics of plants. Two-hour lecture and three-hour lab weekly; **offered only at the Geauga and Salem campuses**. Prerequisite: none

***Courses offered only at Regional Campuses*

I emailed Jim Blank and he said he did not see any problem with Ashtabula offering the course, but he said it was up to you.

Do we have your approval to make the catalog change? If you agree I will begin Course Catalog Update process.

Thank you,

Kevin Deemer,

Assistant Dean

Ashtabula Campus

CITY OF GENEVA
City Manager's Office
44 North Forest Street
Geneva, Ohio 44041

Phone: (440) 466-4675
Fax: (440) 466-5027
E-mail: citymanager@suite224.net

Wednesday, January 12, 2011

Dean Susan Stocker
Kent State University- Ashtabula
3325 West 13th St.
Ashtabula, OH 44004

Dear: Dean Stocker,

The City of Geneva is writing to express our support for the **two new associate degrees programs – viticulture and enology**. We recognize the tremendous opportunity that the programs can lend toward the success of the emerging wine, grape, and tourism industry. The skills gained from these programs will provide the necessary building blocks for entrepreneurial guidance and will further enhance the industry by offering an educated workforce.

We also feel the associate degrees would be an ideal fit with the initiatives of the Wine & Culinary Center, coupled together they will create a wonderful community asset. Having access to the degree program will further contribute to the economic success of the local grape and wine industry and contribute to the revitalization of Geneva's downtown, adding to greater economic potential for area residents and small businesses.

Once again good luck in your efforts, and please feel free to contact us if you need any assistance.

Sincerely,

James Pearson
Geneva City Manager

OLD FIREHOUSE WINERY
Geneva-on-the-Lake, Ohio

1/12/2011

To whom it may concern:

The wine industry supports establishing a 2-year degree in Viticulture and Enology.

Kent State Ashtabula is the ideal location for this program as it is situated in the middle of the prime growing district of Ohio.

Thank you.

Sincerely,

Donald P. Woodward
Owner-Winemaker

5499 Lake Road • P.O. Box 310 • Geneva-on-the-Lake, OH 44041 • (440) 466-9300 • Fax (440) 466-8011

Internet:
www.OldFirehouseWinery.com
E-Mail:
info@oldfirehousewinery.com

Wyandotte WINERY

Dean Susan Stocker
Kent State University
Ashtabula Campus
3500 Lake Road West
Ashtabula, OH 44004

Dear Dean Stocker:

The Wyandotte Winery is pleased to hear of the of the creation of a degree in viticulture and enology which would be offered through the Kent State Ashtabula campus.

We are located in Central Ohio, some distance from the Ashtabula campus, but understand these classes will meet the educational needs of wineries across the state. Our industry sorely needs additional professional development opportunities. While there are a number of workshops and other training sessions now available, there is no substitute to a well rounded degree in one's field of endeavor. At this time, there is no comprehensive degree offering in Ohio for viticulture or enology. Most of the work force has grown into their jobs via on the job training. And as a community, we recognize that all will benefit as our neighboring wineries make better wines and grow more Ohio fruit.

Our industry is growing by leaps and bounds. Twenty years ago, there were less than 40 state wineries, today there are over 150. If we are to compete in a global economy, we must not only keep up with trends, but move ahead of them. An Ohio based degree program will serve that purpose.

We strongly urge that the enology and viticulture classes become a part of the course offerings at Kent State Ashtabula.

Thanks for your time,
Valerie Coolidge

January 12, 2011

Dean Susan Stocker
Kent State University
Ashtabula Campus
3500 Lake Road West
Ashtabula, OH 44004

Dear Dean Stocker:

Debonne Vineyards Winery is very pleased that Kent State Ashtabula has proposed the creation of a degree in viticulture and enology.

In Ohio, while there are various single general course offerings at several universities that might be somewhat applicable to a winery or vineyard's need [in chemistry, food processing, biology departments, etc.], there is no comprehensive degree program to help us prepare for the future. Twenty years ago, there were less than 40 state wineries, today there are over 150. As our industry grows in Ohio, there is a fast growing demand for college educated cellar and vineyard staff.

Currently, we have nearly 500 hundred people now working in our wine cellars and in our vineyards, but there is only ONE person with a formal degree in enology and none of which whom we are aware, with a viticulture degree. In a business that is global in scope if we are to continue to excel, we must have a better educated work staff.

The Ashtabula branch is ideally located to take the lead. It is located amid the state's primary growing district and is adjacent to the most progressive, largest and most densely clustered group of wineries in Ohio. Our regional wineries are open to providing those resources internships and then jobs for students enrolled in Kent State Ashtabula's classes.

We strongly urge that Kent State Ashtabula adopt the enology and degree programs.

Sincerely,

Tony Debevc

7743 Doty Road / Madison, Ohio 44057 / *phone* 440-466-3485 / *fax* 440-466-6753
web www.debonne.com / *email* info@debonne.com

FERRANTE
WINERY AND RISTORANTE
5585 State Route 307
Harpersfield Township
Geneva, Ohio 44041
www.FerranteWinery.com
440-466-VINO
440-466-8466

Dean Susan Stocker
Kent State University
Ashtabula Campus
3500 Lake Road West
Ashtabula, OH 44004

Dear Dean Stocker:

The Ferrante Winery strongly supports the creation of a degree in viticulture and enology as coordinated through the Kent State Ashtabula campus.

As our industry grows in Ohio, there is an increasing demand for trained cellar and vineyard staff to meet that growth. Twenty years ago, there were less than 40 state wineries, today there are over 150. At this time, there is no similar, comprehensive degree offering Ohio. Among the several hundred at-winery workstaff, today only handful even have any directly related college level coursework. Most of our workforce has grown into their jobs via on the job training. As the wine industry becomes ever more a global business, it is essential that our future be tied to college level educational opportunities.

The Ashtabula branch is ideally located in the middle of the state's primary growing district and is adjacent to the most progressive, largest and most densely clustered group of wineries in Ohio. While it is situated in the northeast corner of the state, because of the importance of the region in the eastern United States, we anticipate that the Ashtabula program will draw students from around Ohio but also from adjacent states like Pennsylvania and West Virginia which currently have no formal college degrees in viticulture or enology.

We strongly urge that the enology and viticulture classes become a part of the course offerings at Kent State Ashtabula.

SINCERELY,

JIM ARBACZEWSKI
FERRANTE WINERY

Lake Erie . . . Great Lakes . . . Great Wines!!!

Dean Susan Stocker
KSU Ashtabula
3300 Lake Road West
Ashtabula, Oh 44004

2009 Board of Directors

Anita Davis
Breitenbach Wine Cellars
Dover

Chris Conkol
Candlelight Winery
Garrettsville

Tony Rego
Debonne' Vineyards
Madison

Jim Arbaczewski
Ferrante Winery
Geneva

Bill Bakan
Maize Valley Winery
Hartville

Tina Meranda
Meranda-Nixon Winery
Ripley

Donna Roberts
Terra Cotta Vineyards
New Concord

Dodie Schuchter
Valley Vineyards
Morrow

Valerie Coolidge
Wyandotte Winery
Columbus

Donniella Winchell
Executive Director
dwinchell@ohiowines.org

Dear Dean Stocker:

The regional grape and wine community heartily endorses the establishment of a VESTA branch at the at the Ashtabula campus of Kent State University.

As the wine industry becomes an ever more important sector within the larger state economy, our need for a better educated workforce grows. Ohio now has over 125 active wineries, up 1000% since the establishment of our trade association in 1975. An economic impact study is now in process, but we expect it will show that many millions of dollars are pumped into Ohio's economy as a result of our business. At this time, we can document more than 1000 full and part time jobs.

However, at this point, the state has only one winemaker with a college degree in enology. Many of our vintners have attended workshops and seminars within the state, others have traveled to California for weekend programs to hone their skills. If Ohio is to take advantage of an opportunity to reach our full potential as a nationally recognized wine growing district, we must offer our existing wineries and those yet in the planning stages a college degree program.

VESTA located on the Ashtabula campus offers such an opportunity. While much of the VESTA class work can be completed on-line, hands-on learning field work is required to finish a degree. Since it is adjacent to the state's primary Appellation of Origin [federally recognized growing region] and is in the midst of nearly two dozen wineries as well as 65% of the state's commercial vineyards, Kent Ashtabula is the logical home for VESTA in Ohio. Beyond the proximity to 'Ohio Wine Country,' Kent Ashtabula's well regarded Hospitality degree program will provide additional opportunities for viticultural and enological students. Students who seek to finish a four year degree can pursue business and marketing courses.

And, Kent Ashtabula sits amid a general 'culture of wine' in northeast Ohio: the Lodge and Conference Center is Ohio's Wine Country Resort; the city of Geneva is rebranding itself as a grape and wine based community and is currently planning a major wine and culinary center in the city of Geneva. The privately funded trade association representing the entire state is located in the country. Dynamic county tourism efforts are geared toward 'wine country' promotions. Each weekend in the summer, the wineries of the tri-county region draw thousands of visitors.

Our wine industry needs VESTA and we believe Kent Ashtabula is the logical home for this well-regarded program.

Sincerely,
Donniella Winchell
Donniella Winchell

33 Tegam Way Geneva,Ohio 44041
800-227-6972 440-466-4417 440-466-4427 [fax]

Ohio Department of Agriculture
8995 East Main Street
Reynoldsburg, OH 43068-3399
www.TasteOhioWines.com

January 5, 2010

Dean Stocker
KSU Ashtabula
3300 Lake Road West
Ashtabula, Ohio 44004

Dear Dean Stocker:

Home to more than 1,500 acres of vineyards and 125 wineries, Ohio's grape and wine industry has seen tremendous growth over the years. As the industry continues its upward climb, the importance of a more informed and educated viticulture and enology workforce increases. Therefore, the Ohio Grape Industries Committee (OGIC) strongly supports the implementation of a VESTA program in Ohio.

One of the OGIC's main objectives is to improve the competitiveness of Ohio's grape and wine industry through research and marketing, ultimately resulting in economic development and job creation. The OGIC currently commits 70 percent of its spending authority to conduct research programs in the areas of viticulture, enology, entomology, and plant pathology. Research is critical to the industries' success, however, with only one winemaker in the state with a college degree in enology there is a critical need for a degree program such as VESTA.

With the establishment of a VESTA program at the Kent State University Ashtabula campus, the state's vineyard managers and winemakers will be able to take advantage of on-line classes anytime, anywhere. Additionally, the VESTA program provides opportunities for students to participate in hands-on field experiences through partnerships developed with area vineyards and wineries, in the end creating internship opportunities beneficial to the students and the industry.

The VESTA program in Ohio is valuable to the continued growth of Ohio's grape and wine industry and the OGIC would be honored to work with the Kent State University in implementing this program. If you have any questions, please feel free to contact me at (614) 728-6438. I look forward to hearing from you in the future.

Sincerely,

Christy Eckstein

Christy Eckstein
Executive Director

Robert Boggs
Director,
Ohio Department of Agriculture
Chairman,
Ohio Grape Industries Committee

Tony Debevc
Debonne Vineyards and
Grand River Cellars

David Genger
SouthRidge Vineyard

Robert Guilliams
Raven's Glenn Winery and Restaurant

Mark Forni
Deputy Director
Chief, Marketing Division
Ohio Department of Agriculture

Jack Lucia
Meier's Wine Cellars, Inc.

Sharon Mull
Superintendent's Designee
Division of Liquor Control

Dr. Bill Randle
State Viticulture Specialist
OARDC/OSU

Andy Troutman
Troutman Vineyards and
Winery at Wolf Creek

Ohio | Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

February 17, 2010

Susan J. Stocker, Dean and Chief Academic Officer
Kent State University-Ashtabula Campus
3300 Lake Road West
Ashtabula, OH 44004

Dear Susan:

Recently the Regent's Academic Program Team received a copy of the letter President Lefton sent to the Chancellor relating the University's interest in developing a new Associate of Applied Science degree in Enology and a new Associate of Applied Science degree in Viticulture, in response to the economic growth of the wine industry in northeast Ohio.

Please be advised Preliminary Approval is granted and the institution may proceed with the process of the '*Formal Proposal*' development. As you know the April 1998 version of the *Operating Manual for Two-Year Campus Programs*, is being replaced with the new *Guidelines and Procedures for Academic Program Approval* and soon will be released to Ohio's public and private institutions.

Enclosed for your review is the new Template developed for the submission of new Undergraduate Degrees/Degree Programs. All institutions (public and private) are being asked to complete the new Template. If you encounter a section of the Template that is not relevant to your proposal please indicate that on the form when it's returned. I will also send you an electronic version.

If you have any questions, or I can be of any further assistance as you develop the two proposals, please do not hesitate to contact me at 614.644.1343 or via email at chill@regents.state.oh.us. We look forward to receiving the proposals in the near future.

Sincerely,

Catherine Hill

Catherine Hill
Assistant Director, Program Approval

cc: Robert G. Frank, Provost
Dr. Stephanie Davidson, Associate Vice Chancellor for Program Approval & Development

Enclosure

30 East Broad Street • 36th Floor • Columbus, Ohio 43215-3414 • 614 | 466-6000 • Fax: 614 | 466-5866
www.regents.ohio.gov

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 17-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College RE - Regional College

Degree BAS - Bachelor of Applied Studies

Program Name Program Code

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

Proposal Revise Program

Description of proposal:

Change in name to Bachelor of Technical and Applied Studies: The name change makes the degree in line with similar degrees in the state (Ohio University and the University of Cincinnati) and broadens the appeal to perspective students. Adding the term "Technical" aligns the degree more appropriately with numerous Associate degrees which student may be completing prior to entering this degree program.

Change in the Technical and Applied Studies major: Kent Core would be required without specific courses identified. None of the original courses for this degree were eliminated. Additional courses are proposed as options, to assure deliverability for students who are in the Kent State University service area or in any location around or outside of Ohio.

New concentrations in Computer Technology, under the Technical and Applied Studies major in Application Development; Applied Computer Security and Forensics Technology; General; Internet/Multimedia; and Networking. This concentrations replace the 2+2 General and 2+2 Computer Technology concentrations in the BS Technology program (i.e., the two will be inactivated).

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

Current total credit hours: 121 Proposed total credit hours 121

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

There is no encroachment or duplication; these changes should increase recruiting and enrollment; and no additional staffing is needed.

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

College of Technology, College of Business Administration, College of Arts and Sciences, College of Communication and Information were consulted on the COMT concentrations

---

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director / Campus Dean

_____ ____/____/____

College Dean

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs

Proposal Summary

Title: Revise the Bachelor of Applied Studies degree program

Subject Specification: Revisions to the existing BAS dgree which will result in making the BAS degree more accessible and more deliverable.

Background Information: The degree is a completer degree, predominately designed for associate degree students who do not have a direct Baccalaureate degree path. The proposed changes include the name change to Bachelor of Technical and Applied Studies (this name change better describes the degree and aligns it with recently OBR approved degrees from Ohio University and the University of Cincinnati, who now have similar completer degrees titled Bachelor of Technical and Applied Studies); increased flexibility and deliverability by providing students additional courses to select from in order to complete the degree; the courses that have been proposed are either offered on most campuses or on-line. This degree meets the needs of many Regional College students and aligns with the mission of the Regional College, offering more baccalaureate degrees. There is no direct effect on other programs; this is a revision of an existing degree. The result should be more student interest, more deliverability and more flexibility in the BAS/BTAS, making it a more viable completer degree. There is no staffing or fiscal impact due to this proposal.

Alternatives and Consequences: No alternative identified to make the degree more flexible or marketable; consequence would be difficulty in delivering this degree on all regional campuses effectively and efficiently.

Specific Recommendation and Justification:

- Name change to Bachelor of Technical and Applied Studies (this name change better describes the degree and aligns it with recently OBR approved degrees from Ohio University and the University of Cincinnati, who now have similar completer degrees titled Bachelor of Technical and Applied Studies);
- Increased flexibility and deliverability by providing students additional courses to select from in order to complete the degree; the courses that have been proposed are either offered on most campuses or on-line. All original courses remain, so a student could complete the degree with the original requirements;
- Five COMT Concentrations are made available to the BTAS major in the areas of:
  - Computer Technology General Concentration
  - Computer Technology Networking Concentration
  - Computer Technology Application Development Concentration
  - Computer Technology Internet/Multimedia Concentration
  - Computer Technology Applied Computer and Forensics Technology Concentration
- With establishment of these concentrations, the 2+2 and Computer Technology concentrations within the BS in Technology program will be inactivated.
- Approval of this proposal will position the Regional College to offer this Baccalaureate degree to associate degree students on all seven regional campuses and beyond due to on-line course delivery. Regional campuses have been asked by the OBR to deliver more baccalaureate degrees.

Timetable and Actions Required: January EPC, Faculty Senate, Provost's Office, OBR, in a timely fashion to be included in the Fall 2011 catalog.

Technical and Applied Studies - B.T.A.S. Program Requirements

Kent State University Catalog 2011 - 2012 > Colleges and Programs > Regional College > Undergraduate Programs > Digital Sciences - B.T.A.S. Program Requirements

- **Computer Technology Application Development Concentration**
- **Computer Technology Applied Computer and Forensics Technology Concentration**
- **Computer Technology General Concentration**
- **Computer Technology Internet/Multimedia Concentration**
- **Computer Technology Networking Concentration**

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**T Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (19 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	CHDS	37900	Applied Studies Cornerstone	3
	CHDS	47900	Applied Studies Capstone	4
	Choose one of the following:			3
	COMT	11000	Introduction to Computer Systems (3)	
	COMT	12000	Personal Productivity Software (3)	
	MIS	24053	Introduction to Computer Applications (3)	
	Choose three of the following:			9
WIC	COMM	35864	Organizational Communication (3) *	
	ENG	30063	Business and Professional Writing (3)	
	LIB	30010	Information Fluency (3)	
	LIS	30010	Information Fluency (3) *cannot take both LIB and LIS 30010*	
DD	SOC	32570	Inequality in Societies (3)	
WIC/ DD	TECH	31000	Cultural Dynamics of Technology (3) *	
	TECH	36401	Application of Technical Management Software (3)	
III.	**ADDITIONAL PROGRAM REQUIREMENTS (65-70 credits)**			
Type	**Course**		**Title**	**Credits**
	Kent Core Composition			6-8
	Kent Core Mathematics and Critical Reasoning			3-5
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (must be from two disciplines)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Additional (must be from two categories)			6
	Applied Courses from Associate Degree, Minor or Individualized Specialization			24-34
IV.	**MAJOR ELECTIVES OR CONCENTRATION REQUIREMENTS (31-36 credits)**			
	Major Electives (for those not declaring a concentration) (31-33)			
	Computer Technology Application Development Concentration (32-34)			
	Computer Technology Applied Computer and Forensics Technology Concentration (31)			
	Computer Technology General Concentration (31)			
	Computer Technology Internet/Multimedia Concentration (32-33)			
	Computer Technology Networking Concentration (31)			
			MINIMUM TOTAL	**121**

* A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

Major Electives (for those not selecting a concentration)

I. MAJOR ELECTIVES REQUIREMENTS (31-33 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	Choose from the following groups of courses:			31-33
	Foundation Skills			
DG	ANTH	38240	Culture and Personality (3) ***or***	
	ANTH	48210	Culture and Communication (3) ***or***	
DG	COMM	35852	Intercultural Communications (3)	
	CHDS	37800	Small Group Process (2) ***or***	
	ECON	42075	International Economics Relations (3) ***or***	
	MKTG	35035	Consumer Behavior (3) ***or***	
	PSYC	41581	Health Psychology (3) ***or***	
	TECH	36415	Customer Service Technology (3)	
	ENG	20000	Introduction to Technical Writing (3) ***or***	
	ENG	30063	Business and Professional Writing (3)	
	ENTR	27056	Introduction to Entrepreneurship (3) ***or***	
	MIS	34060	Operations Management (3) ***or***	
	TECH	36401	Application of Technical Management Software (3)	
	HED	46052	Stress: Recognition and Management (2) ***or***	
	PH	20006	Environmental Health Science (3)	
	LIB	30010	Information Fluency (3) ***or***	
	LIS	30010	Information Fluency (3) *cannot take both LIB and LIS 30010* ***or***	
	MIS	34054	Using Information Systems for Solving Business Problems (3) ***or***	
WIC	TECH	36318	Survey of Information Security, Internet Fraud and Computer Forensics (3)	
	MATH	11009	Modeling Algebra (4) ***or***	
	MATH	11010	Algebra for Calculus (3) ***or***	
	MATH	30011	Basic Probability and Statistics (3)	
	MIS	24163	Principles of Management (3) ***or***	
	TECH	46409	Strategic Management of Technology and Innovation (3)	
	SOC	32400	Individuals and Society (3) ***or***	
	SOC	32510	Sociology of Work ***or***	
DD	SOC	32570	Inequality in Societies (3)	
	Organizational and Career Development			
	CACM	32020	Strategic Planning (3) ***or***	
	MIS	44285	Integrated Business Policy and Strategy (3) ***or***	
	TECH	46409	Strategic Management of Technology Innovation (3)	
WIC	COMM	35864	Organizational Communication (3) * ***or***	
	MIS	34185	Individual and Group Behavior in Organizations (3) ***or***	
	POL	30301	Introduction to Public Administration (3)	
	HDFS	44033	Non-Profit Management (3) ***or***	
	MIS	34165	Dynamics of Leadership (3)	
	MIS	34185	Individual and Group Behavior in Organizations (3) ***or***	
	PSYC	31773	Industrial Psychology (3) ***or***	
	PSYC	41532	Social Psychology (3)	
			TOTAL	31-33

Computer Technology Application Development Concentration

I. CONCENTRATION REQUIREMENTS (32-34 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	COMT	46308	Developing Desktop Applications	3
WIC	TECH	36318	Survey of Information Security, Internet Fraud and Computer Forensics	3
	TECH	46340	Data Design and Implementation	3
	ACTT, BMRT, COMT or ITAP electives			7
	COMT upper-division courses			6
	Choose one of the following:			4
	COMT	36301	Advanced C++ Programming (4)	
	COMT	36311	Advanced Java Programming (4)	
	Choose two of the following:			6-8
	COMT	36301	Advanced C++ Programming (4)	
	COMT	36308	Ergonomics in Computer Systems (3)	
	COMT	36311	Advanced Java Programming (4)	
	COMT	36350	Programming Office Productivity Applications (3)	
	COMT	46309	Development Distributed Applications (3)	
			TOTAL	32-34

Computer Technology Applied Computer and Forensics Technology Concentration

I. CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	COMT	36320	Computer Forensics	3
	COMT	36330	Local Area Network Security Fundamentals	3
	COMT	46331	Local Area Network Security and Firewalls	3
WIC	TECH	36318	Survey of Information Security, Internet Fraud and Computer Forensics	3
	ACTT, BMRT, COMT or ITAP electives			7
	COMT upper-division courses			6
	Choose two of the following:			6
	COMT	46310	Technology of Operating Systems (3)	
	COMT	46311	Technology of Networking (3)	
	TECH	36110	Principles of Fraud Examination (3)	
	TECH	36410	Security for Business Students (3)	
	TECH	36430	Security Management (3)	
	TECH	36440	Security Investigation (3)	
			TOTAL	31

Computer Technology General Concentration

I. CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
WIC	TECH	36318	Survey of Information Security, Internet Fraud and Computer Forensics	3
	TECH	36401	Applications for Technology Management Software	3
	ACTT, BMRT, COMT or ITAP electives			7
	COMT upper-division courses			18
			TOTAL	31

Computer Technology Internet/Multimedia Concentration

I. CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	COMT	36310	Multimedia Development Tools (3)	3
	COMT	36336	Web Scripting II (3)	3
	COMT	46321	Web Database Integration (3)	3
WIC	TECH	36318	Survey of Information Security, Internet Fraud and Computer Forensics	3
	ACTT, BMRT, COMT or ITAP Electives			7
	COMT upper-division courses			6
	Choose two of the following:			7-8
	COMT	36301	Advanced C++ Programming (4)	
	COMT	36311	Advanced Java Programming (4)	
	TECH	46340	Database Design and Implementation (3)	
			TOTAL	32-33

Computer Technology Networking Concentration

I. CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	COMT	36330	Local Area Network Security Fundamentals	3
	COMT	46310	Technology of Operating Systems	3
	COMT	46311	Technology of Networking	3
WIC	TECH	36318	Survey of Information Security, Internet Fraud and Computer Forensics	3
	ACTT, BMRT, COMT or ITAP electives			7
	COMT upper-division courses			12
			TOTAL	31

Kent State University Catalog 2010 - 2011

Applied Studies - B.A.S. Program Requirements

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

Type Legend: **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts; **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (47 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	CACM	32020	Strategic Planning	3
	CHDS	37800	Small Group Process	2
		37900	Applied Studies Cornerstone	3
		47900	Applied Studies Capstone Seminar	4
	COMM	35852	Intercultural Communication	3
WIC		35864	Organizational Communication	3
	ENG	30063	Business and Professional Writing	3
	HED	46052	Stress: Recognition and Management	2
	LIB LIS	30010 30010	Information Fluency in the Workplace and Beyond(3) ***or*** Information Fluency in the Workplace and Beyond (3)	3
	MATH	30011	Basic Probability and Statistics	3
	MIS	24163	Principles of Management	3
		34165	Dynamics of Leadership	3
	PSYC	31773	Industrial Psychology	3
	SOC	32570	Inequalities in Societies	3
	TECH	36401	Application of Technology Management Software	3
	Choose from the following:			**3**
	COMT	11000	Introduction to Computer Systems (3)	
	COMT	12000	Personal Productivity Software (3)	
	MIS	24053	Introduction to Computer Applications (3)	
III.	**ADDITIONAL PROGRAM REQUIREMENTS (73 credits)**			
Type	**Course**		**Title**	**Credits**
KAD	COMM	15000	Introduction to Human Communication	3
KMC	MATH	11010	Algebra for Calculus	3
KAD DG	PHIL	21001	Introduction to Ethics	3
KSS DD	PSYC	11762	General Psychology	3
KSS DD	SOC	12050	Introduction to Sociology	3
	Applied Course *			34
	Kent Core Basic Sciences			3
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	General Elective (lower or upper division)			3
			MINIMUM TOTAL	**121**

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies

[Banner code]
Regional College
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
Kent Core Requirement	**12**			Kent Core Summary on page 3
US 10097 Destination Kent State: FYE	**1**			Not required of transfer students with 25 credits
Applied Course	3			See note on page 3
Semester Two: [15 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 3
COMT 11000 Introduction to Computer Systems or COMT 12000 Personal Productivity Software or MIS 24053 Introduction to Computer Applications	**3**			Major Core
Applied Courses	6			See note on page 3
Semester Three: [15 Credit Hours]				
Kent Core Requirements	**6**			Kent Core Summary on page 3
Applied Courses	**9**			See note on page 3
Semester Four: [15 Credit Hours]				
Kent Core Requirements	**6**			Kent Core Summary on page 3
Applied Courses	**9**			See note on page 3
Semester Five: [16 Credit Hours]				
CHDS 37900 Applied Studies Cornerstone	**4**	■	**C**	Major Core
MATH 30011 Basic Probability and Statistics or MATH 11009 Modeling Algebra or MATH 11010 Algebra for Calculus	**3**	■	**C**	
MIS 24163 Principles of Management or TECH 46409 Strategic Management of Technology and Innovation	**3**	■/-	**C**	
Kent Core Requirements	**3**			Kent Core Summary on page 3
Applied Courses	**3**			See note on page 3
Semester Six: [15 Credit Hours]				
ENG 30063 Business and Professional Writing or ENG 20002 Introduction to Technical Writing	**3**	■/-	**C**	ENG 30063 – Major Core
LIB 30010 Information Fluency in the Workplace and Beyond or LIS 30010 Information Fluency in the Workplace and Beyond or TECH 36318 Survey of Information Security Internet Fraud and Computer Forensics or MIS 34054 Using Information Systems for Solving Business Problems	**3**	■	**C**	LIS/LIB 30010 – Major Core
TECH 36401 Application of Technology Management Software or	**3**	■	**C**	TECH 36401 – Major Core

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
MIS 34060 Operations Management or ENTR 27056 Introduction to Entrepreneurship				
Kent Core Requirement	**3**			Kent Core Summary on page 3
Applied Course	3			See note on page 3
Semester Seven: [13-15 Credit Hours]				
CHDS 37800 Small Group Process or MKTG 35035 Consumer Behavior or PSYC 41581 Health Psychology or TECH 36415 Customer Service Technology or ECON 42075 International Economic Relations	**2-3**	■	**C**	
COMM 35852 Intercultural Communication or ANTH 38240 Culture and Personality; or ANTH 48210 Culture & Communication or TECH 31000 Cultural Dynamics of Technology	**3**	■	**C**	TECH 31000 – Major Core TECH 31000 Cultural Dynamics of Technology fulfills writing-intensive course requirement
HED 46052 Stress: Recognition and Management or PH 20006 Environmental Health Science	**2-3**	■	**C**	
SOC 32570 Inequalities in Societies or SOC 32510 Sociology of Work or SOC 32400 Individuals & Society	**3**	■	**C**	SOC 32570 – Major Core
Applied Course	**3**			See note on page 3
Semester Eight: [16 Credit Hours]				
CACM 32020 Strategic Planning or MIS 44285 Integrated Business Policy and Strategy or TECH 46409 Strategic Management of Tech and Innovation	**3**	■	**C**	
COMM 35864 Organizational Communication or MIS 34185 Individual and Group Behavior or POL 30301 Intro to Public Administration	**3**	■	**C**	COMM 35864 – Major Core COMM 35864 fulfills writing-intensive course requirement
MIS 34165 Dynamics of Leadership or HDFS 44033 Non-Profit Management	**3**	■	**C**	
PSYC 31773 Industrial Psychology or MIS 34185 Individual and Group Behavior in Organizations or PSYC 41532 Social Psychology	**3**	■	**C**	
CHDS 47900 Applied Studies Capstone Seminar	**4**	■	**C**	Major Core

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	39	36	One global, one domestic	One writing-intensive	2.0	2.0

Roadmap: Bachelor of Technical & Applied Studies
[Banner code]
Regional College
Catalog Year: 2011-2012

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

The AACSB accreditation standards prohibit non-business majors from taking more than 25 percent of their degree requirements in business courses. Therefore, no more than 31 credit hours in College of Business Administration courses may be counted toward stated degree requirements.

Note: Courses should be chosen from the major in an associate degree program or a declared minor or individualized specialization selected in consultation with an advisor.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Application Dvlpmt

[Banner code]
Regional College
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
COMT 11000 Introduction to Computer Systems or COMT 12000 Personal Productivity Software or MIS 24053 Introduction to Computer Applications	**3**			Major Core
ACTT, BMRT, COMT, ITAP	**3**			
US 10097 Destination Kent State: FYE	**1**			Not required of transfer students with 25 credits
Applied Course	3			See note on page 3
Semester Two: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
ACTT, BMRT, COMT, ITAP	**4**			
Applied Courses	6			See note on page 3
Semester Three: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Four: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Five: [15 Credit Hours]				
CHDS 37900 Applied Studies Cornerstone	**3**	■	**C**	Major Core
COMT 36318 Surv Infosec Fraud Forensics	**3**	■	**C**	
COMT 36301 Advanced C++ Programming **COMT 36311 Advanced Java Programming**	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency ENG 30063 Bus. and Prof. Writing TECH 36401 Appl. Of Tech Mgmt SW SOC 32570 Inequality in Societies COMM 35864 Organizational Comm TECH 31000 Cultural Dyna of Tech (WI)	**3**	■		Select 1 course - Major Core
Kent Core Requirements	**3**			Kent Core Summary on page 2
Semester Six: [15-16 Credit Hours]				
COMT **46308 Developing Desktop Applications**	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	Select 1 course

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Application Dvlpmt
[Banner code]
Regional College
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Communications** **TECH 31000 Cultural Dynamics of Technology (WI)**	**3**	■		Select 1 course – Major Core
Kent Core Requirement	**3-4**			Kent Core Summary on page 2
Applied Course	**3**			See note on page 3
Semester Seven: [16 Credit Hours]				
COMT 46340 Database Design & Implementation	**3**	■	**C**	
COMT 36301 Advanced C++ Programming **COMT 36308 Ergonomics in Computer Systems** **COMT 36311 Advanced Java Programming** **COMT 36350 Prog Office Productivity Apps** **COMT 46309 Developing Distributed Applications**	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Comm** **TECH 31000 Cultural Dyna of Tech (WI)**	**3**	■	**C**	Select 1 course – Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2
Applied Course	**4**			See note on page 3
Semester Eight: [13 Credit Hours]				
COMT 36301 Advanced C++ Programming **COMT 36308 Ergonomics in Computer Systems** **COMT 36311 Advanced Java Programming** **COMT 36350 Prog Office Productivity Apps** **COMT 46309 Developing Distributed Applications**	**3**	■	**C**	Select 1 course
COMT 30000 OR 40000 level courses	**3**	■	**C**	
CHDS 47900 Applied Studies Capstone Seminar	**4**	■	**C**	Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	39	36	One global, one domestic	One writing-intensive	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9

Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Note: Courses should be chosen from the major in a computer technology or technically-related associate degree program or a declared minor or individualized specialization selected in consultation with an advisor.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Application Dvlpmt

[Banner code]
Regional College
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
COMT 11000 Introduction to Computer Systems or COMT 12000 Personal Productivity Software or MIS 24053 Introduction to Computer Applications	**3**			Major Core
ACTT, BMRT, COMT, ITAP	**3**			
US 10097 Destination Kent State: FYE	**1**			Not required of transfer students with 25 credits
Applied Course	3			See note on page 3
Semester Two: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
ACTT, BMRT, COMT, ITAP	**4**			
Applied Courses	6			See note on page 3
Semester Three: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Four: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Five: [15 Credit Hours]				
CHDS 37900 Applied Studies Cornerstone	**3**	■	**C**	Major Core
COMT 36318 Surv Infosec Fraud Forensics	**3**	■	**C**	
COMT 36301 Advanced C++ Programming **COMT 36311 Advanced Java Programming**	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency ENG 30063 Bus. and Prof. Writing TECH 36401 Appl. Of Tech Mgmt SW SOC 32570 Inequality in Societies COMM 35864 Organizational Comm TECH 31000 Cultural Dyna of Tech (WI)	**3**	■		Select 1 course - Major Core
Kent Core Requirements	**3**			Kent Core Summary on page 2
Semester Six: [15-16 Credit Hours]				
COMT **46308 Developing Desktop Applications**	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	Select 1 course

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Application Dvlpmt
[Banner code]
Regional College
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Communications** **TECH 31000 Cultural Dynamics of Technology (WI)**	**3**	■		Select 1 course – Major Core
Kent Core Requirement	**3-4**			Kent Core Summary on page 2
Applied Course	**3**			See note on page 3
Semester Seven: [16 Credit Hours]				
COMT 46340 Database Design & Implementation	**3**	■	**C**	
COMT 36301 Advanced C++ Programming **COMT 36308 Ergonomics in Computer Systems** **COMT 36311 Advanced Java Programming** **COMT 36350 Prog Office Productivity Apps** **COMT 46309 Developing Distributed Applications**	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Comm** **TECH 31000 Cultural Dyna of Tech (WI)**	**3**	■	**C**	Select 1 course – Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2
Applied Course	**4**			See note on page 3
Semester Eight: [13 Credit Hours]				
COMT 36301 Advanced C++ Programming **COMT 36308 Ergonomics in Computer Systems** **COMT 36311 Advanced Java Programming** **COMT 36350 Prog Office Productivity Apps** **COMT 46309 Developing Distributed Applications**	**3**	■	**C**	Select 1 course
COMT 30000 OR 40000 level courses	**3**	■	**C**	
CHDS 47900 Applied Studies Capstone Seminar	**4**	■	**C**	Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	39	36	One global, one domestic	One writing-intensive	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9

Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Note: Courses should be chosen from the major in a computer technology or technically-related associate degree program or a declared minor or individualized specialization selected in consultation with an advisor.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT General

[Banner code]
Regional College
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
COMT 11000 Introduction to Computer Systems or COMT 12000 Personal Productivity Software or MIS 24053 Introduction to Computer Applications	**3**			Major Core
ACTT, BMRT, COMT, ITAP	**3**			
US 10097 Destination Kent State: FYE	**1**			Not required of transfer students with 25 credits
Applied Course	3			See note on page 3
Semester Two: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
ACTT, BMRT, COMT, ITAP	**4**			
Applied Courses	6			See note on page 3
Semester Three: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Four: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Five: [15 Credit Hours]				
CHDS 37900 Applied Studies Cornerstone	**3**	■	**C**	Major Core
COMT 36318 Surv Infosec Fraud Forensics	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency ENG 30063 Bus. and Prof. Writing TECH 36401 Appl. Of Tech Mgmt SW SOC 32570 Inequality in Societies COMM 35864 Organizational Comm TECH 31000 Cultural Dyna of Tech (WI)	**3**	■		Select 1 course - Major Core
Kent Core Requirements	**3**			Kent Core Summary on page 2
Semester Six: [15-16 Credit Hours]				
COMT 36401 App Tech Mgmt Software	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency	**3**	■		Select 1 course – Major Core

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT General
[Banner code]
Regional College
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
ENG 30063 Bus. and Prof. Writing **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Communications** **TECH 31000 Cultural Dynamics of Technology (WI)**				
Kent Core Requirement	**3-4**			Kent Core Summary on page 2
Applied Course	**3**			See note on page 3
Semester Seven: [16 Credit Hours]				
COMT 30000 OR 40000 level courses	**2**	■	**C**	Select 2 courses
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Comm** **TECH 31000 Cultural Dyna of Tech (WI)**	**3**	■	**C**	Select 1 course – Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2
Applied Course	**4**			See note on page 3
Semester Eight: [13 Credit Hours]				
COMT 30000 OR 40000 level courses	**6**	■	**C**	Select 2 courses
CHDS 47900 Applied Studies Capstone Seminar	**4**	■	**C**	Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	39	36	One global, one domestic	One writing-intensive	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences*	May fulfill diversity requirement	9

category and minimum one course from fine arts category		
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Note: Courses should be chosen from the major in a computer technology or technically-related associate degree program or a declared minor or individualized specialization selected in consultation with an advisor.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Internet/Multimedia

[Banner code]
Regional College
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
COMT 11000 Introduction to Computer Systems or COMT 12000 Personal Productivity Software or MIS 24053 Introduction to Computer Applications	**3**			Major Core
ACTT, BMRT, COMT, ITAP	**3**			
US 10097 Destination Kent State: FYE	**1**			Not required of transfer students with 25 credits
Applied Course	3			See note on page 3
Semester Two: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
ACTT, BMRT, COMT, ITAP	**4**			
Applied Courses	6			See note on page 3
Semester Three: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Four: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Five: [15 Credit Hours]				
CHDS 37900 Applied Studies Cornerstone	**3**	■	**C**	Major Core
COMT 36318 Surv Infosec Fraud Forensics	**3**	■	**C**	
COMT 46311 Tech of Networking	**3**	■	**C**	
LIS/LIB 30010 Information Fluency ENG 30063 Bus. and Prof. Writing TECH 36401 Appl. Of Tech Mgmt SW SOC 32570 Inequality in Societies COMM 35864 Organizational Comm TECH 31000 Cultural Dyna of Tech (WI)	**3**	■		Select 1 course - Major Core
Kent Core Requirements	**3**			Kent Core Summary on page 2
Semester Six: [15-16 Credit Hours]				
COMT 36336 Web Scripting II	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency ENG 30063 Bus. and Prof. Writing	**3**	■		Select 1 course – Major Core

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Internet/Multimedia
[Banner code]
Regional College
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
TECH 36401 Appl. Of Tech Mgmt SW **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Communications** **TECH 31000 Cultural Dynamics of Technology (WI)**				
Kent Core Requirement	**3-4**			Kent Core Summary on page 2
Applied Course	**3**			See note on page 3
Semester Seven: [16 Credit Hours]				
COMT 46321 Web Database Integration	**3**	■	**C**	
COMT 36308 Developing Desktop Applications COMT 36311 Advanced Java Programming COMT 46340 Database Design & Implementation	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Comm** **TECH 31000 Cultural Dyna of Tech (WI)**	**3**	■	**C**	Select 1 course – Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2
Applied Course	**4**			See note on page 3
Semester Eight: [13 Credit Hours]				
COMT 36308 Developing Desktop Applications COMT 36311 Advanced Java Programming COMT 46340 Database Design & Implementation	**3**	■	**C**	Select 1 course
COMT 30000 OR 40000 level courses	**3**	■	**C**	
CHDS 47900 Applied Studies Capstone Seminar	**4**	■	**C**	Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	39	36	One global, one domestic	One writing-intensive	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Roadmap: Bachelor of Technical & Applied Studies - COMT Internet/Multimedia
[Banner code]
Regional College
Catalog Year: 2011-2012

Note: Courses should be chosen from the major in a computer technology or technically-related associate degree program or a declared minor or individualized specialization selected in consultation with an advisor.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies – COMT Networking

[Banner code]
Regional College
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
COMT 11000 Introduction to Computer Systems or COMT 12000 Personal Productivity Software or MIS 24053 Introduction to Computer Applications	**3**			Major Core
ACTT, BMRT, COMT, ITAP	**3**			
US 10097 Destination Kent State: FYE	**1**			Not required of transfer students with 25 credits
Applied Course	3			See note on page 3
Semester Two: [16 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
ACTT, BMRT, COMT, ITAP	**4**			
Applied Courses	6			See note on page 3
Semester Three: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Four: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 3
Semester Five: [15 Credit Hours]				
CHDS 37900 Applied Studies Cornerstone	**3**	■	**C**	Major Core
COMT 36318 Surv Infosec Fraud Forensics	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency ENG 30063 Bus. and Prof. Writing TECH 36401 Appl. Of Tech Mgmt SW SOC 32570 Inequality in Societies COMM 35864 Organizational Comm TECH 31000 Cultural Dyna of Tech (WI)	**3**	■		Select 1 course - Major Core
Kent Core Requirements	**3**			Kent Core Summary on page 2
Semester Six: [15-16 Credit Hours]				
COMT 36330 LAN Security Fund	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency	**3**	■		Select 1 course – Major Core

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Networking
[Banner code]
Regional College
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
ENG 30063 Bus. and Prof. Writing **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Communications** **TECH 31000 Cultural Dynamics of Technology (WI)**				
Kent Core Requirement	**3-4**			Kent Core Summary on page 2
Applied Course	**3**			See note on page 3
Semester Seven: [16 Credit Hours]				
COMT 46310 Tech of Operating Systems	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** **TECH 36401 Appl. Of Tech Mgmt SW** **SOC 32570 Inequality in Societies** **COMM 35864 Organizational Comm** **TECH 31000 Cultural Dyna of Tech (WI)**	**3**	■	**C**	Select 1 course – Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2
Applied Course	**4**			See note on page 2
Semester Eight: [13 Credit Hours]				
COMT 46311 Tech of Networking	**3**	■	**C**	
COMT 30000 OR 40000 level courses	**3**	■	**C**	
CHDS 47900 Applied Studies Capstone Seminar	**4**	■	**C**	Major Core
Kent Core Requirement	**3**			Kent Core Summary on page 2

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Liberal Education Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	39	36	One global, one domestic	One writing-intensive	2.0	2.0

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*		6
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours)	Enrollment based on placement test	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test	3-5
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Roadmap: Bachelor of Technical & Applied Studies – COMT Networking
[Banner code]
Regional College
Catalog Year: 2011-2012

Note: Courses should be chosen from the major in a computer technology or technically-related associate degree program or a declared minor or individualized specialization selected in consultation with an advisor.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Nov-10 Curriculum Bulletin _____
Effective Date Fall 2011 Approved by EPC _____

Department	NRST		
College	RE - Regional College		
Degree	AAS - Associate of Applied Science		
Program Name	**Nursing ADN**	Program Code	**NRST**
Concentration(s)	LPN to ADN and PARA to ADN	Concentration(s) Code(s)	
Proposal	Revise Program	LPN	PARA

Description of proposal:

The purpose of this proposal is to create two concentrations in the ADN Program, specifically the Licensed Practical Nurse (LPN) LPN to ADN concentration and the Paramedic (PARA) PARA to ADN concentration.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 63 Proposed total credit hours 63

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
none

Units consulted (other departments, programs or campuses affected by this proposal):
Transfer Center and Banner representatives, RC Dean and ADN Directors are aware of this proposal.

REQUIRED ENDORSEMENTS

David Mohan — 12/3/2010
Department Chair / School Director / Campus Dean

Wanda Thomas — 12/7/2010
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Proposed LPN to ADN GPS

KENT STATE UNIVERSITY

Roadmap: Nursing LPN to ADN - Associate of Applied Science
LPN to ADN [RE-AAS-LPN-NRST]
Regional Campuses
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface an shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [9 Credit Hours]			
BSCI 20020 Biological Structure and Function	5	C	If taken prior to admission, must be completed within the past seven years.
CHEM 10050 General Chemistry	3	C	CHEM 10054 General and Elementary Organic Chemistry (5) may be taken in place of CHEM 10050 and 10052. If taken prior to admission, must be completed within the past seven years.
US 10097 Destination Kent State: FYE	1	C	Not required of transfer students with 25 credits
Semester Two: [9 Credit Hours]			
BSCI 20021 Basic Microbiology	3	C	If taken prior to admission, must be completed within the past seven years.
BSCI 20022 Basic Microbiolgy Laboratory	1	C	
CHEM 10052 Organic Chemistry	2	C	
PSYC 11762 General Psychology	3	C	
Semester Three: [6 Credit Hours]			
NRST 10006 LPN to ADN Transition	**3**	**C**	Requires special approval.
	(11)		Upon successful completion of NRST 10006, licensed practical nurses will be awarded transfer credit for an additional 11 credit hours in place of NRST 10001 (5) and NRST 10003 (6).
NUTR 33512 Nutrition	3	C	If taken prior to admission, must be completed within the past seven years.
Semester Four: [12 Credit Hours]			
NRST 20206 Nursing Agency II	**5**	**C**	
NRST 20207 Psychosocial Self Care Deficits	**4**	**C**	
ENG 11011 College Writing I	3	C	
Semester Five: [16 Credit Hours]			
NRST 20208 Nursing Agency III	**6**	**C**	
NRST 20209 Maternal Newborn Developmental Self Care	**2**	**C**	
NRST 20210 Child and Family Developmental Self-Care	**2**	**C**	
ENG 21011 College Writing II	3	C	
SOC 12050 Introduction to Sociology	3	C	

Graduation Requirements Summary

Minimum Total Hours	Min. Overall GPA
63	2.00

Revised12/2/10 AD

Note: NURS 20950 Human Growth & Development is waived for LPNs admitted to this program

KENT STATE UNIVERSITY

Roadmap: Nursing Paramedic to ADN - Associate of Applied Science
Paramedic to ADN [RE-AAS-PARA-NRST]
Regional Campuses
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface an shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [9 Credit Hours]			
BSCI 20020 Biological Structure and Function	5	C	If taken prior to admission, must be completed within the past seven years.
CHEM 10050 General Chemistry	3	C	CHEM 10054 General and Elementary Organic Chemistry (5) may be taken in place of CHEM 10050 and 10052. If taken prior to admission, must be completed within the past seven years.
US 10097 Destination Kent State: FYE	1	C	Not required of transfer students with 25 credits
Semester Two: [9 Credit Hours]			
BSCI 20021 Basic Microbiology	3	C	If taken prior to admission, must be completed within the past seven years.
BSCI 20022 Basic Microbiolgy Laboratory	1	C	
CHEM 10052 Organic Chemistry	2	C	
PSYC 11762 General Psychology	3	C	
Semester Three: [8 Credit Hours]			
NRST 10008 Paramedic to ADN Transition	**5**	**C**	Requires special approval.
	(6)		Upon successful completion of NRST 10008, licensed paramedics will be awarded transfer credit for an additional 6 credit hours in place of NRST 10003 (6). NRST 10001 (5) will be waived.
NUTR 33512 Nutrition	3	C	If taken prior to admission, must be completed within the past seven years.
Semester Four: [15 Credit Hours]			
NRST 20206 Nursing Agency II	**5**	**C**	
NRST 20207 Psychosocial Self Care Deficits	**4**	**C**	
ENG 11011 College Writing I	3	C	
NURS 20950 Human Growth and Development for Health Professionals	**3**	**C**	If taken prior to admission, must be completed within the past five years.
Semester Five: [16 Credit Hours]			
NRST 20208 Nursing Agency III	**6**	**C**	
NRST 20209 Maternal Newborn Developmental Self Care	**2**	**C**	
NRST 20210 Child and Family Developmental Self-Care	**2**	**C**	
ENG 21011 College Writing II	3	C	
SOC 12050 Introduction to Sociology	3	C	

Graduation Requirements Summary

Minimum Total Hours	Min. Overall GPA
63	2.00

Revised 11/10/10 AD

KENT STATE UNIVERSITY

Roadmap: Nursing ADN - Associate of Applied Science
[RE-AAS-NRST]
Regional College
Division of Health Occupations
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [16 Credit Hours]			
NRST 10001 Foundations of Nursing Agency	**5**	**C**	
BSCI 20020 Biological Structure and Function	5	C	If taken prior to admission, must be completed within the past seven years.
CHEM 10050 General Chemistry (3) **and** CHEM 10052 Organic Chemistry (2) **or** CHEM 10054 General and Elementary Organic Chemistry (5)	5	C	If taken prior to admission, must be completed within the past seven years. If completing two-semester option (CHEM 10050 & 10052) CHEM 10050 must be completed prior to Semester One.
US 10097 Destination Kent State: FYE	1	C	Not required of transfer students with 25 credits
Semester Two: [16 Credit Hours]			
NRST 10003 Nursing Agency I	**6**	**C**	
BSCI 20021 Basic Microbiology	3	C	If taken prior to admission, must be completed within the past seven years. BSCI 20022 is not offered at the Kent Campus.
BSCI 20022 Basic Microbiolgy Laboratory	1	C	
NUTR 33512 Nutrition	3	C	
PSYC 11762 General Psychology	3	C	
Semester Three:			
NRST 20206 Nursing Agency II	**5**	**C**	
NRST 20207 Psychosocial Self Care Deficits	**4**	**C**	
NURS 20950 Human Growth and Development for Health Professionals	3	C	If taken prior to admission, must be completed within the past five years.
ENG 11011 College Writing I	3	C	
~~SOC 12050 Introduction to Sociology~~	~~3~~	~~C~~	
Semster Four:			
NRST 20208 Nursing Agency III	**6**	**C**	
NRST 20209 Maternal Newborn Developmental Self-Care	**2**	**C**	
NRST 20210 Child and Family Developmental Self-Care	**2**	**C**	
ENG 21011 College Writing II	3	C	
SOC 12050 Introduction to Sociology	3	C	

15 Credit Hours

SOC 12050

16 Credit Hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Overall GPA
63	2.00

Theresa
You had asked for a copy of this GPS with the SOC 12050 moved + the LPN + Paramedic removed.
Ann

Current catalog
Program requirements

Nursing - A.A.S. Program Requirements

Kent State University Catalog 2010 - 2011 > Colleges and Programs > Regional College > Undergraduate Programs > Nursing - A.A.S. Program Requirements
For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

Type Legend: **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts; **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences

Please read the section in the University Catalog on Kent Core requirements.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (33 credits)** ***Courses count in major GPA****			
Type	**Course**		**Title**	**Credits**
	NRST	10001	Foundations of Nursing Agency	5
		10003	Nursing Agency I	6
		20206	Nursing Agency II	5
		20207	Psychosocial Self Care Deficits	4
		20208	Nursing Agency III	6
		20209	Maternal/Newborn Development Self-Care	2
		20210	Child and Family Developmental Self-Care	2
	NURS	20950	Human Growth and Development for Health Professionals** †	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (29 credits)***			
Type	**Course**		**Title**	**Credits**
	BSCI	20020	Biological Structure and Function	5
		20021	Basic Microbiology	3
		20022	Basic Microbiology Laboratory	1
	ENG	11011	College Writing I	3
		21011	College Writing II	3
	NUTR	33512	Nutrition	3
	PSYC	11762	General Psychology	3
	SOC	12050	Introduction to Sociology	3
	Choose from the following			**5**
	CHEM	10050	General Chemistry (3)	
			and	
		10052	Organic Chemistry (2)	
		10054	General and Elementary organic Chemistry (5)	
			MINIMUM TOTAL	**63**

* Minimum C (2.00) grade in theory and a designation of "passing" for performance in the clinical area must be achieved for each nursing course. A 2.00 GPA must be maintained in the nursing program. Minimum C (2.00) grade in all required courses, including additional courses. All additional courses must be completed within the past seven years prior to the program.

† waived for those students in the LPN to ADN concentration

** Course must be completed within the past five years prior to admission to the program.

LPN to ADN
NRST 10006 LPN to ADN transition *** 11
*** NRST 10001, NRST 10003

Paramedic to ADN
NRST 10008 Paramedic to ADN transition *** 11

Proposal Summary

Title: The development of two concentrations within the ADN Program

Subject Specification: The purpose of this proposal is to create two concentrations within the current ADN Program, specifically the Licensed Practical Nurse (LPN) LPN to ADN concentration and the Paramedic (PARA) PARA to ADN concentration.

Background Information: In the past the LPN and Paramedic students stepped into the 2nd year of the ADN Program through a bridge option with a slightly different curriculum than the standard two year students. They had the same major code, KAPS report, GPS and course fees. Because the curriculum is slightly different, the KAPS and GPS were not correct for them. By establishing 2 separate concentrations, this will allow for a clearer identification of these two groups for more accurate advising, tracking purposes, and accurate KAPS and GPS guides.

Alternatives and Consequences: An alternative is to make no changes which will continue to be confusing to the prospective and enrolled LPN and Paramedic students and their advisors.

Specific Recommendation and Justification: Create two concentrations codes. The Licensed Practical Nurse to ADN code would state RC AAS NRST LPN and the Paramedic to ADN would state RC AAS NRST PARA. It would also be benficial to have these concentrations placed on the Premajor for ADN, specifically stating RC XX PADN LPN and RC XX PADN PARA, also keeping the standard two year PADN code with no submajor concentration.

Timetable and Actions Required: Once approved by EPC, this proposal will go into effect for the students entering into the 2nd year (3rd semester) of the ADN program in Fall 2011. These students are admitted under the previous year catolog because they enter in the summer to take their transitions course and join with students in the 3rd semester of the program.

Current GPS

KENT STATE UNIVERSITY

Roadmap: Nursing ADN - Associate of Applied Science
[RE-AAS-NRST]
Regional College
Division of Health Occupations
Catalog Year: 2010-2011

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Min. Grade	Important Notes
Semester One: [16 Credit Hours]			
NRST 10001 Foundations of Nursing Agency	**5**	**C**	
BSCI 20020 Biological Structure and Function	5	C	If taken prior to admission, must be completed within the past seven years.
CHEM 10050 General Chemistry (3) ***and*** CHEM 10052 Organic Chemistry (2) ***or*** CHEM 10054 General and Elementary Organic Chemistry (5)	5	C	If taken prior to admission, must be completed within the past seven years. If completing two-semester option (CHEM 10050 and 10052) CHEM 10050 must be completed prior to semester one.
US 10097 Destination Kent State: FYE	1		Not required of transfer students with 25 credits
Semester Two: [16 Credit Hours]			
NRST 10003 Nursing Agency I	**6**	**C**	
BSCI 20021 Basic Microbiology	3	C	If taken prior to admission, must be completed within the past seven years. BSCI 20022 is not offered at the Kent Campus.
BSCI 20022 Basic Microbiology Laboratory	1	C	
NUTR 33512 Nutrition	3	C	
PSYC 11762 General Psychology	3	C	
Semester Three: [18 Credit Hours]			
NRST 20206 Nursing Agency II	**5**	**C**	
NRST 20207 Psychosocial Self Care Deficits	**4**	**C**	
NURS 20950 Human Growth and Development for Health Professionals	**3**	**C**	If taken prior to admission, must be completed within the past five years.
ENG 11011 College Writing I	3	C	
SOC 12050 Introduction to Sociology	3	C	
Semester Four: [13 Credit Hours]			
NRST 20208 Nursing Agency III	**6**	**C**	
NRST 20209 Maternal Newborn Developmental Self-Care	**2**	**C**	
NRST 20210 Child and Family Developmental Self-Care	**2**	**C**	
ENG 21011 College Writing II	3	C	

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
63	2.0	2.0

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-8-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College CT - Technology

Degree Bachelor of Science

Program Name Applied Engineering Program Code AENG

Concentration(s) Computer and Electronics Technology Concentration(s) Code(s) CMEL

Proposal Revise Program Requirements

Description of proposal: Inactivation of Computer and Electronics Technology Establishment of Engineering ~~Conversion and renaming of the~~ Computer ~~and Electronics~~ Technology concentration ~~to Computer Technology.~~ (CET)

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

Current total credit hours: 124 Proposed total credit hours 122

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 Regional College, COMT faculty

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

Computer Science

REQUIRED ENDORSEMENTS

Darin Boyd 1/10/2011

Department Chair / School Director / Campus Dean

Don Bulenger 1/10/2011

College Dean

___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

___/___/___

Senior Vice President for Academic Affairs and Provost

Name of New concentration – Computer Engineering Technology – was approved 14 January 2011 at a meeting attended by dean and faculty of College of Technology, dean and COMT faculty of Regional College and senior associate provost.

KENT STATE

College of Technology

Transmittal Memo

Because the revisions are extensive (more than 70 percent), this is considered an inactivation of current concentration and establishment of New concentration.

- TETillett
14-Jan-11

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. John C. Duncan, College of Technology

Subject: Proposed Changes to the Computer and Electronics Technology Concentration

Date: January 10, 2011

Proposal Summary

Title: Changes to the Computer and Electronics Technology Concentration of the Bachelor of Science degree in Applied Engineering.

Subject Specification: The purpose of this proposal is to recommend curricular changes to the Computer and Electronics concentration of the Bachelor of Science in Applied Engineering degree (AENG) offered by the College of Technology. The Kent State University major/submajor code for this concentration is CMEL.

Background Information: Several curricular changes are proposed for the Computer and Electronics Technology concentration of the College of Technology's Bachelor of Science degree in Applied Engineering, effective for the Fall 2011 semester. These changes are part of an ongoing effort that began approximately six years ago to change the focus of the program and to improve the quality, content, and academic standards of this specific concentration area. The changes are intended to meet industry needs and the programmatic interests of students by focusing on computer and networking hardware systems, with less emphasis on traditional electronic subjects. During this past few years the college has added two full-time faculty members with experience, expertise, and interests in this area to support the proposed curricular changes.

These proposed changes are a result of discussions among various electronics and computer technology undergraduate and graduate faculty, and are further driven by faculty discussions with current and prospective students, industry, and faculty colleagues in similar programs across the country.

The main objective of this change proposal is to modify the concentration so that there is a strong hands-on emphasis on the design, development, evaluation, installation, configuration, troubleshooting, maintenance, and repair of personal computer systems, computer network systems, and their supporting components. A faculty review of similar programs accredited by ATMAE indicates that the new curriculum will adhere to ATMAE standards and guidelines and should be easily accredited.

These changes will not impact current students, nor will they require additional faculty, staff, or classroom and laboratory facilities. No significant additional laboratory equipment resources are required.

Alternatives and Consequences: Failure to implement this proposal will perpetuate the current concentration which has declining enrollment and does not adequately satisfy the needs of potential students, industry, and business. Failure to implement these changes will result in a continuation of the current program focus in areas that are becoming less relevant to industry and students. The current program will become increasingly unable to meet industry needs and the programmatic interests of students if it does not provide greater emphasis in computer and computer networrking hardware and systems, and digital electronics applications.

Specific Recommendation and Justification: See Attachment.

Timetable and Actions Required:
College of Technology's Applied Science and Technology (AST) Academic Program Area approval (Undergraduate curriculum): November 2010
College of Technology's Graduate Studies Committee approval (Graduate curriculum): November 2010
College of Technology's CCC Approval: December 2010
EPC Approval: Spring 2011
Activation: Fall 2011

Curricular Bodies That Have Reviewed and Approved This Action

Approved: Applied Science and Technology Curricular Group	December, 2010
Approved: College of Technology Graduate Studies Advisory Committee	December, 2010
Approved: College of Technology College Curriculum Committee	December, 2010

Attachment: Summary of Significant Curriculum Changes

- A change in the name of the concentration to ~~Computer Electronics~~ Technology
  Computer Engineering Technology
- The removal of the following courses from the concentration requirements:
  1. MATH 12002 Analytic Geometry and Calculus I (5 credit hours)
  2. MATH 12003 Analytic Geometry and Calculus II (5 credit hours)
  3. MATH 21001 Linear Algebra (3 credit hours)
  4. ECON 22060 Principles of Microeconomics (3 credit hours)
  5. ECON 22061 Principles of Macroeconomics (3 credit hours)
  6. CHEM 10060 General Chemistry I (4 credit hours)
  7. CHEM 10062 General Chemistry I Laboratory (1 credit hours)
  8. PHY 23101 General University Physics I (5 credit hours)
  9. PHY 23102 General University Physics II (5 credit hours)
  10. TECH 20004 Fundamentals of Electronic Circuits (4 credit hours)
  11. TECH 23200 Electronic Circuit Fabrication Laboratory (1 credit hour)
  12. TECH 33220 Electronic Devices (4 credit hours)
  13. TECH 43026 Microprocessor Systems (4 credit hours)
  14. TECH 43221 Digital Control Systems and Instrumentation (4 credit hours)
  15. CS 10061 Introduction to Computer Programming (3 credit hours)
  16. MIS 34060 Operations Management (3 credit hours)
  17. MIS 44150 Total Quality Management (3 credit hours)

- The addition of existing courses (unmodified) to concentration requirements
  1. MATH 11012 Intuitive Calculus (3 credit hours)
  2. PHY 13001 General College Physics I (4 credit hours)
  3. PHY 13002 General College Physics II (4 credit hours)
  4. PHY 13021 General College Physics Laboratory I (1 credit hour)
  5. PHY 13022 General College Physics Laboratory II (1 credit hour)
  6. TECH 21021 Survey of Electricity and Electronics (4 credit hours)
  7. TECH 43060 Management of Technology Innovation (3 credit hours)
  8. Add 6 credit hours of electives

- The creation of new courses and their addition to the concentration requirements
  1. TECH 23010 Computer Hardware I (3 credit hours)
  2. TECH 26301 T~~echnology of Networking~~ Computer Networks I (3 credit hours)
  3. TECH 36302 T~~echnology of Networking~~ Computer Networks II (3 credit hours)
  4. TECH 26310 Web Design and Development (3 credit hours)
  5. TECH 33030 Computer Peripherals and Special Use Hardware (3 credit hours)
  6. TECH 43222 Computer Hardware Engineering and Architecture (3 credit hours)
  7. TECH 46350 Network Management & Design (3 credit hours)

- The modification of existing courses that are required for the current and proposed concentration
  1. TECH 33222 Digital Design a~~nd Applications~~ for Computer Engineering
  2. TECH 33223 Electronic Communication
  3. TECH 46330 Visual Basic Programming in Engineering Technology

- The modification of several existing courses and their addition to the concentration requirements.
  1. TECH 33010 Computer Hardware II
  2. TECH 33016 PC/Network Engineering and Troubleshooting
  3. TECH 46311 Technology of Networking (becomes Wireless Networks and Telecommunications)
  4. TECH 36620 Coordinating Technical Projects
  5. ~~TECH~~ CONT 36320 Computer Forensics
  6. ~~TECH~~ CONT 36330 Local Area Network Security Fundamentals

- A reduction in the concentration's total credit hours from 124 hours to 122 hours.

Catalog Copy Red-lines

- Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	Course		Title	Credits
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (12 credits)** *Courses count in major GPA*			
Type	Course		Title	Credits
	ENG	20002	Introduction to Technical Writing	3
	MIS	24056	Principles of Business Statistics	3
	TECH	10001	Information Technology	3
		13580	Engineering Graphics I	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (23 credits)**			
Type	Course		Title	Credits
KAD	COMM	15000	Introduction to Human Communication	3
~~KSS~~	~~ECON~~	~~22060~~	~~Principles of Microeconomics~~	~~3~~
KMC	MATH	11010	Algebra for Calculus	3
		11022	Trigonometry	2
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
IV.	**CONCENTRATIONS (86-88 credits)**			
Type	Course		Title	
	Applied Engineering and Technology Management ~~(83)~~ **(86)**			
	Computer and Electronics ~~(84)~~ **(86)**			
	Manufacturing Systems ~~(85)~~ **(88)**			
			MINIMUM TOTAL	**122-124**

Applied Engineering and Technology Management Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (52 credits) *Courses count in major GPA*				
Type	Course		Title	Credits
	TECH	20001	Energy Power	3
		20002	Materials and Processes	3
		21021	Survey of Electricity and Electronics	4
		23581	Computer-Aided Engineering Graphics	3
WIC DD		31000	Cultural Dynamics of Technology*	3
		31016	Manufacturing Technology	3
		31020	Automated Manufacturing	3
		31065	Cast Metals	3
		33031	Programmable Logic Controllers	3
		33033	Hydraulics/Pneumatics	3
		33700	Quality Techniques	4
		33870	Facility Design and Material Handling	3

		36620	~~Coordinating Technical Projects~~ **Project Management in Engineering and Technology**	3
		43060	Management of Technology Innovation	3
		43080	Industrial and Environmental Safety	3
		43550	Computer Aided Manufacturing	3
		43800	Senior Seminar	2
II. ADDITIONAL REQUIREMENTS (31 credits)				
Type	**Course**		**Title**	**Credits**
KSS	ECON	22060	**Principles of Microeconomics**	3
KBS	PHY	13001	General College Physics I (4)	5
			and	
		13021	General college Physics Laboratory I (1)	
KBS		13002	General College Physics II	5
			and	
		13022	General College Physics Laboratory II (1)	
KSS	PSYC	11762	General Psychology	3
		31773	Industrial Psychology	3
	Kent Core Additional			3
	General Electives			12
			MINIMUM TOTAL	**83**

*A minimum C (2.0) grade must be earned with to fulfill the writing-intensive requirement.

Computer ~~and Electronic~~ Engineering Technology Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (58 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
	~~CS~~	~~10061~~	~~Introduction to Computer Programming~~	~~3~~
	~~MIS~~	~~24163~~	~~Principles of Management~~	~~3~~
		~~34060~~	~~Operations Management~~	~~3~~
~~WIC~~		~~44150~~	~~Total Quality Management*~~	~~3~~
	~~TECH~~	~~20004~~	~~Fundamentals of Electronics Circuits~~	~~4~~
	TECH	21021	**Survey of Electricity and Electronics**	4
		23010	**Computer Hardware I**	3
		26301	~~**Technology of Networking I**~~ Compute Networks I	3
		26310	**Web Design and Development**	3
		~~23200~~	~~Electronic Circuits Fabrication Laboratory~~	~~1~~
WIC		31000	Cultural Dynamics of Technology*	3

DD				
		33010	Computer Hardware II	3
		33030	**Computer Peripherals and Special Use Hardware**	3
		~~33016~~	~~PC/Network Engineering and Troubleshooting~~	~~3~~
		~~33220~~	~~Electronic Devices~~	~~4~~
		33222	Digital Design ~~and Applications~~ **for Computer Engineering**	3
		33223	Electronic Communication	3
		36302	~~**Technology of Networking II**~~ Computer Networks II	3
	CONT	36320	**Computer Forensics**	3
	CONT	36330	**Local Area Network Security Fundamentals**	3
		36620	**Project Management in Engineering and Technology**	3
		43016	**PC/Network Engineering and Troubleshooting**	3
		43060	**Management of Technology Innovation**	3
		43222	**Computer Hardware Engineering and Architecture**	3
		~~43026~~	~~Microprocessor Systems~~	~~4~~
		~~43221~~	~~Digital Control Systems and Instrumentation~~	~~4~~
		46311	**Wireless Networks and Telecommunications**	3
		46330	Visual Basic Programming in Engineering Technology	3
		~~46311~~	~~Technology of Networking~~	~~3~~
		46350	**Network Management and Design**	3

II. ADDITIONAL REQUIREMENTS (28 credits)

Type	Course		Title	Credits
~~KBS~~	~~CHEM~~	~~10060~~	~~General Chemistry I~~	~~4~~
~~KBS~~	~~-~~	~~10062~~	~~General Chemistry I Laboratory~~	~~1~~
~~KAD~~	~~ECON~~	~~22061~~	~~Principles of Macroeconomics~~	~~3~~
~~-~~	~~MATH~~	~~12002~~	~~Analytical Geometry and Calculus I~~	~~5~~
~~-~~	~~-~~	~~12003~~	~~Analytical Geometry and Calculus II~~	~~5~~
~~-~~	~~-~~	~~21001~~	~~Linear Algebra with Applications~~	~~3~~
~~KBS~~	~~PHY~~	~~23101~~	~~General University Physics I~~	~~5~~
~~KBS~~		~~23102~~	~~General University Physics II~~	~~5~~
KMC	MATH	11012	**Intuitive Calculus**	3
	MIS	24163	**Principles of Management**	3
KBS	PHY	13001	**General College Physics I (4)** *and* **General College Physics Lab I (1)**	5
KBS		13002	**General College Physics II (4)** *and* **General College Physics Lab II (1)**	5
		13021		
		13022		
	Kent Core Social Sciences (must be from two disciplines)			~~3~~ 6
	General Electives			~~3~~ 6

MINIMUM TOTAL	**~~84~~ 86**

*A minimum C grade must be earned in either TECH 31000 or MIS 44150 in order to fulfill the writing-intensive requirement

Manufacturing Systems

I. CONCENTRATION REQUIREMENTS (62 credits) *Courses count in major GPA*			
Type	**Course**	**Title**	**Credits**
	CS 10061	Introduction to Computer Programming	3
	MIS 24163	Principles of Management	3
	TECH 20002	Materials and Processes	3
	21021	Survey of Electricity and Electronics	4
	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
	Choose from the following		6
	MIS 34060	Operations Management (3)	
	34180	Human Resource Management (3)	
WIC	44150	Total Quality Management* (3)	
	Choose from the following		5
WIC DD	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)	

II. ADDITIONAL REQUIREMENTS (23 credits)			
Type	**Course**	**Title**	**Credits**
	ACCT 23020	Introduction to Financial Accounting	3
KBS	CHEM 10050	Fundamentals of Chemistry	3
KSS	ECON 22060	Principles of Microeconomics	3
	MATH 12002	Analytical Geometry and Calculus I	5
KBS	PHY 13001	General College Physics I	4

KBS	13002 General College Physics II	4
	Kent Core Basic Science Laboratory	1
	Kent Core Social Sciences (must be from two disciplines)	3
	MINIMUM TOTAL	**85**

*A minimum C grade must be earned in either TECH 31000 or MIS 44150 in order to fulfill the writing-intensive requirement

Kent State University Catalog 2010 - 2011

Applied Engineering - B.S.

COLLEGE: College of Technology
DEPARTMENT: 119 Van Deusen Hall
E-mail: cotinfo@kent.edu
Tel: 330-672-2892
Fax: 330-672-2894
Web: http://technology.kent.edu/

DESCRIPTION: The Bachelor of Sciences in Applied Engineering consists of four concentration: Applied Engineering and Technology Management, Computer ~~and Electronics~~ Technology, Manufacturing Systems, Industrial Technology for associate degrees.

The applied engineering field is 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 and Technology Management provides students the necessary skills to manage complex technological systems. It also functions as a completer degree for students with engineering technology associate degrees. The majority of the coursework in the last two years focuses on the management of applied engineering.

I merit A

~~Computer and Electronics is a management-oriented technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to computer and electronics technology. Included are an in-depth knowledge and understanding of electronic devices, circuit fabrication, computer hardware and networking and microprocessor systems, as well as a sound knowledge of computer programming. These technical skills are combined with principles of quality and management, a strong proficiency in physical sciences and mathematics, along with a broad-based liberal education.~~

Manufacturing Systems 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.

Applied Engineering 2+2 concentration for associate degree graduates 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.

CAREER OPPORTUNITIES: Industrial production managers held about 156,100 jobs in 2008. About 80 percent are employed in manufacturing industries, including fabricated metal product, transportation equipment, and computer and electronic product manufacturing. Production managers work in all parts of the country, but jobs are most plentiful in areas where manufacturing is concentrated.

Students can find position in product design, facility planning, technical sales, and quality assurance. While they may start out in entry-level positions, they will lead to positions in management.

(Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: **General Admissions for New Freshman**: Students most likely to be admitted and succeed at the Kent Campus are those who have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and whose composite ACT score is 21 or better (980 combined critical reading and math SAT score). For more information on admissions, visit the Admissions website for new freshmen.

General Admissions for Transfer Students: Generally, a transfer applicant who has taken 12 or more semester hours with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12 semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the Admissions website for transfer students.

GRADUATION REQUIREMENTS: Minimum 123 total credit hours and 39 upper-division hours for graduation. Minimum 2.00 GPA overall and 2.25 GPA in major required for graduation.

LANGUAGE REQUIREMENT: None

STUDY ABROAD/AWAY OPPORTUNITIES: There are many study abroad/away opportunities, for more information contact the Office of International Affairs.

PROGRAM FEE: None

ACCREDITATION: National Association of Industrial Technology

GRADUATE PROGRAMS: Master of Technology
M.A. and M.S. in Computer Science

A The Computer Engineering Technology concentration is an in-depth, hands-on curriculum that prepares students for computer technology- or computer engineering technology-related careers. The program emphasis is on the system-level design, development, integration, management, and evaluation of computer and network components and systems in a variety of settings. The program focuses on the development of computer system performance analysis and troubleshooting knowledge and skills, and laboratory experiences are extensively integrated throughout the curriculum. Students graduating from this concentration will be able to design, develop, install, interface, upgrade, analyze, evaluate, maintain, repair, manage, and secure personal computer and computer networking hardware components and systems.

KENT STATE UNIVERSITY

Roadmap: Major Name - Applied Engineering - Computer Technology - Bachelor of Science

(CT-BS-AENG-~~CMEL~~)
College of Technology
Catalog Year: 2011-2012

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester One: [16 Credit Hours]				
~~ENG 11011 College Writing I~~	~~3~~			~~Kent Core Composition~~
MATH 11010 Algebra for Calculus	3			
TECH 10001 Information Technology	3			
TECH 13580 Engineering Graphics I	3			
US 10097 Destination Kent: FYE	1			Not required for transfer students with 25 credits
Kent Core: ~~Humanities in Arts and Sciences Course~~	~~3~~			
Semester Two: [15 Credit Hours]				
COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
~~ENG 21011 College Writing II~~	~~3~~			
MATH 11022 Trigonometry	2			
TECH 21021 Survey of Electricity & Electronics	4			
Kent Core: ~~Humanities in Arts and Sciences category or Humanities in Fine Arts category~~	~~3~~			
Semester Three: [14 Credit Hours]				
MATH 11012 Intuitive Calculus	3			
PHY 13001 General College Physics I	4			
PHY 13021 General College Physics Lab I	1			
TECH 23010 Computer Hardware I	3			
TECH 26301 ~~Technology of Networking~~ I	3			
Semester Four: [17 Credit Hours]				
ENG 20002 Introduction to Technical Writing	3			
PHY 13002 General College Physics II	4			
PHY 13022 General College Physics Lab II	1			
TECH 33010 Computer Hardware II	3	✓		
TECH 36302 ~~Technology of Networking~~ II	3	✓		
Kent Core: Humanities Fine Arts category	3			

KENT STATE UNIVERSITY

Roadmap: Major Name - Applied Engineering - Computer Technology - Bachelor of Science
(CT-BS-AENG-~~CMEL~~) CET
College of Technology
Catalog Year: 2011-2012

Semester Five: [15 Credit Hours]				
MIS 24163 Principles of Management	3			
TECH 26310 Web Design and Development	3			
TECH 33030 Computer Peripherals	3	✓		
~~TECH~~ 36320 Computer Forensics	3	✓		
Social Sciences Kent Core Requirements	3			
Semester Six: [15 Credit Hours]				
TECH 31000 Cultural Dynamics of Technology	3	✓		Writing Intensive & Domestic Diversity Course
TECH 33223 Electronic Communication	3	✓		
TECH 36620 Project Management in Eng & Tech	3	✓		
~~TECH~~ 36330 LAN Security Fundamentals	3	✓		
Social Sciences Kent Core Requirements	3			
Semester Seven: [15 Credit Hours]				
MIS 24056 Principles of Business Statistics	3			
TECH 33222 Digital Design for Computer Engineering	3	✓		
TECH 43016 PC/Network Engineering and Troubleshooting	3	✓		
TECH 43060 Management of Technology Innovation	3	✓		
TECH 46330 Visual Basic Programming in Engineering Technology	3	✓		
Semester Eight: [15 Credit Hours]				
TECH 43222 Computer Hardware Engineering and Architecture	3	✓		
TECH 46311 Wireless Networks & Telecommunications	3	✓		
TECH 46350 Network Management and Design	3	✓		
General Elective	3			
General Elective	3			

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Kent Core Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
122	45	36		TECH 31000	2.25	2.00

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled with COMM 15000 & MATH 11012	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with PHY 13001, 13002, 13021 and 13022	0
Composition (6-8 credit hours)	Enrollment based on placement test	0
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	0
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test; Fulfilled by MATH 11010	0

KENT STATE UNIVERSITY

Roadmap: Major Name - Applied Engineering - Computer Technology - Bachelor of Science
(CT-BS-AENG-C~~MEL~~) CET
College of Technology
Catalog Year: 2011-2012

Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Donald Bubenzer, Interim Dean, College of Technology

Subject: Establishment of a Minor in Innovation

Date: November 15, 2010

Summary statement describing the proposed action:

This proposal recommends establishment of a minor in innovation.

Curricular Bodies That Have Reviewed and Approved This Action

College of Technology, Applied Science and Technology Program Area

College of Technology, College Curriculum Committee

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 7-Sep-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	CT - Technology		
College	CT - Technology		
Degree	Minor		
Program Name	**Innovation**	Program Code	INVN
Concentration(s)	Concentration(s) Code(s)		
Proposal	Establish Program		

Description of proposal:
This proposal recommends establishment of a minor in innovation.

Does proposed revision change program's total credit hours? ☒ Yes ☒ No
Current total credit hours: Proposed total credit hours 18

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

Units consulted (other departments, programs or campuses affected by this proposal):
College of Technology, College of Business Administration

REQUIRED ENDORSEMENTS

Darin Boyd 1/6/11
Department Chair / School Director / Campus Dean

Donald L Bulenger 1/7/11
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE
UNIVERSITY

College of Technology

Proposal Summary

Title:

Establishment of a Minor in Innovation

Subject Specification:

This proposal recommends establishment of a minor in innovation. This minor will be composed of existing courses from the College of Technology and the College of Business Administration Department of Marketing.

Background Information:

Description of action, including its intended effect – Creation of a minor in innovation will provide visibility to students and future employers of this acquired skill that Kent State University has been developing. Courses were created recently in the College of Technology and College of Business Department of Marketing (Entrepreneurship program). Other universities have been inquiring about these courses and starting programs of their own while KSU has been a pioneer in this area. The minor will be an interdisciplinary program incorporating existing courses that have already attracted students from Business, Technology, Physics, Chemistry, Biology, etc.

The minor will include the following courses:

TECH 31087	Design for Technology	3
TECH 43050	Inventive Problem Solving	3
TECH 43060	Management of Technology Innovation	3
TECH 43800	Applied Engineering Technology Seminar	2
ENTR 27056	Introduction to Entrepreneurship	3
ENTR 27466	Speaker Series in Entrepreneurship	1
ENTR 37045	Sales in the Entrepreneurial Venture	3
Total		18

Conformity of action with mission of sponsoring unit – The program conforms well to the mission of the College of Technology and the University as a whole, since the minor is applicable in most disciplines on campus.

Rationale for action – The need for innovation to solve many of the pressing problems in manufacturing, science, business, and technology is huge from an economic, sustainability/environmental, and health standpoint but few universities have focused on general innovation as a discipline. Recently KSU has developed courses in Technology and Business that address innovation and entrepreneurship and that can be combined to highlight this emerging area of interest.

Effect on current programs, offerings, students, staff – It is expected and hoped that this will attract more students to these courses. The current staff is capable of handling the load and more of the courses will be converted to distance learning/on-line formats to reach larger audiences.

Scope of action,– Complete the minor program approval process, advertise the minor in catalogs and web pages, teach larger classes, convert Management of Tech Innovation to on-line and offer more sections.

Fiscal and staffing impact of action – None currently but additional sections and staff may be needed in time.

Evidence of need and sustainability – Business and industry including the College of Technology Industrial Advisory Board have expressed a need for employees with background and training in innovation. Since this proposal aims to establish a minor using existing courses required additional resources are extremely minimal and the program is highly sustainable.

Alternatives and consequences:

Other universities will copy our lead, lower enrolment growth at KSU, fewer student will benefit from these courses, reduced KSU impact on NEO and region.

Specific recommendation and justification:

Approve the minor as proposed.

Timetable and actions required:

Approval by Applied Science and Technology Program Area – November 19, 2010
Approval by College of Technology CCC – December 3, 2010
Approval by Kent State University EPC – January 24, 2010
Effective – Fall 2011

CELEBRATE CENTENNIAL
KENT STATE
UNIVERSITY
1910·2010

September 28, 2010

Dr. Darwin L. Boyd
Coordinator, Applied Science and Technology Program Area
College of Technology
Kent State University
P.O. Box 5190
Kent, OH 44242

Dear Darwin:

I am pleased to write this letter on behalf of the Center for Entrepreneurship & Business Innovation in the College of Business to inform you that we support and endorse the proposed Minor in Innovation in the College of Technology.

We are supportive of three of our ENTR courses as required courses in this minor. We believe that the collaborative nature of the entrepreneurship and innovation programs will benefit the students of Kent State University.

We will continue our efforts to ensure the success of the Minor in Innovation. Please let me know if you have any questions or would like clarification.

Best Regards,

Julie Messing

Julie Messing
Director, Center for Entrepreneurship & Business Innovation
College of Business Administration
Kent State University
P.O. Box 5190
Kent, OH 44242-0001
(330)672-9430
jmessing@kent.edu

KENT STATE

Office of the Provost

Interoffice Memorandum

TO: Donald Bubenzer
Dean College of Technology

Wanda Thomas
Dean Regional College

FROM: Robert G. Frank
Provost and Senior Vice President for Academic Affairs

DATE: December 17, 2010

SUBJECT: **Regional College Programs**

After extensive discussion, through this memo, I am directing that the following programs and faculty associated with the Engineering Technology and Computer Design and Animation associate degrees move to the Regional College.

Associate Degrees

- Electrical/Electronic Engineering Technology
- Manufacturing Engineering Technology
- Mechanical Engineering Technology
- Systems (Industrial) Engineering Technology
- Computer Design Animation and Game Design
- Engineering of Information Technology

Certificates

- CAD/Design Technology Certificate
- Plastics Manufacturing Engineering Technology Certificate
- Radiation and Polymer Engineering Certificate

In addition, I am directing that the following **2+2 concentrations** for the Bachelor of Science in Technology be moved to the Regional College and henceforth be affiliated with the Bachelor of Applied Studies degree.

- General
- Computer Technology

- Electronic
- Manufacturing/Mechanical
- Computer Design and Animation

The Regional College will bring this proposal to EPC for approval.

c: Therese Tillett, Director, Curriculum Services
Dr. Timothy Chandler, Senior Associate Provost

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 6-Dec-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department MUS

College CA - The Arts

Degree CER1 - Post-Secondary Certificate <1 year

Program Name **Music Technology** Program Code **C135**

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

Proposal Inactivate Program

Description of proposal:
Inactivation of the Certificate program in Music Technology

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

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
none

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

REQUIRED ENDORSEMENTS

Denise A Seachrist 12/16/10
Department Chair / School Director / Campus Dean

Ralph Foreg 12/21/10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

TRANSMITTAL MEMO
Music Technology Certificate
Dana Brown
12/6/10

This proposal involves the inactivation of the Certificate program in Music Technology. This proposal was approved by the Undergraduate Studies Committee and full faculty of the School of Music in November, 2010.

Proposal Summary

Title: Inactivation of the Certificate in Music Technology

Subject Specification: The purpose of this proposal is to inactivate the Certificate program in Music Technology (C135).

Background Information: Since the certificate in Music Technology was first established, some key faculty members teaching music technology at the Kent campus have moved to other positions or other institutions. In addition, a Bachelor of Science in Music Technology has recently been established at the Stark campus, and minors in audio recording and music technology at the Stark campus are currently seeking EPC approval. For all of these reasons, enrollment in the certificate has been low, and students now have other access to training in music technology.

Alternatives and Consequences: If students were allowed to continue in this certificate program, they would miss out on better opportunities to study music technology at Kent State University.

Specific Recommendation and Justification: The Certificate in Music Technology (C135) should be inactivated due to low enrollment and reallocation of resources.

Timetable and Actions Required:
November 2010: approved by the Undergraduate Studies Committee in the School of Music and the School of Music faculty
December 2010: approved by the CA College Curriculum Committee
January 24, 2011: approval sought at the EPC meeting

2009 CATALOG

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

School of Music
College of the Arts
E101 Music and Speech Center
E-mail: dseachri@kent.edu
Tel: 330-672-2172
Fax: 330-672-7837
http://dept.kent.edu/music

Music Technology

Offered on the Stark Campus

The development of music technology has had an enormous impact on the music industry There are many career opportunities for talented musicians in music technology. Skilled musicians can apply formal training to recording careers, studio performance, arranging producing and live performances. Opportunities are also available in non-traditional, contemporary popular music venues, the movie industry, television, multi-media events, a music for advertising as well as traditional performing arts venues. The growth of music technology has made knowledge and experience in this area a necessity for all students preparing for a career in any area of the music industry. To compete effectively in the contemporary music world, one must possess a strong traditional music background, plu technical expertise required to make the most of a rapidly changing and developing techr

Audio Recording Concentration—2009-2010 Roadmap [Degree Requirements]

Music Production Concentration—2009-2010 Roadmap [Degree Requirements]

**Pending approval by the Ohio Board of Regents*

Music Technology Certificate

Offered on the Kent campus

Course requirements for music technology certificate (16-17 credits):

Required Courses

MUS	31211	Composition (with a focus on electronic music)	4
		Composition majors should instead take MUS 41211	
	40295	Special Topics in Music: Music Technology	2
	41181	Acoustics and Technology in Music	2

Choose from the following:

MUS	48393	WKSP: TI:ME 1A: Notation, Sequencing and Electronic Instruments for Music Educator (2)
	48393	WKSP: TI: ME 1B: Computer Assisted Instruction (2)
	48598	Music Research (2)

Choose from the following:

CS	10051	Introduction to Computer Science (4)
	10061	Introduction to Computer Programming (3)
		Note: more advanced programming is allowed
THEA	41523	Sound Design and Technology I (3)

Total 16

Students must achieve an overall average GPA of 3.25 or higher in the component courses of the certificate program.

This page was last modified on August 20, 2009

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Jun-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Pan-African Studies		
College	AS - Arts and Sciences		
Degree	BA - Bachelor of Arts		
Program Name	**Pan-African Studies**	Program Code **c203**	
Concentration(s)	Certificate in Pan-African Community Theater	Concentration(s) Code(s)	c203
Proposal	Inactivate Program		

Description of proposal:
Inactivate certificate in Pan-African Theater

Does proposed revision change program's total credit hours? ☐ Yes ☐ No N/A
Current total credit hours: Proposed total credit hours

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

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

REQUIRED ENDORSEMENTS

[signature] 11/1/2010
Department Chair / School Director / Campus Dean

Mary Ann Haley 12/29/10
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

PAS 29

Proposal Summary

Title: Inactivate Certificate in Pan-African Community Theatre [C203]

Subject Specification: The Department of Pan-African Studies proposes to inactivate the certificate in Pan-African Community Theatre.

Background Information: The Department of Pan-African Studies proposes to inactivate the certificate in Pan-African Community Theatre because the certificate will no longer be offered. This certificate was created in collaboration with Karamu House in Cleveland. Karamu house no longer wishes to offer the certificate to members, as such, the certificate is no longer needed.

Alternatives/Consequences: None.

Specific Recommendation:

- . Inactivate Pan-African Community Theatre Certificate

Timetable/Actions Required: Review/Approval Arts and Sciences Curriculum Committee and EPC during AY 2010/11 for inclusion in the Undergraduate Catalog Fall 2011

PAS 28

Kent State University Catalog 2010 - 2011

Pan-African Community Theatre Certificate [C203]

Kent State University admission requirements apply, including assessment testing. Students may enroll in the program even if they have prior degrees. Students must declare themselves as a certificate candidate prior to completing half of the courses and must complete a minimum of 15 credits at Kent State University.

PAN-AFRICAN COMMUNITY THEATRE CERTIFICATE REQUIREMENTS (21 credits)			
Course		**Title**	**Credits**
PAS	13001 *or* 13002	Foundations of Pan-African Studies I Foundations of Pan-African Studies II	3
	31092	Practicum in African Theatre Arts	3-6
	41192	Practicum in African-American Affairs	3-6
	43095	ST: Performance and Movement in Theatre	3
	43095	ST: Technical and Design	3
THEA	41726 *or* 41736	Theatre Management Production and Stage Management	3
Choose from the following:			**6**
PAS	22000	African World Creative Writing (3)	
	31000	Writing on the Pan-African Community Theatre (3)	
	42095	ST: Literature of Pan-African Drama I (3)	
	42095	ST: Literature of Pan-African Drama II (3)	
		TOTAL	**21**

Minimum cumulative 2.00 GPA required.

PAS 30

Transmittal Memo

Please find attached all documentation to revise:

I. Pan-African Studies major and all concentrations.
II. Pan-African Studies Minor
III. African Studies Minor
IV. African Community Theatre (C203)

I. The following revisions are needed for the Major in Pan-African Studies and its Concentrations.

1. Decrease total credit hours from 45 to 39.
   a. Decrease concentration requirements from 24 credit hours to 18 credit hours.

Rationale: By revising the total credit hours required, DPAS would make the program more appealing to students, thus increasing enrollment.

2. Decrease concentrations from 4 to 3 by deleting the Theoretical and Applied Research concentration offering.

Rationale: In keeping with the changes in the field of Black Studies, PAS would like all students to have an understanding of the various approaches to studying, understanding and analyzing the experiences of people of African descent. As such, we propose to revise the program by deleting the Theoretical and Applied Research Concentration and distributing the courses throughout the entire program.

3. Change the name of two concentrations.
   a. Pan African Literature, Arts and Culture **to** Arts, Literature and Culture
   b. African Diaspora Studies Concentration **to** Diaspora Studies Concentration.

Rationale: Changing the name of the concentrations is a reflection of the national and international changes within the discipline as well as a reflection of the faculty expertise in the field.

3a ⟷ Revise Arts, Literature and Culture Concentration by dropping 3 and adding 3 courses
3b ⟷ Revise Diaspora Studies Concentration by dropping 4 and adding 2 courses

4. Delete Foundations in Pan-African Studies I (PAS 13001) as a core requirement for the major
5. Delete Foundations in Pan-African Studies II (PAS 13002) as core requirement for the major.
6. Add the Black Experience I (PAS 23001) as a core requirement for the major
7. Add the Black Experience II (PAS 23002) as core requirement for the major.

Rationale: Currently, PAS majors and minors are often introduced to the discipline through Black Experience I and II, however, neither course counts towards the major. Deleting Foundations I and II, as core requirements would allow students to use Black Experience I and II as credit towards the major, therefore potentially making it easier for students to consider PAS as a potential major.

8. Include Ancient African Civilizations (PAS 33200) as a core requirement for the major (choose from section).

Rationale: Currently, Ancient African Civilizations is one of eight (8) courses that students can select from under the Pan-African Literature, Arts and Culture Concentration. We feel that all students would benefit from a deeper academic study of ancient African cultures.

9. Change the name of 6 courses
    a. (PAS 33200) Ancient African Cultures to Ancient African Civilizations
    b. (PAS 35100) African American Social, Political and Economic systems to Black Social and Political Thought
    c. (PAS 35200) African Social, Political and Economic Systems to African Social and Political Systems
    d. (PAS 22000) African World Creative Writing to Creative Writing in the Black World
    e. (PAS 33120) The African-American Man in Contemporary Society to The Black Man: Historical Perspectives.
    f. (PAS 37020) Pan-Africanism and the Model African Union to The Model African Union

Rationale: Changing the name of the above courses would adequately reflect the course contents and description.

10. Delete the following from the African Diaspora Studies Concentration
    a. HIST 31140 Modern Latin America
    b. HIST 31141 Early Latin American Experience
    c. MCLS 28404 The Latin American Experience
    d. PORT 37421 Luso-Brazilian Civilization

Rationale: Deleting the following from the concentration could potentially increase student enrollment in Pan-African Studies course such as Latinos in America (PAS 33310. In addition, MCLS 28404 and PORT 37421 are rarely offered.

11. Inactivate the following courses 10 courses.
    a. PAS 13001 Foundations in PAS I
    b. PAS 13002 Foundations in PAS II
    c. PAS 13201 Elementary Yoruba I
    d. PAS 13202 Elementary Yoruba II
    e. PAS 22201 Expressivity in African Arts
    f. PAS 23201 Intermediate Yoruba 1
    g. PAS 23202 Intermediate Yoruba II
    h. PAS 31000 Writings on Pan-African Community Theatre.
    i. PAS 32010 The Pan-African Essay
    j. PAS 36210 African Traditional Architectural Settings

Rationale: The above courses are being offered for inactivation in an attempt by DPAS to re-design the curriculum and to address issues of course offerings and enrollment. Currently, all of the courses except for PAS 13001 and 13002 are not offered and have not been taught within the department for more than 10 years. In addition, they are not listed as prerequisites for any other courses. PAS 13001 and 13002 are being offered for inactivation because PAS would like to replace them with PAS 23001 and PAS 23001 (Black Experience I and II) to increase student appeal to the program.

12. Create the following new courses

15200 Introduction to West African Cultures	(3)
20300 Black Images	(3)
23310 Native American Culture	(3)
23500 The Afrocentric Perspective	(3)
24500 Jazz Imagines Africa	(3)
25200 East African-Kiswahili Cultures	(3)
26010 Black Revolution	(3)
33130 Gender and Sexuality in Africa and the African Diaspora	(3)
34100 Islamic West Africa	(3)
43200 Malcolm and Martin	(3)
44095 Special Topic in Contemporary Africa	(3)

Rationale: All the courses except for East African –Kiswahili Cultures have been offered for at least 3 years with good enrollment. Establishing these courses will not impact staffing, as they are already part of current faculty teaching loads. East African-Kiswahili Cultures has not been offered for 3 years, but is being established as part of the African Studies Minor, which has been relaunched in DPAS.

13. Change the prerequisite(s) for the following courses.
    PAS 24407 Caribbean Studies
    PAS 33100 The African American Family
    PAS 33110 The Black Woman: Historical Perspectives
    PAS 33171 The African American Community

Rationale: Eliminating or changing the prerequisite(s) for the above course could potentially increase student numbers in the classroom.

II. The following revisions are needed for the Pan-African Studies Minor

- Delete Foundations in Pan-African Studies I (PAS 13001)
- Delete Foundations in Pan African Studies II (PAS 13002)
- Add Ancient African Civilizations as a requirement (PAS 33200)
- Change course requirements from 24 to 21 credit hours.

Rationale: The above changes in the minor will reflect the current trends in field and changes in the major.

III. The following changes are needed for the African Studies Minor

- Delete – ANTH 38240 – Culture and Personality
- Delete – ANTH 48410 – Prehistory: Eurasia and Africa
- Delete – HIST 41135 History of West Africa
- Delete – PAS 13201 Elementary Yoruba I
- Delete – PAS 13202 Elementary Yoruba II
- Delete – PAS 23201 Intermediate Yoruba I
- Delete – PAS 23202 Intermediate Yoruba II

- Add – ANTH 48212 Kinship and Social Organization
- Add – ARTH 22020 Art of Africa, Oceania and the Americas
- Add – GEOG 31070 Population and Environment
- Add – GEOG 41073 Conservation of Natural Resources
- Add – GEOG 44010 Geography of the Global Economy
- Add – POL 30840 Nongovernmental Organizations
- Add – POL 40530 Politics of War
- Add – POL 40560 Human Rights and Social Justice
- Add – PAS 15200 Introduction to West African Cultures
- Add – PAS 25200 East African-Kiswahili Cultures
- Add – PAS 32050 African Literature
- Add – PAS 33200 Ancient African Civilizations
- Add – PAS 34000 Introduction to the African World View
- Add – PAS 34100 Islamic West Africa
- Add – PAS 35200 African Social and Political Systems
- Add – PAS 37020 The Model African Union
- Add – PAS 37100 Pan-African Women's Literature
- Add – PAS 43395 Study Abroad: Ghana
- Add – PAS 44095 St: Special Topic in Contemporary Africa
- Add – ARAB 11101 Elementary Arabic I
- Add – ARAB 11102 Elementary Arabic II
- Add – MCLS 40420 Foreign Languages and Culture Studies

Rationale: The African Studies Minor was formally housed in the Department of History. After Dr, Ekechi retired the minor was dormant for a few years. In discussion with the history department it was agreed that DPAS would take over the minor. The above changes represent course updates and reflect discipline changes.

IV. The following revisions are needed for the certificate in Pan African Community Theater

- Inactivate certificate in Pan-African Community Theater (c203)

Rationale: This certificate was established in conjunction with Karamu house, an African-American theatre house in Cleveland Ohio. Karamu house no longer has a need for the program and has thus eliminated it.

Proposal Summary

Title: BRIT degree, RIS Major, CT Concentration, Revision and Addition

Subject Specification: Change in the CT concentration of the RIS major affecting CTRT, CTHA and CT 138 Certificate.

Background Information: Revise RIS 44021 from 3 to 2 hours and add new course RIS 44033, CT Techniques as 1 hour course. Students in the CT Patient Management course are radiologic technologists having much of the material in the AAS in RADT. The loss of this hour toward the CT Techniques course will improve learning outcomes and better prepare graduates for the national certification examination. All other RIS programs have a Techniques course so this provides consistency among programs. No effect on current program since total hours will not change. No effect on students or staffing since hours will remain the same. No effect on fiscal impact.

Alternatives and Consequences: Keep courses as they are.

Specific Recommendation and Justification: These changes should be effective fall 2011.

Timetable and Actions Required: October 15, 2010: Regional College curricular committee, November 15: EPC meeting

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	School of Health Occupations		
College	RE - Regional College		
Degree	BRIT - Bachelor of Radiologic Imaging Sciences		
Program Name	**Radiologic and Imaging Sciences**	Program Code	
Concentration(s)	Computed Tomography	Concentration(s) Code(s)	C138
Proposal	Revise Program		

Description of proposal:
Revise RIS 44021 from 3 to 2 hours and Add new course RIS 44033 CT Techniques as 1 hour

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):
No impact on other programs.

Units consulted (other departments, programs or campuses affected by this proposal):
RIS Programs, Regional College

REQUIRED ENDORSEMENTS

_____ 10/8/10
Department Chair / School Director / Campus Dean

Wanda Thomas 10/15/2010
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Print Form

KENT STATE UNIVERSITY

Roadmap Revisions

Instructions: Collect signatures from chair/director, attach copy of marked-up roadmap and fax to Curriculum Services at 2-2645 or send through campus mail to Therese E. Tillett, Library, room 384. Call for assistance at 2-1885.

This revision form is to update or correct course sequencing, critical tracking or informational notes. It is not for changing the program's curriculum or policies. If that is the intention, please read the section on academic programs and policies in the Curricular Guidelines. All changes to a roadmap are effective for the subsequent fall term.

College: Regional Campuses
Department/School: School of Health Occupations
Major: RIS
Concentration: CT
Banner Code: CT Certificate 138
Catalog Year: F 2011

****Please attach a marked-up copy of the latest roadmap for this program to show changes requested.****

Proposed Revisions:

- ☐ Switching course sequencing in semesters
- ☐ Making a course critical/non-critical (if marked critical, course must be taken by students in the designated semester)
- ☒ Adding/revising course/major notes
- ☐ Other: _____

Reasons for the revision:

Change RIS 44021 from 3 to 2 hours: much of course content is a review for RADT student in the CT concentration

Add RIS 44033, CT Techniques, 1 hour: provides preparation for the CT certification examination upon graduation.

Signature:

Initiator _____ Date: _____

Department Chair/School Director: _____ Date: _____

For internal use only:

Curriculum Services: _____ ☐ updated on GPS site Date: _____

Graduation Planning System: _____ Date: _____

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
CERTIFICATE
COMPUTED TOMOGRAPHY (C138)

NAME: _____ **SSN:** _____ **CAMPUS** _____

Purpose: Students completing this certificate program will be able to perform Computed Tomography (CT) procedures in a healthcare setting, after completing clinical competencies. Students are expected to take the American Registry of Radiologic Technologist's certification exam in CT upon completion of the program.

Admission: Kent State University admission requirements apply, including assessment testing where appropriate. Regardless of admission status, all students must complete coursework prescribed by COMPASS testing. Students with degrees may enroll in the program. Students must submit an application to the CT program (application packet at www.salem.kent.edu). Students must declare themselves as certificate candidates prior to completing one-half of the required coursework, and they must complete a minimum of 15 hours of the certificate's curriculum at Kent State University.

Prerequisites: Students must have completed a program in radiologic technology. Students must satisfy the prerequisites of the CT program as seen in the CT Application Packet with a minimum cumulative grade point average of 2.50.

Graduation: Students must pass each course with a minimum grade of "C" to receive the certificate, but must maintain a cumulative grade point average of 2.75 in the RIS courses. Students must also complete all clinical education courses including all required clinical competencies. RIS courses may be taken credit by examination with permission, but may not be completed on a pass/fail basis.

COURSES:

Course No.		Course Title	Credits	Semester	Grade
RIS	34084	CT/MRI Sectional Anatomy I	2	_____	____
RIS	34086	CT/MRI Sectional Anatomy II	2	_____	____
RIS	44021	Patient Management in CT	2 ~~3~~		
RIS	44022	CT Procedures	3	_____	____
RIS	44024	Physical Principles of CT	3	_____	____
RIS	44025	CT Clinical Education I	3	_____	____
RIS	44027	CT Clinical Education II	3	_____	____
RIS	44083	Pathophysiology for Medical Imaging	3	_____	____
RIS	44033	CT Techniques	1		
Total Credit Hours			**22**		

Student Signature _____ Date _____ Program Director Signature _____ Date _____

Registrar Signature _____ Date _____ Dean Signature _____ Date _____

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Kent State University

Pick Your Color

text version

Excellence in Action

search KSU go

- 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

Kent State University Official Seal

Undergraduate Catalog

Certificate

Computed Tomography [C138]

Students completing this certificate program are able to perform Computed Tomography (CT) procedures in a healthcare setting, after completing clinical competencies. Students are expected to take the American Registry of Radiologic Technologist's certification exam in CT upon completion of the program. Computed Tomography certificate application packets are available at the Salem Campus.

Course requirements for computed tomography certificate (22 credits):

RIS	34084	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy I	2
	34086	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy II	2
	44021	Patient Management in Computed Tomography	~~3~~ 2
	44022	Computed Tomography Imaging Procedures	3
	44024	Physical Principles of Computed Tomography	3
	44025	Computed Tomography Clinical Education I	3

44027 Computed Tomography Clinical Education II		3
44083 Pathophysiology for Medical Imaging		3
44033 CT Techniques		1
	Total	**22**

Students must have completed a program in radiologic technology. All course prerequisites must be fulfilled and students must pass each course with a minimum grade of C (2.0) and maintain a cumulative GPA of 2.75.

You are here: Undergraduate Catalog > 2009 Undergraduate Catalog > Colleges and Programs > Regional Campuses > Computed Tomography Certificate

This page was last modified on August 20, 2009

Radiologic and Imaging Sciences (RIS)

REVISION
44021 Patient Management in Computed Tomography (CT) ~~(3)~~ (2)
Provides knowledge about care-giving skills for patients undergoing CT exams. Information includes effective communication, problem-solving techniques, patient safety/comfort, patient preparation, monitoring, contrast agents and venipuncture. Prerequisite: radiologic and imaging sciences (RIS) major.

ADDITION
44033 CT Techniques (CT) (1)
Course integrates concepts of computed tomography including patient care, imaging procedures, physics and instrumentation in preparation for national certification examination.

C204

Proposal Summary

Title: BRIT degree, RIS Major, MRI Concentration, Revision and Addition

Subject Specification: Change in theMRI concentration of the RIS major affecting MRRT, MRHA and MRI 204 Certificate.

Background Information: Revise RIS 44031 from 3 to 2 hours and add new course RIS 44046, MRI Techniques as 1 hour course. Students in the MRI Patient Management course are radiologic technologists having much of the material in the AAS in RADT. The loss of this hour toward the MRI Techniques course will improve learning outcomes and better prepare graduates for the national certification examination. All other RIS programs have a Techniques course so this provides consistency among programs. No effect on current program since total hours will not change. No effect on students or staffing since hours will remain the same. No effect on fiscal impact.

Alternatives and Consequences: Keep courses as they are.

Specific Recommendation and Justification: These changes should be effective fall 2011.

Timetable and Actions Required: October 15, 2010: Regional College curricular committee, November 15: EPC meeting

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 8-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	School of Health Occupations
College	RE - Regional College
Degree	BRIT - Bachelor of Radiologic Imaging Sciences
Program Name	**Radiologic and Imaging Sciences** Program Code
Concentration(s)	Magnetic Resonance Imaging Concentration(s) Code(s) C204
Proposal	Revise Program

Description of proposal:
Revise RIS 44031 from 3 to 2 hours and Add new course RIS 44046 MRI Techniques as 1 hour

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):
No impact on other programs.

Units consulted (other departments, programs or campuses affected by this proposal):
RIS Programs, Regional College

REQUIRED ENDORSEMENTS

_____ 10/8/10
Department Chair / School Director / Campus Dean

Wanda Thomas 10/15/2010
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE UNIVERSITY

Roadmap Revisions

Instructions: Collect signatures from chair/director, attach copy of marked-up roadmap and fax to Curriculum Services at 2-2645 or send through campus mail to Therese E. Tillett, Library, room 384. Call for assistance at 2-1885.

This revision form is to update or correct course sequencing, critical tracking or informational notes. It is not for changing the program's curriculum or policies. If that is the intention, please read the section on academic programs and policies in the Curricular Guidelines. All changes to a roadmap are effective for the subsequent fall term.

College: Regional Campuses
Department/School: School of Health Occupations
Major: RIS
Concentration: Magnetic Resonance Imaging (MRI)
Banner Code: MRI Certificate 204
Catalog Year: F 2011

****Please attach a marked-up copy of the latest roadmap for this program to show changes requested.****

Proposed Revisions:

- ☐ Switching course sequencing in semesters
- ☐ Making a course critical/non-critical (if marked critical, course must be taken by students in the designated semester)
- ☒ Adding/revising course/major notes
- ☐ Other: _____

Reasons for the revision:

Change RIS 44031 from 3 to 2 hours: much of course content is a review for RADT student in the CT concentration.

Add RIS 44046, MRI Techniques, 1 hour: provides preparation for the MRI certification examination upon graduation.

Signature:

Initiator _____ Date: _____

Department Chair/School Director: _____ Date: _____

For internal use only:

Curriculum Services: _____ ☐ updated on GPS site Date: _____

Graduation Planning System: _____ Date: _____

KENT STATE UNIVERSITY
REGIONAL CAMPUSES
CERTIFICATE
MAGNETIC RESONANCE IMAGING (C204)

NAME: _____ **SSN:** _____ **CAMPUS** _____

Purpose: Students completing this certificate program will be able to perform Magnetic Resonance Imaging (MRI) procedures in a healthcare setting, after completing clinical competencies. Students are expected to take the American Registry of Radiologic Technologist's certification exam in MRI upon completion of the program.

Admission: Kent State University admission requirements apply, including assessment testing where appropriate. Regardless of admission status, all students must complete coursework prescribed by COMPASS testing. Students with degrees may enroll in the program. Students must submit an application to the MRI program (application packet at www.salem.kent.edu). Students must declare themselves as certificate candidates prior to completing one-half of the required coursework, and they must complete a minimum of 15 hours of the certificate's curriculum at Kent State University.

Prerequisites: Students must have completed a program in radiologic technology. Students must satisfy the prerequisites of the MRI program as seen in the MRI Application Packet with a minimum cumulative grade point average of 2.50.

Graduation: Students must pass each course with a minimum grade of "C" to receive the certificate, but must maintain a cumulative grade point average of 2.75 in the RIS courses. Students must also complete all clinical education courses including all required clinical competencies. RIS courses may be taken credit by examination with permission, but may not be completed on a pass/fail basis.

COURSES:

Course No.		Course Title	Credits	Semester	Grade
RIS	34084	CT/MRI Sectional Anatomy I	2	_____	____
RIS	34086	CT/MRI Sectional Anatomy II	2	_____	____
RIS	44031	Patient Management in MRI	2 ~~3~~	_____	____
RIS	44035	MRI Clinical Education I	3	_____	____
RIS	44036	MRI Clinical Education II	3	_____	____
RIS	44037	MRI Clinical Education III	3	_____	____
RIS	44044	MRI Procedures I	2	_____	____
RIS	44045	MRI Procedures II	2	_____	____
RIS	44051	MRI Equipment & Acquisition I	2	_____	____
RIS	44052	MRI Equipment & Image Acquisition II	2	_____	____
RIS	44083	Pathophysiology for Medical Imaging	3	_____	____
RIS	44046	MRI Techniques	1		
Total Credit Hours			27		

Student Signature _____ Date _____ Program Director Signature _____ Date _____

Registrar Signature _____ Date _____ Dean Signature _____ Date _____

Certificate Program Enrollment Approved Effective _____ (Semester/year)

Issued by the Office of the Executive Dean, Regional Campuses

Effective Fall 2008

Kent State University

Pick Your Color

text version

Excellence in Action

search KSU go

- 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

Kent State University Official Seal

Undergraduate Catalog

Certificate

Magnetic Resonance Imaging [C204]

Students completing this certificate program are able to perform Magnetic Resonance Imaging (MRI) procedures in a healthcare setting, after completing clinical competencies. Students are expected to take the American Registry of Radiologic Technologist's certification exam in MRI upon completion of the program. MRI application packets are available at the Salem campus.

Course requirements for Magnetic Resonance Imaging certificate (27 credits):

RIS	34084	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy I	2
	34086	Computed Tomography and Magnetic Resonance Imaging Sectional Anatomy II	2
	44031	Patient Management in MRI	~~3~~ 2
	44035	MRI Clinical Education I	3
	44036	MRI Clinical Education II	3
	44037	MRI Clinical Education III	3

44044	MRI Procedures I	2
44045	MRI Procedures II	2
44051	MRI Equipment and Acquisition I	2
44052	MRI Equipment and Image Acquisition II	2
44083	Pathophysiology for Medical Imaging	3
44046	MRI Techniques	1
	Total	**27**

Students must have completed a program in radiologic technology. All course prerequisites must be fulfilled an students must pass each course with a minimum grade of C (2.0) and maintain a cumulative GPA of 2.75.

You are here: Undergraduate Catalog > 2009 Undergraduate Catalog > Colleges and Programs > Regional Campuses > Magnetic Resonance Imaging Certificate

This page was last modified on August 20, 2009

Radiologic and Imaging Sciences (RIS)

REVISION
44031 Patient Management in MRI ~~(3)~~ (2)
Provides information on the role of the MRI technologist in maintaining patient safety and comfort as well as personal and coworker safety. MR contrast agents and venipuncture will be studied. Includes problem solving with diverse patient types. Prerequisite: radiologic and imaging sciences (RIS) major.

ADDITION
44046 MRI Techniques (MRI) (1)

Course integrates concepts of magnetic resonance imaging including patient care, imaging procedures, data acquisitions and processing as well as principles of image formation.

Full Proposal
Master of Science in Digital Sciences
Kent State University

17 January 2011

1 Summary and Rationale

Kent State University proposes to offer a Master of Science degree in the Digital Sciences, and simultaneously with this proposal, is proposing to offer a Bachelor of Science and Bachelor of Arts in the Digital Sciences, as well as an undergraduate minor. These degrees will be offered though a new School of Digital Sciences, whose mission is to foster a broad understanding of the "digital sciences" in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences will also serve as an incubator for research synergies among faculty in related disciplines and as a focal point for multi-disciplinary collaborations.

The Master of Science degree in the Digital Sciences will provide a broad overview of the Digital Sciences across traditional "digital" programs. A graduate of the School's Masters program will understand the relationship between information processing, software development, and the telecommunications infrastructure, and will have an appreciation of the cognitive and managerial aspects of digital sciences. Five degree concentrations, described below, will provide deeper knowledge in one or more domains.

The Bachelors and Masters degrees offered by the School of Digital Sciences are intended to be broad interdisciplinary degrees. These new degrees will *complement*, not replace, existing Bachelors and Masters degrees in the College of Arts and Sciences, the College of Business, the College of Communication and Information, the College of Education, Health, and Human Services, the College of Technology and Kent State's Regional College.

This Masters degree will *augment* Bachelors degrees in related units such as Computer Science, Computer Information Systems, Technology, Visual Communication Design, and Instructional Technology by giving their graduates a broader exposure to other aspects of the digital sciences. It will *augment* Bachelors degrees in other programs, such as Chemistry, Physics, etc. by giving their graduates some exposure to the digital sciences. Employees in local industry can use the degree to update their disciplinary knowledge and get formal instruction in areas outside their own undergraduate degree.

1.1 Alignment to University Mission

Kent State University's Mission Statement begins with the phrase "The mission of Kent State University is to discover, create, apply and share knowledge…" An interdisciplinary program that brings together faculty and courses from five or more Colleges to share common interests in the digital sciences is fully in alignment with that mission of "sharing knowledge. The Mission Statement also includes engaging students in "diverse learning environment" and "productive careers"—which is supported by the interdisciplinary nature and clear market need for the Master of Science in Digital Sciences.

One of the seven Strategic Goals in Kent State University's Mission Statement is to "Focus on those we serve, especially our students." By offering the Master of Science in Digital Sciences through a new interdisciplinary School of Digital Science, this program can choose the most appropriate courses from a wide number of programs across the university.

The result will be a nimble, agile degree that can change quickly with industry needs, instead of being restricted to a single discipline whose curricula are more nationally consistent but change more slowly.

Taking this broader view results in a program that focuses on the students, their employers, and the State of Ohio, clearly in support the following two Strategic Goals:

- "Promote excellence in research and creative endeavors"
- "Build and sustain relationships and economic development opportunities with our alumni, communities and businesses that foster success for them and for Ohio"

1.2 Alignment to Chancellor's Strategic Plan

The Chancellor's Strategic Plan lists three goals for the University System of Ohio: Graduating more students, Keeping Graduates in Ohio, and Attracting more talent to Ohio. The Master of Science in Digital Sciences is in support of those goals as follows.

The Master of Science in Digital Sciences will help "graduating more students" by developing an innovative new program that will attract a new set of students who are not inclined to earn a graduate degree in their own discipline or are not prepared for a graduate degree in another discipline. It will act as a *terminal professional degree* to augment Bachelors degrees in related units such as Computer Science, Computer Information Systems, Technology, Visual Communication Design, and Instructional Technology by giving their graduates a broader exposure to other aspects of the digital sciences. It will also act as an *entry degree* to augment Bachelors degrees in other programs such as Biology, Chemistry, Physics, the humanities, or Education.

The Master of Science in Digital Sciences will also help "keeping graduates in Ohio" by training additional students in an area where over 28,000 new well-paying jobs are projected for the next decade (see the next section for employment projections). Through its Industrial Advisory Committee, the School of Digital Sciences will stay in regular contact with local CIOs and information technology hiring managers to help the School's graduates find local employment opportunities. With similar industrial committees already in place in Kent State University's College of Business Administration and College of Technology, the School of Digital Sciences is well positioned to begin creating its own Industrial Advisory Committee in the first half of 2011.

Finally, the Master of Science in Digital Sciences will help "attracting more talent to Ohio" by offering an innovative new program that spans traditional, historic disciplines. It is crucial that Ohio be seen as a leader in curricular innovation in the digital sciences, rather than a follower of innovation in other states, particularly those in close geographic proximity. As described later, the School of Computer Sciences in nearly Carnegie Mellon University in Pittsburg PA is an innovative leader in computing curricula, and Carnegie Mellon University's Department of Electrical Engineering recently eliminated its separate Bachelor of Science degrees in Electrical Engineering and Computer Engineering in favor of a single degree. Ohio must also be seen as a leader of innovation in the digital sciences to attract and retain students, faculty, and employers.

2 Need for Proposed Program

2.1 Employment Opportunities

Over the next decade, the two primary areas for employment growth are public health and information technology, according to the most recent long-term occupational employment projections from the U.S. Bureau of Labor Statistics. Computer-related occupations are projected to see strong employment growth as businesses increase their use of information technology to raise efficiency and reduce costs, and are

projected to grow more than twice as fast as the average for all occupations. These computer-related occupations will account for over 750,000 new jobs nationally between 2008-2018. While half of these new computer specialist jobs will be in the computer systems design industry, the other half will permeate virtually every sector of industry. (See http://www.bls.gov/oco/oco2003.htm for details.)

The state of Ohio accounts for 3.74 percent of the nation's jobs in computer and mathematical science occupations (at a mean annual wage of $68,700 in Ohio). Consequently, those 750,000 new jobs nationally could translate into over 28,000 new well-paying computer-related jobs in Ohio. Moreover, the most recent four-year report on Northeast Ohio's high-tech economy confirms that "growth in high-tech industries benefits all sectors of the region's workforce and is not limited to occupations with technical degrees," showing three non-high-tech jobs complement every one high-tech job in Northeast Ohio's high-tech industries. As a result, increased use of information technology could lead to 100,000 new jobs for Ohioans between 2008-2018. (For this report, see http://www.nortech.org/Docs/NEO%20High-Tech%20Brief%202010%20FINAL%20web.pdf)

Kent State's existing computing degrees provide excellent training for many of these high-growth computing-related career paths. Seven of those career paths, with 2008-2018 growth rates and projected new national job openings from the Bureau of Labor Statistics report cited above, are the following:

Computer Software Engineers (Applications)	34.0% = 175,100 new jobs
Network Systems and Data Communications Analysts	53.4% = 155,800 new jobs
Computer Software Engineers (Systems Software)	30.4% = 120,200 new jobs
Computer Systems Analysts	20.3% = 108,100 new jobs
Network and Computer System Administrators	23.2% = 78,900 new jobs
Computer Support Specialists	13.8% = 78,000 new jobs
Computer and Information Systems Managers	16.9% = 49,500 new jobs

However, in many cases these career paths are starting to require a broader view than that provided by traditional computer-related degree programs. For a growing number of computer-related occupations, the career path will increasingly require broad multi-disciplinary training that provides exposure to business processes, information management, software development, telecommunications infrastructure, and human factors.

Practitioners of those careers will need the skills to analyze users' needs, plan an enterprise architecture, guide the development of a digital software/hardware system, and manage these complex systems. They must be comfortable working in multidisciplinary teams with computer scientists, computer engineers, business analysts, information architects, etc., and must have sufficiently broad training to bridge the communication gap between disciplines.

Kent State University's proposed Master of Science degree in the Digital Sciences will train students for these emerging new career paths. Existing university faculty experts in computer science, computer information systems, computer technology, educational sciences, information science, and knowledge management, among other fields, will join together to provide the broad exposure required for these careers.

Students graduating from the Digital Sciences program will be prepared for careers as enterprise architects, computer system analysts, digital cognition analysts, application (software) architects, network system analysts, and information technology officers.

2.2 Comparison to Other Programs

This new multidisciplinary School of Digital Sciences and associated degrees being proposed by Kent State University is innovative and unique, not only within Ohio but also nationally. Many programs—state- and nation-wide—combine computer science with one other program, usually computer

engineering, computer information systems or information science. Two such programs close to Kent State University are at Cleveland State University and Youngstown State University.

While there are no programs doing so in Ohio, two programs in other states that have been particularly successful in aggregating several computing units together are Carnegie Mellon University's School of Computer Science and Georgia Tech's College of Computing. Both of these programs follow the traditional College + School structure. Another example, though organized differently and not on the same scale, is the Data Science Summer Institute at the University of Illinois, which will be in its fourth year this coming summer.

However, bringing together faculty from over half a dozen units into an interdisciplinary school that offers broad degrees integrating aspects from all those programs—while at the same time leaving them in their home unit to pursue disciplinary research and teaching—breaks new ground and is a unique feature of this proposed School of Digital Sciences and its programs. The organization as an interdisciplinary school rather than a traditional college is a key feature that can, even in challenging economic times, encourage and reward wide participation throughout the university.

On the engineering side of the digital sciences, nearby Carnegie Mellon University's Department of Electrical and Computer Engineering recently eliminated its separate Bachelor of Science degrees in Electrical Engineering and Computer Engineering, and replaced them with a single Bachelor of Science degree in Electrical and Computer Engineering. Their rationale was that the old traditional discipline boundaries had blurred and no longer served a useful purpose, and that their students were better served with a degree that could offer both breadth and depth across the entire field. Moreover, they acknowledged that many of their graduates would move into areas outside electrical and computer engineering after graduation, and that for those students electrical and computer engineering could serve as the new "liberal arts." (See http://www.ece.cmu.edu/news/currents/currents_f10.pdf for details.)

At Kent State University, the School of Digital Sciences and its degree programs can blur the boundaries as well, add breadth across multiple disciplines, and provide yet another "new liberal arts" experience.

2.3 Survey of Local Industry Employment Opportunities and Interest

To gauge industrial interest and local employment opportunities in the proposed School of Digital Sciences and its degree programs, an electronic survey was sent to information technology-hiring managers in local industry. A link to this survey was sent to industrial members of the Center for Information Systems (the faculty and industry advisory group for Kent State University's Department of Management and Information Sciences), to the member companies of NEOSA (the Northeast Ohio Software Association), and to NEOSA's affiliated chief information officers and information technology hiring managers. For the text of the survey, see Appendix C, *Survey of Local Employment Opportunities and Industrial Interest*.

To date (15 January 2011), 54 responses to the industrial survey have been received. Respondents included representatives from Allstate Insurance, ASW Global, BrandMuscle, Ernst & Young, Fifth Third Bank, Goodyear, Hyand Software, KeyBank, Little Tykes, Parker Hannifin, Progressive Insurance, Davey Tree, Sherwin-Williams and Timken. These respondents have 1547 current employees, expect to hire 480 more (31% increase) over the next three years, and expect to replace 382 (25% increase) due to retirements or departures. Respondents stated that their expected additional needs and expected replacements would be, in order of need: computer programmers, computer software engineers (applications), computer support specialists and computer software engineers (systems software).

Interest in the Master of Science concentrations was strong, with over half of the respondents to each concentration "Very Interested" or "Somewhat Interested" in every concentration. Interest in Digital Systems Software Development was the highest (80%), followed by Digital Systems Analysis (77%),

Enterprise Architecture (70%), Multimedia Systems Technology (70%)[1], Digital Systems Management and Consulting (67%), and Digital Science Cognition and Communication (52%).

Of those who responded to the open-ended question, "How do you feel this major compares to related majors at Kent State?" many respondents gave neutral comments, but 10 respondents (53%) gave supportive comments that included the following (a few typographical errors have been corrected):

- Much broader, which is what I think businesses are looking for in IT graduates
- As a tech professional I am glad to see the addition of more technical-based administration and management options.
- I like the notion of enabling vertical focus areas for students. While not trying to spill into 'tech school' space, the theoretical thought patterns of IT (ex. Development) are so evolved, it is of enormous benefit to real IT shops to have people trained and graded on their ability to comprehend these patterns.
- The usability and cognition track will likely have some courses that should be required for anyone who really wants to get into software development as a career.
- It would be very competitive.

To another open-ended request for advice in designing the Digital Sciences programs, respondents placed emphasis strong communication skills among students; more applicable and practical content, including internships, as well as a balance of leadership and technical education; and continual interaction with industry on curriculum.

For a deeper employment market analysis for Digital Sciences graduates, see Appendix D, *Analysis of Responses to Survey of Local Employment Opportunities and Industrial Interest*.

2.4 Letters of Support from Local Industry

In addition to the industrial survey, external letters of support have been received from the following information technology companies and membership organizations:

- Northeast Ohio Council on Higher Education (NOCHE): Director Ann Womer Benjamin praises the program's "breadth and inherent relationship with the business community," and says it "has the potential to attract more students and yield more graduates in Northeast Ohio."

- Northeast Ohio Software Association (NEOSA): Executive Director Brad Nellis says he is "quite excited" to see the "multidisciplinary approach to this degree program," and offers support on "behalf of NEOSA and its nearly 900 information technology business members." He adds, "I believe that graduates of this School's degree programs will have strong technical skills as well as a strong business foundation, enabling those students to compete for jobs effectively and more importantly, be valuable team members of their respective employers."
- Portage County Information Technology Services: Chief Information Office Brian D. Kelly says we must "embrace innovative endeavors such as the proposed School of Digital Sciences to ensure that those entering the IT workforce of the 21st century are well-equipped and prepared to be good stewards of this age." "…the proposed School of Digital Sciences will be of great benefit to future students and to the University."
- Timken Company: Daniel E. Muller, senior vice president for strategy and CIO, says the program "should produce graduates with a much broader exposure to the variety of digital technologies that

[1] Since the survey was administered, Multimedia Systems Technology has been renamed Digital Systems Telecommunications Networks to better reflect its content; therefore, the level of interest expressed in that concentration may be less definitive than the others.

are available and in use today"; and that the graduates "should be able to contribute much faster in the workplace and be more flexible to enter a variety of information technology positions at the Timken Company or other organizations in Northeast Ohio." He ends by saying, "this interdisciplinary training, in addition to traditional degree programs at Kent State, is needed in the workplace of today."

See Appendix E, *External Letters of Support*, for the full text of the letters.

2.5 Survey of Student Interest

A student survey of interest in the School's *Bachelors* degrees was administered in freshman and sophomore classes during the last week of classes in the Fall 2010 semester. **A student survey of interest in the School's *Masters* degree is planned for senior classes early in the Spring 2011 semester.**

The survey of student interest in the *Bachelor of Science and Bachelor of Arts in Digital Sciences* was administered in freshman and sophomore classes during the last week of classes in the fall 2010 semester. For the text of the survey, see appendix B, *Survey of Student Interest Administered in Freshman / Sophomore Classes*.

613 students responded to the survey. 13% were freshman, 42% were sophomores, and 45% were upperclassmen. 64% were male, and 34% were female. The majority of the responses came from students currently majoring in Accounting (13%), Business Management (13%), Computer Science (9%), Computer Information Systems (9%), Finance (7%), and Marketing (7%).

For a new program that was totally unfamiliar to the students, the responses were very encouraging. 5.9% of the respondents were "very interested" in the *major*, and 35.5% were either "very interested" or "somewhat interested." 7.7% of the respondents were "very interested" in the *minor*, and over half (50.4%) were either "very interested" or "somewhat interested." Interest in the major and minor among male respondents was roughly double that of female respondents.

The final question gauged the students' interest in each of the Bachelor of Science concentrations. Of the students who were "very interested" or "somewhat interest" in the major, interest was the highest in Multimedia Systems Technology (18%), Digital Systems Software Development (18%), and Digital Systems Analysis (17%), followed by Digital Systems Management and Consulting (11%), Enterprise Architecture (10%), and Digital Science Cognition and Communication (10%). Interest was roughly comparable across genders, with the highest three concentrations listed above always having the highest level of interest.

The Multimedia Systems Technology was later renamed Digital Systems Telecommunications Networks to better reflect its content, so the level of interest expressed in that concentration may be less definitive than the others. However, a survey of student interest in the Master of Science in Digital Sciences will be administered in senior classes early in the spring 2011 semester, which may help determine the level of student interest in that concentration.

2.6 Internal Support

Establishment of the School of Digital Sciences and its proposed degree programs have been in the planning stages since early 2010, although the bulk of the planning was done in the fall 2010 semester.

Letters of support have been received from the following academic units:

- Department of Management and Information Systems, College of Business Administration
- Center for Information Systems, Department of Management and Information Systems, College of Business Administration

- College of Technology
- School of Communication Studies, College of Communication and Information
- School of Journalism and Mass Communication, College of Communication and Information
- School of Library and Information Sciences, College of Communication and Information
- School of Visual Communication Design, College of Communication and Information
- School of Lifespan Development and Educational Sciences, College of Education, Health and Human Services

3 Program Curriculum

3.1 Curriculum Rationale

The Master of Science in Digital Sciences will act as a *terminal professional degree* to augment Bachelors degrees in related units such as Computer Science, Computer Information Systems, Technology, Visual Communication Design, and Instructional Technology by giving their graduates a broader exposure to other aspects of the digital sciences. Some examples of augmenting Bachelors degrees in related units include:

- A Computer Science graduate might take a course in Management Information Systems and a course in Instructional Design to add breadth, and select the Enterprise Architecture concentration to learn how to align the use of technology to business needs.
- A Computer Information Systems graduate might take a course in Enterprise Architecture and a course in Ethics, Technology and the Environment to add breadth, and select the Digital Systems Telecommunication Networks concentration to learn about the design and monitoring of wired and wireless networks.
- A Technology graduate might take a course in Management Information Systems and a course in Instructional Design to add breath, and select the Digital Systems Software Development concentration to learn about programming, algorithms, and software engineering.
- A Visual Communication Design graduate might select a course in Algorithms and Programming I and a course in Management Information Systems to add breadth, and select the Digital Science Cognition and Communication concentration to learn about simulation games, virtual reality, and managing technological change.
- A Journalism and Mass Communication graduate might select a course in Instructional Design and a course in Ethics, Technology and the Environment to add breadth, and select the Digital Systems Management and Consultation concentration to learn about the management of information systems.

The Master of Science in Digital Sciences will also act as an *entry degree* to augment Bachelors degrees in other programs. Some examples of using the Master of Science in Digital Sciences to gain exposure to the digital sciences include:

- A Biology, Chemistry, or Physics graduate might take a course in Management Information Systems and a course in Instructional Design to add breath, and select the Digital Systems Software Development concentration to learn about programming, algorithms, and software engineering.
- A Humanities graduate might select a course in Instructional Design and a course in Algorithms and Programming I to add breadth, and select the Digital Science Cognition and Communication concentration to learn about simulation games, virtual reality, and managing technological change.

Employees in local industry can use the Master of Science in Digital Sciences to update their disciplinary knowledge or get formal instruction in areas outside their own undergraduate degree.

3.2 Catalog Description

The Master of Science in Digital Sciences is a unique interdisciplinary degree designed to provide breadth in the digital sciences as well as depth in a chosen area of focus. It can serve as a terminal professional degree to augment Bachelors degrees in related units such as Computer Science, Computer Information Systems, Technology, Visual Communication Design, and Instructional Technology by giving their graduates a broader exposure to other aspects of the digital sciences. It will also serve as an entry degree to augment Bachelors degrees in other programs such as Biology, Chemistry, Physics, the humanities, or Education.

The Master of Science in Digital Sciences prepares students to see the "big picture" of the digital sciences across traditional “digital” programs. Graduates will understand the relationship between information processing, software development, and the telecommunications infrastructure, and will have an appreciation of the cognitive and managerial aspects of digital sciences.

The Master of Science degree program offers five concentrations to provide deeper knowledge in one or more specific domains. A more detailed description of these concentrations is giving in Appendix A, *Degree Concentrations for the Master of Science in Digital Sciences*.

The **Enterprise Architecture** concentration prepares graduates for careers as a *Chief Enterprise Architect*, *Business Architect*, *Information Architect*, *Application (Software) Architect*, or *Technology Architect*. Enterprise Architecture graduates will be able to assist organizations in all sectors of the economy to review and improve their investments in technology, and to ensure that investments in digital information, applications, and technology are fully aligned with business goals and objectives. Enterprise Architecture graduates will know how to develop detailed blueprints of an organization’s current state, to work with the stakeholders to prepare a vision of a future architecture, to prepare an implementation roadmap, and to execute technology and business change.

The **Digital Science Cognition and Communication** concentration prepares students for a career as a *Digital Cognition Analyst* or *Human Computer Interaction Analyst*. Digital Science Cognition and Communication graduates will be able to analyze the learning, teaching, communication, and training needs of an organization, and design hardware and software systems to meet those needs. Digital Science Cognition and Communication graduates will know how to use the principles, theories, and research-based outcomes of how people interact and communicate with and through technology to improve the usability of hardware, software, and training within an organization.

The **Digital Systems Software Development** concentration prepares graduates for careers as an *Application (Software) Architect*, *Computer Systems Software Engineer*, or *Software Developer*. Digital Systems Software Development graduates will be able to analyze the software system needs of an organization’s computer system, and coordinate the design, maintenance, and expansion of a software system to meet those needs. Digital Systems Software Development graduates will understand the role of software development in relationship to information management and the technology infrastructure in an enterprise environment. They will be able to work with Chief Enterprise Architects, Information Architects, and Technology Architects to design software systems in support of business goals, and work with Software Engineers as they build those software systems.

The **Digital Systems Telecommunication Networks** concentration, offered at both the BS and MS level, will prepare graduates for careers as a *Technology Architect*, *Network System Analyst*, *Data Communication Analyst*, or *Telecommunication Specialist*. Digital Systems Telecommunication Networks graduates will be able to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs. Digital Systems Telecommunication Networks graduates will understand how to design hardware systems and the supporting communication infrastructure to transport and store the converged voice, video and data traffic required by a modern

multimedia system. They will be able to work with Chief Enterprise Architects, Information Architects, and Application (Software) Architects to design that communication infrastructure.

The **Digital Systems Management and Consulting** concentration prepares graduates for a career as an *Information Technology Officer*, *Management Information System (MIS) Director*, *Information Technology Project Manager* or *Computer System Consultant*. Digital Systems Management and Consulting graduates will be able to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes, and fundamentally transforming business processes in a company. Digital Systems Management and Consulting graduates will know how to oversee the technical operations of an organization, and will be able create, re-engineer, and integrate technology-enabled solutions with an understanding of how users interact and communicate with technology

3.3 Program Requirements

The Master of Science degree will consist of 9 credits of major requirements (a choice of 3 courses from a list of 5 to allow multiple entry points into the degree), 9 credits of concentration requirements, and 14 credits of electives in the Digital Sciences or related programs, for a total of 32 credits. If the student chooses the Thesis option, 6 of the 14 elective credits will be replaced with 6 credits of Thesis I. Stronger undergraduates in a related discipline can earn this Master of Science degree together with their Bachelors degree in five years through Kent State University's combined BS / MS program.

MAJOR PROGRAM REQUIREMENTS (23 credits)			
Course		**Title**	**Credits**
Choose three courses from the following:			9-10
DSCI	61010	Enterprise Architecture (3) ***NEW***	
CS	61002	Algorithms and Programming I (4)	
ITEC	67403	Instructional Design (3)	
MIS	64042	Management Information Systems (3)	
TECH	57010	Ethics, Technology and the Environment (3)	
Electives in Digital Sciences or related area			7-8
Thesis I or electives in Digital Sciences or related area			6
CONCENTRATION REQUIREMENTS (9-10 credits)			
Digital Science Cognition and Communication (9)			
Digital Systems Management and Consulting (9)			
Digital Systems Software Development (10)			
Digital Systems Telecommunication Networks (9)			
Enterprise Architecture (9)			
		MINIMUM TOTAL	**32**

Digital Systems Telecommunication Networks Concentration

CONCENTRATION REQUIREMENTS (9 credits)			
Course		**Title**	**Credits**
TECH	56311	Wireless Networks and Telecommunications *NEW*	3
TECH	56350	Network Management and Design *NEW*	3
TECH	57200	Systems Engineering	3

Digital Systems Management and Consulting Concentration

CONCENTRATION REQUIREMENTS (9 credits)			
Course		**Title**	**Credits**
MIS	64045	Systems Development Methodologies	3
MIS	64082	Database Management Systems	3
MIS	64083	Information Security: A Managerial Perspective	3

Digital Systems Software Development Concentration

CONCENTRATION REQUIREMENTS (10 credits)			
Course		**Title**	**Credits**
CS	61003	Algorithms and Programming II	4
CS	63901	Systems Engineering Methodologies	3
DSCI	65010	Application and Technology Architecture *NEW*	3

Digital Science Cognition and Communication Concentration

CONCENTRATION REQUIREMENTS (9 credits)			
Course		**Title**	**Credits**
ITEC	67410	Simulation: Games in Education	3
ITEC	67425	Managing Technological Change	3
ITEC	67435	Virtual Beauty	3

Enterprise Architecture Concentration

CONCENTRATION REQUIREMENTS (9 credits)			
Course		**Title**	**Credits**
DSCI	62010	Business Architecture *NEW*	3
DSCI	64010	Data Architecture *NEW*	3
DSCI	65010	Application and Technology Architecture *NEW*	3

Kent State University Graduate Admission (www.kent.edu/catalog/2010/admission)

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 (GPA) of 2.75 on a 4.0 point scale, although some departments may require a higher minimum GPA. At the graduate level, a minimum 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 below a 2.75 GPA 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.

Grade Point Average Calculation: To be considered for admission to graduate study at Kent State University, students must have official transcripts from each college or university previously attended (8 credit hours or more) sent to the admitting office. The cumulative GPA is calculated using the final grades from all previous undergraduate and post-undergraduate academic work.

Application Procedures:

1. Consult this catalog for admission procedures for the college or independent school offering the degree program.
2. Submit either an online or paper application form, non-refundable application fee and required academic credentials to the Admissions Office. For programs in the College of Architecture and Environmental Design, the College of Arts and Sciences, the College of the Arts, the College of Communication and Information, the College of Technology, and the College of Nursing, forms may be obtained from the Division of Graduate Studies, Office of Graduate Admissions, Cartwright Hall. For programs in the College of Education, Health and Human Services, applications may be obtained from the the college's Office of Student Services, 418 White Hall. Applications for programs in the College of Business Administration may be obtained from the Graduate School of Management, Room 310A, Business Administration Building.
3. Submit an application at least six weeks before the start of the semester of first coursework. Some programs may have much earlier deadlines. Check individual departments or schools in this catalog for other deadlines and further information.
4. Have official transcripts from each college or university previously attended sent to the appropriate admitting office. Please consult the instructions contained in the application for admission for submission of official transcripts. Applicants need not submit transcripts of work completed at Kent State University.
5. Consult this catalog to determine if any additional supporting materials, such as a standard examination, are needed for admission to the program. Commonly required examinations include the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), and the Miller Analogies Test (MAT).

Incomplete application materials will be kept for a period of one year only. After that time materials will be destroyed. Students interested in admission after one year will need to reapply

3.4 Course Catalog Descriptions

DSCI 61010 Enterprise Architecture
Enterprise Architectures facilitates the alignment of IT and IS investment decisions with business goals. Enterprise architecture is increasingly used in industry as a result of the continued emergence of new technologies and ongoing pressures to reengineer business processes to achieve improved efficiency and greater customer focus. Enterprise architecture identifies the main components of an organization and the ways in which these components work together. The components include performance and strategy, people, business capabilities, applications, technology, knowledge and information, as well as financial and other resources.

DSCI 62010 Business Architecture
Introduces students to the concept of business architecture as the critical component of enterprise architecture. Students will learn now to develop an enterprise business architecture, to apply business architecture principles, methods, and artifacts to organizational initiatives to ensure they are aligned with organizational business goals and performance standards. Students will learn how different enterprise architecture frameworks approach the business layer. *Prerequisites: DSCI 61010 Enterprise Architecture*

DSCI 64010 Data Architecture
Introduces students to the concept of data and information architecture as a component of enterprise architecture. Students will learn now to distinguish types of data, develop conceptual and logical data models, trace and map the use of data types across business capabilities, roles and applications, and prepare an enterprise level data dictionary. Students will learn how to work with enterprise data architecture artifacts as they develop an enterprise information architecture blueprint. *Prerequisites: DSCI 61010 Enterprise Architecture*

DSCI 65010 Application and Technology Architecture
Introduces students to the concept of application and technology architectures in the context of enterprise architecture. Students will learn now to define application and technology architecture principles and standards to support business performance, and to evaluate existing architectures in relation to performance goals. Students will learn to work with application and technology artifacts and matrices, prepare a technology dictionary, and develop an application architecture blueprint. *Prerequisites: DSCI 61010 Enterprise Architecture*

BAD 64042 Management Information Systems
Theory, development, application and management of information systems and their impact on people and organizations; emphasis on strategy, ethics and competitive advantage of modern technology.

BAD 64045 System Development Methodologies
Critical comparative analysis of various technological and organizational methods for design, construction and maintenance of information systems. Survey of contemporary technologies and extrapolation to possible futures. *Prerequisites: special approval*

BAD 64082 Database Management Systems
In-depth investigation of intelligent database management systems in support of business decision-making. An understanding of relational databases is assumed. Object oriented and semantic database will be explored. *Prerequisites: special approval*

BAD 64083 Information Security: A Managerial Perspective
Introduction to the information security areas that managers must understand in order to deal with today's security threat-laden environment. The emphasis is on the important principles and concepts that managers utilize to develop effective security risk management programs. *Prerequisites: Admission to the M.B.A. program or admission to the M.S. program in Information Architecture and Knowledge Management*

CS 61002 Algorithms and Programming I
An introduction to the algorithms and tools used in computer science; includes programming in a high level language.

CS 61003 Algorithms and Programming II
Further exploration into the tools used in computer science. *Prerequisites: CS 61002 Algorithms and Programming I*

CS 63901 Software Engineering Methodologies
Software process models; modeling languages; software process improvement; requirement analysis and elicitation; advanced systems and architectural design; estimation; verification and validation; reuse; and metrics.

ITEC 67403 Instructional Design
Enables students to design and develop instructional systems and materials using a systematic and research- and theory-based instructional design model.

ITEC 67410 Simulation Games in Education
Provides students with opportunities to explore simulation and games as a strategy for learning. Experiences in both group role-playing simulations and computer simulations will be included.

ITEC 67425 Managing Technological Change
Analysis and evaluation of change process are explored, particularly as they relate to use of instructional technology. Management role for facilitating planned change as studied through communication and management models.

ITEC 67435 Virtual Reality
Virtual reality provides promise as a tool for educators. Students will learn to create and evaluate instructional applications. Activities will include actual production of virtual worlds as well as virtual experiences on the Internet.

TECH 56311 Wireless Networks
Course covers the technology and infrastructure for wireless networks. Topics covered include transmission fundamentals, wireless communication technology, cellular networks, mobile IP and WAP, Wi-Max, Wireless LAN technology and Wi-Fi. *Prerequisites: TECH 33010 Computer Hardware and TECH 36302 Technology of Networking II*

TECH 56350 Networks and Telecommunication
Course describes techniques to maintain and improve the performance of a telecommunications and data networks. Students will use software packages to monitor the real-time performance of a network and to diagnose various networking problems. Topics include the five stacks of network management (fault management, configuration management, performance management, security management, and accounting management). Examples of current specific network management products are reviewed. *Prerequisites: TECH 36302 Technology of Networking II*

TECH 57010 Ethics, Technology and the Environment
Explores the fundamental issues of the interconnections between human beings and the environment, with an emphasis on the ethics and the importance of sustainability. Takes an in-depth look at basic environmental concepts, ethics and values, as they relate to a wide range of practical subject matters, including technology, from global and national perspectives. Provides an in-depth look at sustainable systems and the ethical issues associated with sustainability as it relates to technology by focusing on common and future impacts as they apply to ethics, values and justice.

TECH 57200 Systems Engineering
Systems engineering as a method to solve problems. Introduction to the fundamental systems engineering principles, processes, and methodologies used to analyze, design, develop, and deploy complex, sustainable systems. Focuses on systems engineering as a logical, disciplined, systematic, and coherent approach to the design and the development of a system, across the full life cycle of the system. Special emphasis is made on the concepts, methods and activities used to analyze systems, to define and allocate requirements , to transform requirements into a system design, and to verify and validate the system.

4 Program Assessment

All program assessment at Kent State University is performed under the Academic Quality Improvement Program (AQIP) program, and is coordinated at the university level by the associate provost for quality initiatives and curriculum. The director of the School of Digital Sciences will coordinate the assessment of the Master of Science in Digital Sciences. The director will be assisted by the school's Curriculum Committee and Faculty Advisory Committee, by the faculty who have joint appointments to the School of Digital Sciences, and by the faculty teaching courses in which assessment instruments are administered.

An exit survey will be given to graduating students to get their feedback on the program, the quality of instruction, the curriculum, etc. An alumni survey is given by the university to students one year after graduation to assess their preparation. The School of Digital Sciences' Industrial Advisory Committee will be surveyed to get their feedback on the program from an industrial perspective, and on the quality of job preparation for any graduates of the program that committee members have hired.

Assessment data is collected once each semester or year as appropriate for the particular assessment instrument, analyzed in detail at the end of the spring semester, reported to the faculty of the School of Digital Sciences and collected by the university for AQIP reporting each summer. Assessment directors in affiliated departments, schools and programs (Computer Science, Computer Information Systems, Library Information Science, Technology, Instructional Technology, etc.) will also be consulted to share "best practices" across those units.

Assessment results will be considered by the school's Curriculum Committee, Faculty Advisory Committee and Industrial Advisory Committee, and used to guide curriculum revisions.

5 Administrative Organization

5.1 School of Digital Sciences

Kent State University's proposed Master of Science degree in the Digital Sciences will be offered though a new interdisciplinary School of Digital Sciences. The mission of the School of Digital Sciences will be to foster a broad understanding of the digital sciences in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences will also serve as an incubator for research synergies among faculty in related disciplines and as a focal point for multi-disciplinary collaborations.

The School of Digital Sciences will operate as a free-standing school at the university level, outside any of the existing colleges. Faculty in other schools and departments receive joint appointments to the school, but will otherwise remain in their home unit for budgetary purposes, reappointment, promotion, tenure, etc. As such, the school is unlikely to have any permanent faculty for the foreseeable future. The school will have a full-time director and one full-time support staff member. Replicating the reporting structure for Kent State college deans, the director of the School of Digital Sciences will report to the university's provost and senior vice president for academic affairs.

The School of Digital Sciences will operate under Kent State's Responsibility Center Management (RCM) model, akin to any other academic unit at the university. RCM tuition income and State Subsidy for Instruction (SSI) for courses taught will go to the School of Digital Sciences; however, affiliated departments will be reimbursed for faculty workload assigned to Digital Sciences courses (full salary and benefits for credit hours taught), or faculty may choose to receive additional compensation for an overload assignment in accordance with their Collective Bargaining Agreement. The only other major expenses for the School of Digital Sciences will be the salary and benefits for the school director and one administrative assistant.

5.2 Faculty and Course Staffing

Courses taught in the School of Digital Sciences (i.e., DSCI course subject) will be taught by faculty who have received joint appointments to the School of Digital Sciences or who receive a term-teaching assignment for a Digital Sciences course.

Alternatively, faculty may want to accept an overload assignment. University Policy specifies 24 credit hours as the academic year workload for full-time tenured or tenure-track faculty. The Collective Bargaining Agreement between Kent State University and the Tenured and Tenure-Track Faculty allows overload assignments during the academic year at 1/24 of base annual contract salary for each workload hour, but states that instructional overload assignments are "neither a regular expectation nor an obligation of employment of a Faculty member."

Staffing for Digital Science courses will be assigned by the director of the School of Digital Sciences, in conjunction with the chairs, directors and/or deans of the related disciplines. A Faculty Advisory Committee will advise the school director in this staffing. It is assumed that this course staffing will be assigned in a fair and equitable manner between all units affiliated with Digital sciences.

The primary units affiliated with the School of Digital Sciences are the following:

- College of Arts and Sciences (the Department of Computer Science)
- College of Business (the Department of Management and Information Systems)
- College of Communication and Information (the Schools of Library and Information Sciences, Visual Communication Design, and Journalism and Mass Communication, and the Information Architecture and Knowledge Management program)
- College of Technology
- College of Education, Health, and Human Services (the School of Lifespan Development & Educational Sciences)
- Regional College

Faculty staffing the courses taught in the School of Digital Sciences (i.e., DSCI course subject) will typically, though not exclusively, come from the units listed above. Faculty in these units have the credentials shown in the following table.

Academic unit where appointment of faculty resides	Faculty credentials	Title of the course(s) taught in the program
College of Architecture and Environmental Design	Masters or higher, in architecture or related discipline, rank of assistant professor or higher	*Elective CAED courses*
College of Business Administration	PhD, rank of assistant professor or higher, *plus certification in enterprise architecture*	DSCI 62010 Business Architecture DSCI 64010 Data Architecture
College of Technology	Masters with six or more years of experience in the computer design field, or PhD with rank of assistant professor or higher	*Required and elective TECH courses*
College of Technology	Masters with six or more years of experience in the computer design field, or PhD with rank of assistant professor or higher, *plus certification in enterprise architecture*	DSCI 65010 Application and Technology Architecture
Department of Computer Science (College of Arts and Sciences)	PhD, rank of assistant professor or higher	*Required and elective CS courses*
Department of Computer Science (College of Arts and Sciences)	PhD, rank of assistant professor or higher, *plus certification in enterprise architecture*	DSCI 65010 Application and Technology Architecture
Department of History (College of Arts and Sciences)	PhD, rank of assistant professor or higher	*Elective HIST courses*
Department of Management and Information Sciences (College of Business Administration)	PhD, rank of assistant professor or higher	*Required and elective MIS courses*
School of Communication Studies (College of Communication and Information)	PhD, rank of assistant professor or higher	*Required and elective COMS courses*
School of Journalism and Mass Communication (College of Communication and Information)	*PhD, rank of assistant professor or higher*	*Required and elective JMC courses*
School of Library and Information Science (College of Communication and Information)	PhD, rank of assistant professor or higher	*Required and elective LIS courses* DSCI 61010 Enterprise Architecture DSCI 62010 Business Architecture DSCI 64010 Data Architecture DSCI 65010 Application and Technology Architecture
School of Lifespan Development and Educational Sciences (College of Education, Health, and Human Services)	*PhD, rank of assistant professor or higher*	*Required and elective ITEC courses*
Department of Philosophy (College of Arts and Sciences)	PhD, rank of assistant professor or higher	*Elective PHIL courses*
School of Visual Communication Design (College of Communication and Information)	*PhD, rank of assistant professor or higher*	*Required and elective VCD courses*

5.3 Advisory Committees

In addition to the Faculty Advisory Committee (FAC), the School of Digital Sciences will have a Graduate Studies Committee (GSC), a Curriculum Committee (CC), a Steering Committee (SC), and an Industrial Advisory Committee (IAC). The FAC will be elected from faculty with joint appointments to the School of Digital Sciences, as will the GSC. The CC will include representatives from the Curriculum Committees of the affiliated units to aid in keeping the Digital Sciences curriculum in synch with those other units. The SC will consist of Kent State University Deans and administrators who will provide advice and oversight, while the IAC will consist of representatives from local industry groups and companies who will provide industrial feedback.

Provisional committees will be formed during spring 2011 to guide the school until it is officially approved by the Kent State University Board of Trustees, at which time formal committees will be formed.

Graduate advising within the concentrations will be handled by faculty with joint appointments to the School of Digital Sciences or by the advising staff of those affiliated units. The School of Digital Sciences can also serve as a focal point for coordinated marketing, recruiting, and advising of students in all of the "digital" programs at Kent State University at both the graduate and undergraduate level. This coordination will also begin in Spring 2011.

5.4 Director of the School

The director of the School of Digital Sciences will administer the School and its degree programs. In accordance with university policy and Kent State University's collective bargaining agreements with tenured/tenure-track/non-tenure-track faculty, the director acts as chief administrative officer and reports directly to the provost and senior vice president for academic affairs. He is responsible for recording, maintaining and implementing the policies and procedures specified in those documents through regular and thorough consultation with the school's faculty, Faculty Advisory Committee, Graduate Studies Committee, Curriculum Committee, Steering Committee, and Industrial Advisory Committee.

The founding director of the School of Digital Sciences will be Robert A. Walker, PhD, Professor of Computer Science at Kent State University. See Appendix G for Dr. Walker's curriculum vitae.

6 Prospective Masters Enrollment

Based on this survey of interest in the School's *Bachelors* degrees, and on the industrial survey currently underway, total *graduate* enrollment is conservatively projected at 15 MS students in AY 2011-2012, 30 MS students (total) in AY 2012-2013, and growing by 15 students per year to stabilize at 75 MS students in AY 2015-2016. These projected enrollments are roughly in line with Kent State University's Master of Science program in Computer Science.

The initial target for the Master of Science in Digital Sciences is to draw 5 graduates per year from Kent State University's Bachelors program in Computer Science, 5 graduates from the other Bachelors programs affiliated with the Digital Sciences, and 5 students from Bachelors programs outside Kent State University or from local industry. Current Bachelors enrollment in Computer Science is 334, and in Computer Information Systems is 117, so attracting 10 students from those (and other) Bachelors programs at Kent State University for the Master of Science in Digital Sciences seems to be a very conservative target.

7 Attracting and Retaining Underrepresented Groups

A severe lack of *gender diversity* is a nationally-known problem in computer science and computer engineering. According to the most recent Taulbee Survey of PhD-producing Computer Science and Computer Engineering departments in the US and Canada, only 11.3% of AY 2008-2009 Bachelors graduates in Computer Science were women. At the Masters level, the percentage is higher at 22.1%, and is comparable at the PhD level at 20.8%.
(For the most recent Taulbee Survey, see http://www.cra.org/resources/taulbee/).

A lack of *ethnic diversity* is also a nationally-known program in computer science and computer engineering. While Kent State University has been successful in attracting international students from China, India, the Middle East, and elsewhere, and there is good representation of those students in the university's computing programs, a lack of ethnic diversity among domestic students remains.

Kent State University has recently increased its efforts to improve both gender and ethnic diversity at the graduate and undergraduate level, and the School of Digital Sciences will coordinate its own efforts with the university. Further, the School of Digital Sciences can serve as a focal point to coordinate diversity programs in all of the "digital" programs at Kent State University at both the graduate and undergraduate level.

8 Availabilty and Adequacy of Faculty and Facilities

As described earlier in the section on "Administrative Arrangements", faculty in units affiliated with the School of Digital Sciences will receive joint appointments to the School of Digital Sciences for some teaching assignments, but will otherwise remain in their home department. Those affiliated units will include the Department of Computer Science, the Department of Management and Information Systems, the School of Visual Communication Design, the School of Journalism and Mass Communication, the School of Lifespan Development and Educational Sciences, College of Technology, and the Regional College, among others.

As such, no new faculty will be required to offer the Master of Science in Digital Sciences, and staffing will be arranged on a per-semester basis by the Director of the School of Digital Sciences together with the Chairs and Directors of the affiliated units. Current university facilities are adequate to offer the degree.

Kent State University Libraries currently owns, subscribes or otherwise provides access to resources needed to support the proposed Digital Sciences programs for both undergraduate- and graduate-level study. For an analysis of library resources, see Appendix F, *Assessment of Library Resources*.

9 Need for Additional Faculty and Facilities

The School of Digital Sciences will be administered by a Director, who will be appointed from among the faculty in Digital Science related disciplines. The staff member will likely be a current member of the university staff who will be reassigned to the Digital Sciences. The School of Digital Sciences will be housed in current university space. As such, no new facilities or staff will be needed to offer the degree.

Though this interdisciplinary School is composed of faculty from affiliated units, as course materials are developed for the School and its degree program, those faculty may have special library needs in teaching new Digital Science courses. To ensure adequate library support for the Digital Sciences program, University Libraries recommends the school be allocated library funding in the amount of $10,000 ($4,000 for books/ebooks and $6,000 for journal and database subscriptions) to support library

acquisitions for the proposed program. University Libraries will try to fund the new allocation from the library collections budget reserves or, if that is not feasible due to budget cuts/revisions, University Libraries will create the new fund by reallocating existing dollars from the appropriate related departments.

10 Projected Program Costs

Projected program costs for the Digital Sciences Masters program for a half startup year and five full years of operation is shown below. These program costs are based on the modest enrollments projections given in Section 6: 15 MS students in AY 2011-2012, 30 MS students (total) in AY 2012-2013, and growing by 15 students per year to stabilize at 75 MS students in AY 2015-2016.

This financial plan shows the graduate program roughly breaking even in the second year full academic year (FY'13), and reaching positive cumulative net income (recovery of investment costs) in the fourth full academic year. Budget planning will continue during the Spring 2011 semester.

Projected program costs are based on the following assumptions:

- The graduate program, consisting of the Masters degrees in Digital Sciences, is based on student FTE, so the designation between part-time and full-time is not taken into account in this financial plan.
- Tuition is based on current levels with a 0 percent increase, and state subsidy is calculated using an average SSI rate for STEM 7.
- Instruction is calculated using faculty from existing departments, assuming a single faculty member will be assigned to teach each course.
- The program includes only two full-time staff members: the school director and administrative assistant.
- Expenses carried in the financial plan are for supplies, telephone, advertising and miscellaneous.

		Year FY11	*Year FY12*	*Year FY13*	*Year FY14*	*Year FY15*	*Year FY16*
Estimated Revenue							
Tuition and Fees	N/A	$ -	$ 31	$ 236	$ 393	$ 549	$ 705
State Share in Instruction	N/A	0	0	43	173	346	519
Other Income	N/A	0	0	0	0	0	0
Total Net Revenue *(Exhibit C)*		**$ -**	**$ 31**	**$ 279**	**$ 566**	**$ 895**	**$ 1,224**
Estimated Annual Expenses							
Salaries, Wages and Employee Benefits *(Exhibit C)*	N/A	$ 58	$ 137	$ 153	$ 158	$ 162	$ 167
Supplies and Other Expenses *(Exhibit C)*	N/A	32	4	8	8	8	8
Start-up Costs *(Exhibit C)*	N/A	0	0	0	0	0	0
Total Direct Expense		90	140	161	166	171	176
Academic Affairs Overhead	N/A	0	4	35	72	114	155
Administrative Overhead	N/A	0	10	87	177	279	382
Total Indirect Expense		0	14	122	248	393	537
Total Expense		**$ 90**	**$ 154**	**$ 283**	**$ 414**	**$ 563**	**$ 713**
Net Income (Deficit)		**$ (90)**	**$ (123)**	**$ (4)**	**$ 152**	**$ 332**	**$ 511**
Cumulative Net Income (Deficit)		*$ (90)*	*$ (212)*	*$ (217)*	*$ (65)*	*$ 267*	*$ 778*

Appendix A: Degree Concentrations for the Master of Science in Digital Sciences

The **Enterprise Architecture** concentration, offered at both the BS and MS level, will prepare graduates for careers as a *Chief Enterprise Architect*, *Business Architect*, *Information Architect*, *Application (Software) Architect*, or *Technology Architect*.

- **Enterprise Architecture** graduates will be able to assist organizations in all sectors of the economy to review and improve their investments in technology, and to ensure that investments in digital information, applications, and technology are fully aligned with business goals and objectives. **Enterprise Architecture** graduates will know how to develop detailed blueprints of an organization's current state, to work with the stakeholders to prepare a vision of a future architecture, to prepare an implementation roadmap, and to execute technology and business change.
- The **Enterprise Architecture** BS concentration covers enterprise architecture, information systems in business, network infrastructure, web design, programming, data structures, and human computer interaction, while the MS concentration adds a deeper understanding of business architecture, application (software) architecture, and information architecture.

The **Digital Systems Analysis** concentration, offered only at the BS level, will prepare graduates for a career as a *Computer System Analyst*.

- **Digital Systems Analysis** graduates will be able to consult with an organization's managers and users to understand the organization's computer system needs, and design a computer system to meet those needs. **Digital Systems Analysis** graduates will know how to use techniques such as cost and feasibility analyses, process and data modeling, and requirements planning to help the organization's managers assess feasibilities for implementing in-house or off-the-shelf technologies.
- The **Digital Systems Analysis** BS concentration covers enterprise architecture, information systems in business, information auditing, large computer systems, web design, programming, software quality assurance, and human computer interaction.

The **Digital Science Cognition and Communication** concentration, offered at both the BS and MS level, will prepare students for a career as a *Digital Cognition Analyst* or *Human Computer Interaction Analyst*.

- **Digital Science Cognition and Communication** graduates will be able to analyze the learning, teaching, communication, and training needs of an organization, and design hardware and software systems to meet those needs. **Digital Science Cognition and Communication** graduates will know how to use the principles, theories, and research-based outcomes of how people interact and communicate with and through technology to improve the usability of hardware, software, and training within an organization.
- The **Digital Science Cognition and Communication** BS concentration covers general psychology, cognitive psychology, cognition in technology, technology and learning, visual communication design, technological tools in education, programming, and human computer interaction, while the MS concentration adds a deeper understanding of instructional design, managing technological change, simulation games in education, and virtual reality.

The **Digital Systems Software Development** concentration, offered at both the BS and MS level, will prepare graduates for careers as an *Application (Software) Architect*, *Computer Systems Software Engineer*, or *Software Developer*.

- **Digital Systems Software Development** graduates will be able to analyze the software system needs of an organization's computer system, and coordinate the design, maintenance, and expansion of a software system to meet those needs. **Digital Systems Software Development**

graduates will understand the role of software development in relationship to information management and the technology infrastructure in an enterprise environment. They will be able to work with Chief Enterprise Architects, Information Architects, and Technology Architects to design software systems in support of business goals, and work with Software Engineers as they build those software systems.

- The **Digital Systems Software Development** BS concentration covers enterprise architecture, web design, programming and data structures, software engineering, cognition in technology, and human computer interaction, while the MS concentration covers application architecture, software engineering, programing, and data structures. (Programing and data structures can be replaced with additional material on enterprise architecture and software development for students already familiar with programming.)

The **Digital Systems Telecommunication Networks** concentration, offered at both the BS and MS level, will prepare graduates for careers as a *Technology Architect*, *Network System Analyst*, *Data Communication Analyst*, or *Telecommunication Specialist*.

- **Digital Systems Telecommunication Networks** graduates will be able to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs. **Digital Systems Telecommunication Networks** graduates will understand how to design hardware systems and the supporting communication infrastructure to transport and store the converged voice, video and data traffic required by a modern multimedia system. They will be able to work with Chief Enterprise Architects, Information Architects, and Application (Software) Architects to design that communication infrastructure.
- The **Digital Systems Telecommunication Networks** BS concentration covers digital design, web design, programming, network infrastructure, networks and telecommunication, networking theory, and network management, while the MS concentration adds a deeper understanding of ethics and technology, wireless networks, and systems engineering.

The **Digital Systems Management and Consulting** concentration, offered at both the BS and MS level, will prepare graduates for a career as an *Information Technology Officer*, *Management Information System (MIS) Director*, *Information Technology Project Manager* or *Computer System Consultant*.

- **Digital Systems Management and Consulting** graduates will be able to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes, and fundamentally transforming business processes in a company. **Digital Systems Management and Consulting** graduates will know how to oversee the technical operations of an organization, and will be able create, re-engineer, and integrate technology-enabled solutions with an understanding of how users interact and communicate with technology.
- The **Digital Systems Management and Consulting** BS concentration covers enterprise architecture, business intelligence, healthcare information, information auditing, network infrastructure, large computer systems, cognition in technology, and human computer interaction, while the MS concentration adds a deeper understanding of system development, database management, and information security.

Appendix B:
Survey of Student Interest Administered in Freshman / Sophomore Classes

Kent State University is proposing to develop a new School of Digital Sciences to foster a broad understanding of the digital sciences in a business environment, from business processes to information repositories to software development to the underlying communication infrastructure, and we would like to solicit your input as a student.

The School of Digital Sciences will *not* replace existing "digital" or "computing" degree programs, but will *complement* those existing programs. Some students may prefer the deeper understanding in an area offered by one of these traditional degree programs, while others may prefer a broader exposure to the digital sciences.

The School of Digital Sciences will offer BS, BA, and MS degrees in the Digital Sciences, as well as an undergraduate minor. Graduates of the School of Digital Sciences will see the "big picture" across traditional "digital" programs and will gain experience working in multi-disciplinary teams. A Digital Sciences graduate will understand the role of digital science technology in our society; have an appreciation of design principles, ethics, and social responsibility; and understand the relationship between project management, information processing, software development, and telecommunication infrastructure.

Job prospects for the digital sciences are excellent! The U.S. Bureau of Labor Statistics projects that computer-related occupations will grow more than *twice* as fast as the average for all occupations between 2008-2018, and will account for nearly 60% of *all* job growth in science and engineering occupations — over 750,000 new jobs across the nation. Kent State University's proposed School of Digital Sciences will train students for emerging new careers as Enterprise Architects, Computer System Analysts, Digital Cognition Analysts, Application (Software) Architects, Network System Analysts, and Information Technology Officers.

Please take a few minutes to complete this survey to help us in our planning. Your assistance is appreciated!

What is your current major? _____

What is your class standing?

( ) Freshman ( ) Sophomore ( ) Junior or Senior

What is your gender?

( ) Male ( ) Female ( ) I prefer not to respond

How interested are you in the Digital Sciences as your <u>major</u> field of study?

( ) Not interested ( ) Somewhat Interested ( ) Very Interested

How interested are you in the Digital Sciences as a <u>minor</u> field of study?

( ) Not interested ( ) Somewhat Interested ( ) Very Interested

Please check any Digital Science <u>major</u> concentrations that interest you:

( ) **Enterprise Architecture** graduates will be able to assist organizations in all sectors of the economy to review and improve their investments in technology, and to ensure that investments in digital information, applications, and technology are fully aligned with business goals and objectives.

( ) **Digital Systems Analysis** graduates will be able to consult with an organization's managers and users to understand the organization's computer system needs, and design a computer system to meet those needs.

( ) **Digital Science Cognition and Communication** graduates will be able to analyze the learning, teaching, communication, and training needs of an organization, and design hardware and software systems to meet those needs.

( ) **Digital Systems Software Development** graduates will be able to analyze the software system needs of an organization's computer system, and coordinate the design, maintenance, and expansion of a software system to meet those needs.

( ) **Multimedia Systems Technology** graduates will be able to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs.

( ) **Digital Systems Management and Consulting** graduates will be able to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes, and fundamentally transforming business processes in a company.

Appendix C:
Survey of Local Employment Opportunities and Industrial Interest

==========

1) Background

a) What is the name of your organization?
b) Where is your organization located?
c) Approximately how many employees are in your entire organization in Northeastern Ohio?
d) What is your position within your organization?
e) What is your name?

==========

2) Workforce Needs

The US Bureau of Labor Statistics categorizes computing specialists into the occupational roles listed in the tables that follow. For the detailed definitions of each, see:
http://www.bls.gov/oco/oco1002.htm#comp
http://www.bls.gov/oes/current/oes_stru.htm#15-0000

In Northeastern Ohio,
- how many people does your organization currently employee in each of these occupational roles,
- how many additional employees (if any) do you think you will need over the next three years to meet the mission of your organization,
- how many current employees in each of these occupational roles do you expect to replace due to retirements or departures in the next three years

Occupational Classification	Current Employees	Additional Employees Needed	Expect to Replace
Computer and Mathematical Science Occupations			
Computer and Information Scientists, Research			
Computer and Information Systems Managers			
Computer Programmers			
Computer Software Engineers, Applications			
Computer Software Engineers, Systems Software			
Computer Support Specialists			
Computer Systems Analysts			
Database Administrators			
Network and Computer Systems Administrators			
Network Systems and Data Communications Analysts			
Computer Specialists, All Other			

Answer choices: 0, 1-2, 3-5, 6-10, 11-20, 21-30, 31-50, 51-99, 100+

==========

3) Need for a School of Digital Sciences at Kent State University

Kent State University is proposing to develop a new **School of Digital Sciences** to foster a broad understanding of the digital sciences in a business environment, from business processes to information repositories to software development to the underlying communication infrastructure.

The School of Digital Sciences will not replace existing "digital" or "computing" degree programs, but will complement those existing programs. Some students may prefer the deeper understanding in an area offered by one of these traditional degree programs, while others may prefer a broader exposure to the digital sciences.

The School of Digital Sciences will offer BS, BA, and MS degrees in the Digital Sciences, as well as an undergraduate minor. Graduates of the School of Digital Sciences will see the "big picture" across traditional "digital" programs and will gain experience working in multi-disciplinary teams. A Digital Sciences graduate will understand the role of digital science

technology in our society; have an appreciation of design principles, ethics, and social responsibility; and understand the relationship between project management, information processing, software development, and telecommunication infrastructure.

Six concentrations are proposed for these Digital Sciences degrees, and are described briefly on the following pages. For each of these six concentration, please indicate the level of interest that you think you or your organization would have in employing graduates with that concentration.

==========

a) The **Enterprise Architecture** concentration, offered at both the BS and MS level, will prepare graduates for careers as a Chief Enterprise Architect, Business Architect, Information Architect, Application (Software) Architect, or Technology Architect.

Enterprise Architecture graduates will be able to assist organizations in all sectors of the economy to review and improve their investments in technology, and to ensure that investments in digital information, applications, and technology are fully aligned with business goals and objectives. Enterprise Architecture graduates will know how to develop detailed blueprints of an organization's current state, to work with the stakeholders to prepare a vision of a future architecture, to prepare an implementation roadmap, and to execute technology and business change.

The Enterprise Architecture BS concentration covers enterprise architecture, information systems in business, network infrastructure, web design, programming, data structures, and human computer interaction, while the MS concentration adds a deeper understanding of business architecture, application (software) architecture, and information architecture.

( ) Not Interested ( ) Somewhat Interested ( ) Very Interested

==========

b) The **Digital Systems Analysis** concentration, offered only at the BS level, will prepare graduates for a career as a Computer System Analyst.

Digital Systems Analysis graduates will be able to consult with an organization's managers and users to understand the organization's computer system needs, and design a computer system to meet those needs. Digital Systems Analysis graduates will know how to use techniques such as cost and feasibility analyses, process and data modeling, and requirements planning to help the organization's managers assess feasibilities for implementing in-house or off-the-shelf technologies.

The Digital Systems Analysis BS concentration covers enterprise architecture, information systems in business, information auditing, large computer systems, web design, programming, software quality assurance, and human computer interaction.

( ) Not Interested ( ) Somewhat Interested ( ) Very Interested

==========

c) The **Digital Science Cognition and Communication** concentration, offered at both the BS and MS level, will prepare students for a career as a Digital Cognition Analyst or Human Computer Interaction Analyst.

Digital Science Cognition and Communication graduates will be able to analyze the learning, teaching, communication, and training needs of an organization, and design hardware and software systems to meet those needs. Digital Science Cognition and Communication graduates will know how to use the principles, theories, and research-based outcomes of how people interact and communicate with and through technology to improve the usability of hardware, software, and training within an organization.

The Digital Science Cognition and Communication BS concentration covers general psychology, cognitive psychology, cognition in technology, technology and learning, visual communication design, technological tools in education, programming, and human computer interaction, while the MS concentration adds a deeper understanding of instructional design, managing technological change, simulation games in education, and virtual reality.

( ) Not Interested ( ) Somewhat Interested ( ) Very Interested

==========

d) The **Digital Systems Software Development** concentration, offered at both the BS and MS level, will prepare graduates for careers as an Application (Software) Architect, Computer Systems Software Engineer, or Software Developer.

Digital Systems Software Development graduates will be able to analyze the software system needs of an organization's computer system, and coordinate the design, maintenance, and expansion of a software system to meet those needs. Digital Systems Software Development graduates will understand the role of software development in relationship to information management and the technology infrastructure in an enterprise environment. They will be able to work with Chief Enterprise Architects, Information Architects, and Technology Architects to design software systems in support of business goals, and work with Software Engineers as they build those software systems.

The Digital Systems Software Development BS concentration covers enterprise architecture, web design, programming and data structures, software engineering, cognition in technology, and human computer interaction, while the MS concentration covers application architecture, software engineering, programing, and data structures. (Programing and data structures can be replaced with additional material on enterprise architecture and software development for students already familiar with programming.)

( ) Not Interested ( ) Somewhat Interested ( ) Very Interested

==========

e) The **Multimedia Systems Technology** concentration, offered at both the BS and MS level, will prepare graduates for careers as a Technology Architect, Network System Analyst, Data Communication Analyst, or Telecommunication Specialist.

Multimedia Systems Technology graduates will be able to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs. Multimedia Systems Technology graduates will understand how to design hardware systems and the supporting communication infrastructure to transport and store the converged voice, video and data traffic required by a modern multimedia system. They will be able to work with Chief Enterprise Architects, Information Architects, and Application (Software) Architects to design that communication infrastructure.

The Multimedia Systems Technology BS concentration covers digital design, web design, programming, network infrastructure, networks and telecommunication, networking theory, and network management, while the MS concentration adds a deeper understanding of ethics and technology, wireless networks, and systems engineering.

( ) Not Interested ( ) Somewhat Interested ( ) Very Interested

==========

f) The **Digital Systems Management and Consulting** concentration, offered at both the BS and MS level, will prepare graduates for a career as an Information Technology Officer, Management Information System (MIS) Director, Information Technology Project Manager or Computer System Consultant.

Digital Systems Management and Consulting graduates will be able to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes, and fundamentally transforming business processes in a company. Digital Systems Management and Consulting graduates will know how to oversee the technical operations of an organization, and will be able create, re-engineer, and integrate technology-enabled solutions with an understanding of how users interact and communicate with technology.

The Digital Systems Management and Consulting BS concentration covers enterprise architecture, business intelligence, healthcare information, information auditing, network infrastructure, large computer systems, cognition in technology, and human computer interaction, while the MS concentration adds a deeper understanding of system development, database management, and information security.

( ) Not Interested ( ) Somewhat Interested ( ) Very Interested

==========

4) Advice

a) How do you feel this major compares to related majors at Kent State?
b) Do you have any advice for the designers of this proposed School of Digital Sciences at Kent State University?

APPENDIX D: Analysis of Responses to Survey of Local Employment Opportunities and Industrial Interest

To date (15 January 2011), 54 responses to the industrial survey have been received. Respondents included representatives from Allstate Insurance, ASW Global, BrandMuscle, Ernst & Young, Fifth Third Bank, Goodyear, Hyand Software, KeyBank, Little Tykes, Parker Hannifin, Progressive Insurance, Davey Tree, Sherwin-Williams, and Timken.

After asking for the identity of the respondents, the second question referred to the US Bureau of Labor Statistics' occupational roles for computing specialists (see http://www.bls.gov/oco/oco1002.htm), which include:

- Computer and Information Scientists, Research
- Computer and Information Systems Managers
- Computer Programmers
- Computer Software Engineers (Applications)
- Computer Software Engineers (Systems Software)
- Computer Support Specialists
- Computer Systems Analysts
- Database Administrators
- Network and Computer Systems Administrators
- Network Systems and Data Communications Analysts
- Computer Specialists, All Other

Respondents were asked to report their *current number* of employees in each category, their *expected additional needs over the next three years*, and their *expected number of replacements due to retirements or departures over the next three years*. For each category, numbers were reported as ranges using drop-down boxes (1-2, 3-5, 6-10, 11-20, 21-30, 31-50, 51-99, and 100+). Using average values for each range, these 54 respondents have 1547 current employees, expect to hire 480 more (31% increase) over the next three years, and expect to replace 382 (25% increase) due to retirements or departures.

Current employment was dominated by Computer Programmers, followed by Computer Support Specialists, Computer and Information Systems Managers, and Computer Software Engineers (Applications). *Expected additional needs and expected replacements* was also dominated by Computer Programmers, but followed by Computer Software Engineers (Applications), Computer Support Specialists, and Computer Software Engineers (Systems Software).

Interest in the Bachelor of Science concentrations was strong, with over half of the respondents to each concentration "Very Interested" or "Somewhat Interested" in every concentration. Interest in Digital Systems Software Development was the highest (80%), followed by Digital Systems Analysis (77%), Enterprise Architecture (70%), Multimedia Systems Technology (70%), Digital Systems Management and Consulting (67%), and Digital Science Cognition and Communication (52%).

Of those who responded to the open-ended question "How do you feel this major compares to related majors at Kent State?", 10 respondents (53%) gave supportive comments and only 1 (5%) was non-supportive. The supportive comments include the following (a few typographical errors have been corrected):

- Much broader, which is what I think businesses are looking for in IT graduates
- Great improvement over what is currently offered
- As a tech professional I am glad to see the addition of more technical-based administration and management options.
- Complements the related majors.

- I like the notion of enabling vertical focus areas for students. While not trying to spill into 'tech school' space, the theoretical thought patterns of IT (ex. Development) are so evolved, it is of enormous benefit to real IT shops to have people trained and graded on their ability to comprehend these patterns.
- The usability and cognition track will likely have some courses that should be required for anyone who really wants to get into software development as a career.
- It would be very competitive.
- These majors look very unique and interesting
- An Improvement
- much more advanced, concentrated curriculum.

Unfortunately, 7 respondents (37%) were insufficiently familiar with Kent State University's programs in this area to be able to respond, pointing to a need to inform local information technology hiring managers on our programs.

The final question was also open-ended, asking "Do you have any advice for the designers of this proposed School of Digital Sciences at Kent State University?" This question seemed to resonate with the survey respondents, yielding 19 responses. Of those, 16 (84%) offered supportive advice, including (a few typographical errors have been corrected):

- Make it a requirement to intern for at least 2 semesters
- Keep interacting with businesses on the design - the content is key!
- It would be helpful to have a clear, concise way to understand the current and new majors. Possibly a chart or visual.
- < Company name omitted > is interested in hiring more IT professionals in the field of Software Test Engineering. I recommend KSU offer test engineering curriculum, similar to that offered at Florida Institute of Technology (FIT). FIT is one of the only schools in the country currently offering focused curriculum on the field of test engineering and an opportunity exists for other schools to also offer this curriculum.
- Get into management as quickly as possible. Accumulate certifications in areas that are marketable along with an MBA.
- All of these seem like they need more applicable business context - feel a little theoretical at this point.
- Teach your students how to speak "non-tech" so that business owners and clients can understand the designs they are proposing. Communication is key in technology.
- Try to emphasize practice & practicality, rather than theory. Most of the younger graduates chose an IT-type career due to the money that could be made, not because they were particularly well-suited to IT roles and skills. You have to test for & attract people who have excellent soft skills, and who are logical thinkers, and who can see details as well the big picture. Thanks for asking...
- After hiring solid professors, budget in time/money for them to spend with experts. Ex. Development architecture: Bob Martin, Corey Haines...etc. Not very expensive, but of huge value in keeping current and grounded yet still strong theory.
- Make sure graduates understand the value of pragmatism. Also don't set expectations that they will be hired into an enterprise architect role with no real world experience. Most people have to start as a developer and grow into the EA role.
- It sounds like a refreshing and more up-to-date approach. I would suggest focusing on the APPLICATION of technology to drive and support business, making sure energy is focused more on integration with the NEO business community than on pure research. Don't forget that Project Management is key to making any digital effort move forward, and is a key to bringing the mechanics of the science together with the sociocultural factors of the people who will apply and use it.
- Strong focus on Software as Service and distributed/cloud computing model.

- Balance leadership competencies with technical skills, work closely with industry on necessary technical skills, ideally also balance with business process knowledge
- Make sure the curriculum matches up with business needs and expectations.
- Be sure to provide hands on real world examples. Theory is great, but we have found that having a real world understanding makes for better employees.
- Insure that the latest technology is incorporated. I-Phone, I-Pad, RFID, bar coding, wireless, etc.
- Two additional responses highlighted the need to clearly differentiate the degrees from existing degrees with local industry, and one response suggested adding this content to the existing degrees instead.

Appendix E: External Letters of Support

Letters are attached from:

- Ann Womer Benjamin, Director, Northeast Ohio Council on Higher Education (NOCHE
- Brad Nellis, Executive Director, Northeast Ohio Software Association (NEOSA)
- Brian D. Kelly, Chief Information Office, Portage County Information Technology Services:
- Daniel E. Muller, senior vice president for strategy and CIO, Timken Company

Appendix F: Assessment of Library Resources

Kay Downey, collection management librarian at Kent State Universities Library, performed a collection assessment report for the proposed school and its degree programs. Her report is included here.

Summary

The proposed School of Digital Sciences is a multi-disciplinary program that will rely heavily on information resources currently utilized by the Department of Computer Science, Department of Management and Information Systems, the School of Library and Information Science (Information Architecture and Knowledge Management program), the School of Visual Communication Design and the School of Journalism and Mass Communication. As such, University Libraries currently owns, subscribes or otherwise provides access to resources needed to support the proposed Digital Sciences programs for both undergraduate- and graduate-level study.

Books (Print and Electronic)

Over the past three years, Kent State University Libraries has acquired more than 1,860 new books/e-books at the "advanced academic" and "professional" levels supporting undergraduate- and graduate-level programs for disciplines related to the Digital Sciences (E.g., computer science; visual communication design; library and information science; management and information systems; information architecture and knowledge management; and teaching, learning and curriculum studies).

In addition to Kent State University's local collection, OhioLINK's Electronic Book Center (EBC) provides access to:

- Safari Books Online Electronic books in computer science, information technology, business and related fields from O'Reilly, Pearson and other informational technology and business publishers.
- NetLibrary of electronic books on many academic subjects; includes thousands of titles purchased by OhioLINK, as well as thousands of public-domain e-books.
- Interlibrary loan and OhioLINK services are available for access to materials not currently available in Kent State's collection.

Journals

University Libraries provides access to local print and electronic subscriptions, preferring electronic format whenever possible. Full-text journal articles are also available through the JSTOR (Journal Storage) archive, OhioLINK's Electronic Journal Center (EJC), open source journals, and a host of other full-text databases and indexing resources. The overall journal collection includes more than 13,000 titles acquired locally or in cooperation with OhioLINK.

University Libraries provides adequate access to journal publications for each of the schools related to the Digital Sciences. Access to resources not available on site can be obtained via Interlibrary Loan and Document Delivery services.

Current journal counts in University Libraries and OhioLINK collections	**Journals in Digital Science-related disciplines in University Libraries and OhioLINK collections *cont.***
Communication and Mass Media (182)	Information society
Computer Science (987)	Information standards quarterly
Electrical and Computer Engineering	Information systems research: ISR
Information Technology (88)	Information technology and libraries
Technology - General (331)	International Conference on Computers in Education
Library and Information Science (629)	International journal of computer integrated manufacturing
Medical and Biomedical Informatics (38)	International journal of computer systems science and engineering
Newspapers (193)	
Theory and Practice of Education (1088)	International journal of data warehousing and mining
Visual Arts (394)	International journal of organizational analysis

Journals in Digital Science-related disciplines in University Libraries and OhioLINK collections

Advanced technology libraries
Advances in librarianship
AI magazine
Algorithmica
Annual review of information science and technology
Computer and information systems abstracts
Computer graphics world
Computers and education
Computers in higher education economics review
Computers in libraries
Computing
Computing in science and engineering
Computing reviews
DttP: a quarterly journal of government information practice and perspective
EContent
Education for information
Exposes / Seminaire Bourbaki
Higher-order and symbolic computation
IEEE annals of the history of computing
IEEE communications magazine
IEEE computer architecture letters
IEEE Computer Graphics and Applications
IEEE Computer Society
IEEE concurrency
IEEE design and test of computers
IEEE distributed systems online
IEEE intelligent systems
IEEE internet computing
IEEE journal on selected areas in communications
IEEE micro
IEEE multimedia
IEEE network
IEEE pervasive computing
IEEE security and privacy
IEEE software
IEEE transactions on affective computing
IEEE transactions on circuits and systems I, Regular papers
IEEE transactions on circuits and systems II, Express briefs
IEEE transactions on communications
IEEE transactions on computer-aided design of integrated circuits and systems
IEEE transactions on computers
IEEE transactions on dependable and secure computing
IEEE transactions on haptics
IEEE transactions on knowledge and data engineering
IEEE transactions on learning technologies
IEEE transactions on mobile computing
IEEE transactions on parallel and distributed systems
IEEE transactions on pattern analysis and machine intelligence
IEEE transactions on robotics
IEEE transactions on services computing
IEEE transactions on software engineering
IEEE transactions on systems, man, and cybernetics Part A
IEEE transactions on systems, man, and cybernetics Part B
IEEE transactions on visualization and computer graphics
IEEE/ACM transactions on computational biology and bioinformatics
Internet reference services quarterly
IT professional
Journal of academic librarianship
Journal of management information systems : JMIS
Journal of organizational and end user computing : an official publication of the Information Resources Management Association
Journal of quality technology
Journal of research and practice in information technology
Journal of scientific computing
Journal of supercomputing
Journal of the American Mathematical Society
Journal of the American Statistical Association
Journal of the Medical Library
Journal of the Operational Research Society
Knowledge management research and practice: KMRP
Knowledge organization
Learning and leading with technology
Library Journal Net connect
Library resources and technical services
Library technology reports
Managing information
Proceedings of the International Conference on Parallel Processing
MIS quarterly: management information systems
New generation computing
Proceedings / IAPR International Conference on Pattern Recognition
Proceedings of the AAAI Conference on Artificial Intelligence
Proceedings of the American Mathematical Society
Research on technological innovation, management and policy
Research technology management
SIAM journal on computing
SIAM journal on control and optimization
SIAM journal on control and optimization
SIAM journal on discrete mathematics: a publication of the Society for Industrial and Applied Mathematics
SIAM journal on imaging sciences SIAM journal on mathematical analysis
SIAM journal on mathematical analysis
SIAM journal on matrix analysis and applications: a publication of the Society for Industrial and Applied Mathematics / SIAM
SIAM journal on matrix analysis and applications
SIAM journal on numerical analysis: a publication of the Society of Industrial and Applied Mathematics
SIAM journal on numerical analysis
SIAM journal on optimization: a publication of the Society for Industrial and Applied Mathematics
SIAM journal on optimization
SIAM journal on scientific computing: a publication of the Society for Industrial and Applied Mathematics
SIAM journal on scientific computing
SIAM news: a publication of Society for Industrial and Applied Mathematics
SIAM review
SIAM review
Technometrics

Databases

Subscription databases for Digital Science related disciplines are well represented in the UL library collection and the OhioLINK collection.

- **ACM Digital Library (Association for Computing Machinery)** Provides bibliographic information, abstracts, index terms, reviews, and the full-text for ACM conference proceedings journals, magazines, and newsletters.
- **Compendex (1884 - Current)** Comprehensive interdisciplinary engineering database, index and abstracts from over 5,000 international journals, conference papers and proceedings, and technical reports.
- **Computers & Applied Sciences Complete** Computers & Applied Sciences Complete covers the spectrum of the applied sciences, representing knowledge on traditional engineering challenges and providing material for research concerning the business and social implications of new technology. This resource incorporates Computer Science Index, Computer Source, Information Science & Technology Abstracts, Internet & Personal Computing Abstracts, and provides indexing and abstracting for academic journals, professional publications, and other reference sources.
- **Gartner Group Research Reports (2001 - Current)** Provides access to the Gartner Group Research Reports, covering information technology (IT) and product evaluations.
- **IEEE Computer Society** Selective access to full-text of numerous journals, magazines, transactions and proceedings in computer science and related areas.
- **Inspec (1969 - Current)** Scientific and technical literature in physics, electrical engineering, electronics, communications, control engineering, computers and computing, and information technology; also has significant coverage in areas such as materials science, aeronautics, oceanography, nuclear engineering, geophysics, biomedical engineering and biophysics.
- **Academic Search Complete** Provides full text for more than 4,000 scholarly publications covering academic areas of study including social sciences, humanities, education, computer sciences, engineering, language and linguistics, arts & literature, medical sciences, and ethnic studies.
- **ERIC (EBSCO) (1966 - Current)** Educational information from journals, magazines, books, conferences, and governmental agencies
- **Library Literature and Information Science (1966 - Current)** Library Literature and Information Science indexes key library and information science periodicals, books, chapters within books, conference proceedings, selected state journals, library school theses, and pamphlets.
- **MathSciNet (1940 - Current)** Mathematical Reviews and Current Mathematical Publications produced by the American Mathematical Society.
- **Zentralblatt MATH** Zentralblatt MATH abstracting and reviewing service in pure and applied mathematics, containing 2.0 million entries drawn from more than 2300 serials and journals and covers the period from 1868 - present by the recent integration of the Jahrbuch database (JFM).
- **AccessScience** Science and technology encyclopedia that provides full-text access to articles, research updates, dictionary terms, biographies, weekly updates on hot topics and discoveries, a student resource guides, and links to related sites.
- **FAITS - Faulkner Advisory for Information Technology Studies** Reports on IT topics such as technology management, IT infrastructure, wireless communications, networking, security, telecommunications, enterprise systems, the Internet, and more. Includes technical reports and standards, market information, news, and tutorials, as well as links to relevant online resources.
- **Science Online** Science Online from Facts On File (not the journal Science published by AAAS) presents information on a broad range of scientific disciplines through extensive definitions, essays, diagrams, biographies, and experiments.
- **Business & Industry (1994 - 2006)** Multi-industry business database with a strong global focus on company, product and industry information.
- **Business Source Complete** Full text for more than 10,300 serials, scholarly publications covering all disciplines of business including marketing, management, economics, finance, accounting, and

MIS. Additional materials include country economic reports, case studies company profiles, SWOT analyses and industry reports.

- **EconLit (1969 - Current)** Covers the international literature on economics, economic development, forecasting, and history; fiscal and monetary theory; business and public finance; international, healthcare, regional and urban economics
- **Factiva** International business and company news, includes full text news reports from more than 10,000 sources from 159 countries and available in 22 languages.
- **I/B/E/S: Institutional Brokers Estimates System (Level II)** The Institutional Brokers Estimates System database includes historical earnings estimates for 35,000 companies around the globe. Forecast items include earnings, sales, revenue, dividends, net income, EBITDA, with US coverage back to 1976 and International coverage back to 1987.
- **IBIS World** Provides detailed information about industries. Offers lengthy research reports on industry markets, brief reports on business environments, and company profiles.
- **LexisNexis Academic** Contains the full-text of newspapers for the past 20 years, federal and state case law and legislative materials, law reviews, company news and financial information, medical and health information, general information sources
- **Simmons National Consumer Survey / Choices 3** Presents data on the product/service-buying and media-using characteristics of a carefully selected, representative sample of 15,000+ U.S. adults, 18 years of age and over. Sample is projected onto the total U.S. adult population. Offers the capability to crosstab demographic characteristics with types or brands of products.
- **Standard & Poor's Netadvantage** An online source of comprehensive business and investment information

Services

The Kent State University Libraries provides access to an online catalog, research databases, consortial collections, web-based services (such as online tutorials), subject guides, electronic reserves, interlibrary loan services and online document request and delivery. Professional library staff are available to the university community, for personalized research and training services that assist researchers in locating, retrieving and evaluating information.

Statistical Software

University Libraries manage the Statistical and Qualitative Software Consulting Service; it manages the campus-wide licenses to several packages (SPSS, SAS, AMOS, EQS, NVIVO) and also works to coordinate group purchases. It has a campus-wide license for SPSS for faculty/staff and graduate students with a teaching/research appointment.

Digital Sciences Courses

DSCI	61010	Enterprise Architecture (3)	New
DSCI	62010	Business Architecture (3)	New
DSCI	64010	Data Architecture (3)	New
DSCI	65010	Application and Technology Architecture (3)	New

Name: Therese E Tillett

Submission Date: 1/19/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001908

Date: 17-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 61010

Course Title: Enterprise Architecture

Title Abbreviation: Enterprise Architecture

Slash Course and Cross-list Information: 71010 Enterprise Architecture

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): Enterprise Architectures facilitates the alignment of IT and IS investment decisions with business goals. Enterprise architecture is increasingly used in industry as a result of the continued emergence of new technologies and ongoing pressures to reengineer business processes to achieve improved efficiency and greater customer focus. Enterprise architecture identifies the main components of an organization and the ways in which these components work together. The components include performance and strategy, people, business capabilities, applications, technology, knowledge and information, as well as financial and other resources.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
	History and Overview of Enterprise

3	Architecture
3	Enterprise architecture frameworks and emerging standards
6	Enterprise Architecture methodologies, models, processes and activities
3	Strategic and Performance Level Processes and Artifacts including heat mapping
3	Business Architecture Processes and Artifacts
3	Information and Data Architecture Processes and Artifacts
3	Application Architecture Processes and Artifacts
3	Technology Architecture Processes and Artifacts
3	Defining future state, current state and roadmaps
3	Evaluating Progress: Enterprise architecture maturity models
3	Enterprise architecture documentation strategies
3	Enterprise architecture governance models, roles and responsibilities
3	Designing effective enterprise architecture initiatives
3	Organizational change management models

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Marc Lankhorst et al, Enterprise Architecture at Work: Modelling, Communication and Analysis, Springer-Verlag, 2009; Mario Godinez and Eberhard Hechler, The Art of Enterprise Information Architecture, IBM Press, 2010.

Writing Expectations: Students will be engaged in developing models and artifacts for architectures for a sample project and write a paper on this topic.

Instructor(s) expected to teach: Faculty from Library and Information Science; Information Architecture and Knowledge Management; adjunct faculty with expertise in Enterprise Architecture

Instructor(s) contributing to content: Denise Bedford (IAKM); others in review at this time

Proposal Summary

Explain the purpose for this proposal:

This will be a breadth option in the proposed Digital Sciences MS degree, will be cross-listed with the MS in Knowledge Management (under development), and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a breadth option in the proposed Digital Sciences MS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course will be cross-listed with the MS in Knowledge Management (under development), and can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units, as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity. Courses may also be staffed by adjunct faculty with the appropriate expertise.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from LIS developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/7/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/7/2011	Robert A Walker	Approved
1/7/2011	Robert A Walker	Approved
1/7/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/19/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001905

Date: 16-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 62010

Course Title: Business Architecture

Title Abbreviation: Business Architecture

Slash Course and Cross-list Information: DSCI 72010 Business Architecture

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 the concept of business architecture as the critical component of enterprise architecture. Students will learn now to develop an enterprise business architecture, to apply business architecture principles, methods, and artifacts to organizational initiatives to ensure they are aligned with organizational business goals and performance standards. Students will learn how different enterprise architecture frameworks approach the business layer.

Prerequisites (edited): DSCI 61010 Enterprise Architecture

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Enterprise Architecture Models, Methods and Frameworks (Zachman,

	DoDAF, FEAF, TOGAF,..)
3	Role of Business Architecture in Managing Performance
3	Enterprise and Initiative Vision Setting; Integration Workstreams for Business, Data, People, Application and Technology Architectures
3	Business Architecture Principles and Governance Models
3	Business Architecture Segments and Components
3	Business Capability Modeling
3	Identifying Business Capability Areas
6	Business Capability Model Development and Elaboration
3	Business Capability to Business Process Decomposition
3	Business Use Case Development: Diagrams, Descriptions, Relations to EA Workstreams
3	Business Architecture Integration with People Architecture (Roles, RASCI)
3	Business Architecture Integration with Data Architecture (Logical Data Models)
3	Business Architecture Integration with Application Architecture (Application Inventories)
3	Project Presentation

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Chris Reynolds, Introduction to Business Architecture, Course Technology PTR, 2009; Ralph Whittle and Conrad B. Myrick, Enterprise Business Architecture: The Formal Link between Strategy and Results, CRC Press, 2004.

Writing Expectations: Students will develop business architecture artifacts including enterprise on a page representation; capability models; functional decompositions; capability to data matrices, roles matrices, and application matrices; and heat maps.

Instructor(s) expected to teach: Faculty from Library and Information Science; Information Architecture and Knowledge Management; Business or adjunct faculty with expertise in Enterprise Architecture

Instructor(s) contributing to content: Denise Bedford (IAKM); others in review at this time

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for one concentration in the proposed Digital Sciences MS degree, will be cross-listed with the MS in Knowledge Management (under development), and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for one concentration in the proposed Digital Sciences MS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course will be cross-listed with the MS in Knowledge Management (under development), and can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units, as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity. Courses may also be staffed by adjunct faculty with the appropriate expertise. Business faculty with EA certifications would be ideal for this course.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from LIS developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/7/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/7/2011	Robert A Walker	Approved
1/7/2011	Robert A Walker	Approved
1/7/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/19/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001907

Date: 17-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 64010

Course Title: Data Architecture

Title Abbreviation: Data Architecture

Slash Course and Cross-list Information: 74010 Data Architecture

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 the concept of data and information architecture as a component of enterprise architecture. Students will learn now to distinguish types of data, develop conceptual and logical data models, trace and map the use of data types across business capabilities, roles and applications, and prepare an enterprise level data dictionary. Students will learn how to work with enterprise data architecture artifacts as they develop an enterprise information architecture blueprint.

Prerequisites (edited): DSCI 61010 Enterprise Architecture

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Enterprise Architecture Models, Methods and Frameworks (Zachman,

	DoDAF, FEAF, TOGAF,..)
3	Definition of Data and Information Architecture Layer Components
3	DataInformation Architecture Dependencies: People Architecture and Business Architecture
3	Overview of People Architecture Components and Artifacts
3	Information Architecture Principles, Standards and Governance Models
3	Data: Structured, Semi-Structured, and Unstructured; Metadata and Master Data Management
3	Constructing an Enterprise Level Data and Information Taxonomy and Dictionary (Data elements, definitions, business rules, quality control)
3	Conceptual and Logical Modeling of Enterprise Business Data and Information Entities
3	Data and Information to Business Capability Matrices
3	Data and Information Exchange Matrix Development
3	Data and Information to People Matrices (CRUD, RASCI mapping)
3	Data and Information to People Matrices (RASCI, Roles)
3	Data and Information to Application Matrices
3	Developing the Information Architecture Blueprint
3	Project Presentation

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Andy Graham, The Enterprise Data Model: A framework for enterprise data architecture, Koios Associates Ltd, 2010; DAMA International, The DAMA Guide to the Data Management Body of Knowledge, Technics Publications, LLC; 2009.

Writing Expectations: Students will be engaged in developing models and artifacts for the data layer architecture for a sample project.

Instructor(s) expected to teach: New courses developed for the proposed School of Digital Sciences that carrFaculty from Library and Information Science; Information Architecture and Knowledge Management; Business or adjunct faculty with expertise in Enterprise Architecture

Instructor(s) contributing to content: Denise Bedford (IAKM); others in review at this time

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for one concentration in the proposed Digital Sciences MS degree, will be cross-listed with the MS in Knowledge Management (under development), and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for one concentration in the proposed Digital Sciences MS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course will be cross-listed with the MS in Knowledge Management (under development), and can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units, as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity. Courses may also be staffed by adjunct faculty with the appropriate expertise. Business faculty with EA certifications would be ideal for this course.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from LIS developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree

programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/7/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/7/2011	Robert A Walker	Approved
1/7/2011	Robert A Walker	Approved
1/7/2011	Robert A Walker	Submitted

Name: Therese E Tillett

Submission Date: 1/19/2011

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001906

Date: 17-DEC-10

Level: 3.00 **of** 2.00

Currently On The Worklist Of: Robert Walker, rawalke1

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: Robert A. Walker

Requested Effective Term: 201180

Campus: Kent

College: DS-Digital Sciences

Department: DSCI-Digital Sciences

Course Subject: DSCI-Digital Sciences

Course Number: 65010

Course Title: Application and Technology Architecture

Title Abbreviation: Application and Tech Arch

Slash Course and Cross-list Information: DSCI 75010 Application and Technology Architecture

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 the concept of application and technology architectures in the context of enterprise architecture. Students will learn now to define application and technology architecture principles and standards to support business performance, and to evaluate existing architectures in relation to performance goals. Students will learn to work with application and technology artifacts and matrices, prepare a technology dictionary, and develop an application architecture blueprint.

Prerequisites (edited): DSCI 61010 Enterprise Architecture

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Enterprise Architecture Models, Methods and Frameworks (Zachman,

	DoDAF, FEAF, TOGAF,..)
3	Role of Application and Technology Architecture in Managing IT Performance
3	Application and Technology Architecture Principles and Governance Models
3	Application Architecture Component Model – Executable Software and Business Service Components
6	Application Inventories, Data and Process Flows (CoreCritical, Level of Complexity, Standards Applicability, User Community & Number,...)
6	Application Component Relationship Matrices (Application to Data, Application to Capability, Application to Technology)
6	Application Blueprints for Functional Areas: Core Applications, Redundancies, Gaps in Support
6	echnology Architecture Component Model – Architecture Categories (client, web, application, database, connectivity, network, storage, security, backup,...)
3	Developing the Technology Dictionary (age, mission criticality, dependencies, costs, location,...)
3	Technology to Application Matrix (shared technology, consumption rates)
3	Project Presentation

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Articles published in IEEE journals or journals published in the applications and technology architecture domains. There is not yet one book that delves deeply into this other than Zachman's original text.

Writing Expectations: Students will be engaged in developing models and artifacts for both the application and technology layer architectures for a sample project.

Instructor(s) expected to teach: Faculty from Library and Information Science; Information Architecture and Knowledge Management; Computer Science or Technology or adjunct faculty with expertise in Enterprise Architecture

Instructor(s) contributing to content: Denise Bedford (IAKM); others in review at this time

Proposal Summary

Explain the purpose for this proposal:

This will be a required course for two concentrations in the proposed Digital Sciences MS degree, will be cross-listed with the MS in Knowledge Management (under development), and can serve as an elective for other units.

Explain how this proposal affects program requirements and students in your unit:

This will be a required course for two concentrations in the proposed Digital Sciences MS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course will be cross-listed with the MS in Knowledge Management (under development), and can serve as an elective for other units.

Explain how this proposal affects enrollment and staffing:

New courses developed for the proposed School of Digital Sciences that carry the DSCI course prefix will be staffed by faculty from affiliated units, as described in the staffing plan for that school. In brief, the courses will be staffed by faculty from affiliated units when they have spare capacity. Courses may also be staffed by adjunct faculty with the appropriate expertise. CS or Technology faculty with EA certifications would be ideal for this course.

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

The Digital Science Task Force included representatives from A&S, CBA, CCI, CoT, and EHHS. Faculty from IAKM and LIS developed this course, and the Chairs in A&S were invited to recommend additional members of the course development team. Email was sent to the following units asking for any comments, concerns, or questions on the proposals for the School, degree programs, and courses; and a statement of support and non-encroachment: CS, MIS, LIS, VCD, JMC, TECH, ITEC.

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 (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/7/2011	Robert A Walker	No comments available.

History:

Date	User	Status
1/7/2011	Robert A Walker	Approved
1/7/2011	Robert A Walker	Approved
1/7/2011	Robert A Walker	Submitted

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management and Information Systems

TO: Dr. Robert Walker, *Professor*, Department of Computer Science

FROM: O. Felix Offodile

DATE: January 18, 2011

SUBJECT: Statement of none encroachment—School of Digital Sciences

---

Thank you for the opportunity to review your proposal to establish the School of Digital Sciences (DSCI). Your committee should be commended for your diligence in coming up with a very thoughtful and innovative proposal in such a short period of time.

We have collaborated with your committee to resolve concerns we have on some courses in the proposal, with the provisions noted below. Therefore, we are in support of the proposal. Our belief is that the school will provide long-term benefits to KSU if it is marketed to recruit students who otherwise may not have enrolled at KSU.

As we noted during our discussions, the following courses are similar to existing courses in the Department of Management & Information Systems (M&IS) and we have jointly agreed to the following resolution:

1. DSCI will **stop** the course workflow for the following proposed course:
   - DSCI 22510: Management of Digital Systems.
   - DSCI will replace all references to that course with references to this MIS course:
     - MIS 44045: Information Systems Management
   - M&IS will allow sophomore DSCI students to take MIS 44045 without having the MIS prerequisites.

2. DSCI will **modify** the course workflow for the following proposed course:
   - DSCI 31510: Global Project Management and Team Dynamics
   - In that workflow, DSCI will acknowledge your plans to submit a MIS version of this course (M&IS 44007: Project Management & Team Dynamics) in the future, at which point we will **cross-list** the course between DSCI and M&IS.

- Also, the Chair of M&IS Department and the Director of School of DSCI will consult with university officials to find an appropriate mechanism under RCM to assign both RCM income and expenses for the two sections of such a cross-listed course to a single department—in this case to the Management & Information Systems Department.

However, we have not had any discussions with the College of Technology regarding the following courses which are similar to corresponding courses offered in the M&IS Department:

3. TECH 26301: Technology of Networking I and TECH 36302: Technology of Networking II. These courses are almost identical to M&IS 44042: Communications & Networking; thus an **encroachment**.

4. TECH 46350: Network Management & Design and TECH 56350: Network Management & Design, but for the different course numbers are one and the same course both in description and content, and are similar to M&IS 44049: Network Management, also an **encroachment**.

5. TECH 46311: Wireless Networks & Telecommunications and TECH 56311 Wireless Networks & Telecommunications, but for the different course numbers are one and the same course both in description and content, and are similar to M&IS 44042: Communications & Networking; also an **encroachment**.

We see these Technology courses as unnecessary replication of efforts, especially in this time of austere economic exigencies.

January 3, 2011

Robert Walker, PhD.
College of Arts and Sciences
Department of Computer Science
Kent State University
Kent, OH

RE: Support for School of Digital Sciences from Center for Information Systems

Dear Dr. Walker,

Dr. Walker, I am in support of the new Digital Sciences courses and new majors that are proposed (with some suggestions below). There is clear need both in business and other organizations for college graduates with knowledge and training in the technologies that pervade our society today. In addition, as I tell many freshmen and sophomores at the business school, technology jobs will continue to grow very quickly in the upcoming years. This represents an opportunity for them, especially if they are technology inclined.

The majors offered by the university today are old and entrenched and based on needs from a bygone era. Our world has changed dramatically in the last 25 years driven mostly by technology. Almost every job today has a technology component that requires some knowledge of computers and how they interact. With this increased emphasis on technology, many more jobs exist that support all organizations. The new Digital Sciences majors will give graduates the needed knowledge, training, and leadership skills to thrive in the future.

How can a university change to meet the new needs? It seems that many of the college degrees today have requirements that are very difficult to change. The business majors, for example, all have pre-business requirements (a whole host of required classes). For many of the jobs in demand now, students don't really need all of these classes. Unfortunately, because they are part of the degree, they are required. Trying to change these underlying requirements would be very hard since they have been required for years and years and are entrenched in the thinking, college, and the "culture". Similar requirements apply to the majors offered by other colleges as well. Change within the colleges would be fought tooth and nail. Unfortunately, RCM will probably make this more difficult.

The idea of starting *tabula rasa* with a new school avoids all of the organization resistance that would occur within any one school. If the concept is solid the enrollments should grow quickly. In essence "the market will decide." To the extent other majors have become irrelevant; they will die of their own accord over time. In this case, RCM will help drive the process (as it should).

I highly encourage you to start small (3 concentrations maximum) and grow based on demand / market need. Focusing on concentrations where there is the highest demand first will be important for

longer term success. This can be determined by asking employers what they need and then providing it. My experience has been that the employers will be very direct and clear in expressing their needs. Unfortunately it may not be what you are planning or have already contemplated.

Give the market what they want (not what DSCI wants). In addition, keep it simple for the students to navigate their class schedule toward the degree. This will improve graduation rates and retention. Making it complicated with too many requirements (like many of today's majors) will cause student frustration and ultimate failure.

The Center for Information Systems supports this new approach. Unfortunately given the dynamics of Universities, some resistance to this change is inevitable. People will feel threatened by the change and be asking WIIIIFM (What is in it for me). You need to lay out how these new DSCI majors will help the faculty in other colleges "win" too. The natural human tendency is to resist and fear the change when we would all be better off embracing and enjoying the changes.

Please let us know how we can be of assistance. Thanks for involving us in the process, we appreciate it.

Sincerely,

Ryan J. Conlon
Adjunct, College of Business, M&IS Department
CIS Executive Committee

P.S. In your list of Other Concentration Requirements for the BS degree, you have "Technology of Networking I" and "Technology of Networking II" courses, i.e., TECH 26301 and 36302. There are already courses taught in the CoB that you may wish to replace these with, i.e., M&IS 44042 and M&IS 44049.

Similarly, in your list of Concentration Requirements for the MS degree, you have a "Networks and Telecommunication" (TECH 56350) course. I recommend replacing that course with BaD 64081.

From: "BUBENZER, DONALD" <dbubenze@kent.edu>
Subject: **Digital Sciences Proposal**
Date: January 12, 2011 2:19:40 PM EST
To: "walker@cs.kent.edu" <walker@cs.kent.edu>

Robert-I have received feedback from the undergraduate curriculum committee of the College of Technology (CoT) via Darwin Boyd that we do not see encroachment problems with the Digital Sciences School Proposal or coursework. We are pleased to be a part of this new venture and appreciative of CoT inclusion and your work. Thank you. Don

FROM: Irene Edge and Ruth Watson, Co-Lead COMT

DATE: December 17, 2010

RE: Digital Sciences Proposal

The Computer Technology faculty has reviewed the proposal for the formation of a new School of Digital Sciences and its proposed degrees. We support the proposal and believe that the Computer Technology concentrations within the Bachelor of Technical and Applied Studies (formerly the Bachelor of Applied Studies) and the School of Digital Sciences proposal are identifiably unique and both are necessary to meet the needs of our diverse audiences.

Students at Kent State University will benefit from the broad array of options available to them.

From: "HARIDAKIS, PAUL" <pharidak@kent.edu>
Subject: **RE: Digital Sciences overview documents**
Date: January 12, 2011 4:27:52 PM EST
To: "WALKER, ROBERT" <rawalke1@kent.edu>

Dear Dr. Walker:

The purpose of this letter is to provide the School of Communication Studies' support for the proposed Digital Sciences program. Due to assurances that the program will include a body of classes in the School of Communication Studies, rather than encroachment, the program guarantees inclusion of the School of Communication Studies in a program in which my School desires to participate. Accordingly, I am pleased to provide the School's support for your proposal.

Very Truly Yours,

Paul Haridakis
Professor and Interim Director
School of Communication Studies

10 January 2011

Robert Walker, PhD
Department of Computer Science
351 Math & CS Building
Kent State University
Kent, OH 44242-0001

Dear Bob,

I am writing with regard to the proposed new School of Digital Sciences. Thank you for meeting with me for lunch in November and for answering questions our faculty had at the December FAC meeting of SLIS.

I want to assure you of our School's support for the undergraduate Digital Sciences degree plans. We will be pleased to work with you on future development of the B.S. and B.A. in Digital Sciences curricula. We accept your invitation to have a representative on your D.S. Curriculum Committee. With such dialog continuing, it should be possible for you to add the Digital Information Design and Management concentration you wish to include in the B.S./B.A. degree offerings.

We are also willing to work with you on development of the Master of Science (Digital Sciences) degree program. That is the area that most closely relates to our School's M.L.I.S. and M.S. (IAKM) degree programs. A concern of ours is that it is possible that the shorter 32-hour M.S. in Digital Sciences will be more attractive to some prospective students than our 42-hour M.S. (IAKM) degree. We hope that this does not result in any loss of seats in our program. Your desire to work with our College and School on properly positioning the different degree options available to students who come to Kent State is welcome. As you say in your November 23, 2010 email to me, all of us hope that effective and clear advertising "will attract even more students to all of these programs".

I appreciate your sensitivity to our current program and course offerings and to ongoing development of our degree programs. For example, you have said that you would be happy to deactivate courses that might overlap with our Knowledge Management degree offerings (e.g., courses in Business Architecture, Application Architecture, Enterprise Architecture, etc.), recognizing our expertise in those areas, and strengthening your own M.S. in D.S. degree by sending students to our version of such courses. I also note with appreciation that in the

December 16, 2010 iteration of the proposal for the D.S. School, you identify the course DSCI 65010 as "Application & Technology Architecture", rather than "Information Architecture" which it was called in the December 1, 2010 iteration. That is helpful in avoiding confusion with our well-established Information Architecture degree program.

I wish you well in the establishment of the School of Digital Sciences. We look forward to collaborating with you on the development of this initiative.

Sincerely,

Don A. Wicks, PhD
Interim Director

dwicks@kent.edu
330-672-8535

From: "LEBLANC, ANNMARIE" <aleblanc@kent.edu>
Subject: **Re: gentle reminder: need DSCI statement of support**
Date: January 14, 2011 9:33:00 AM EST
To: "Robert A. Walker" <walker@cs.kent.edu>

Dear Dr. Walker:

Please accept this memo as a School of Visual Communication Design endorsement of the proposed Digital Sciences program. The strength of this support is due to the comprehensive nature of the proposed curriculum. Documentation details the inclusion of courses and expertise from related disciplines and therefore poses no encroachment.

Sincerely,

AnnMarie LeBlanc / Director / School of Visual Communication Design
Kent State University / 231 Art Building, Kent, Ohio 44242
ph: 330.672.7856 / fax: 330.672.9714 / aleblanc@kent.edu

From: "Dellman-Jenkins, Mary" <mdellman@kent.edu>
Subject: **RE: Digital Sciences update: proposed school, degrees, concentrations**
Date: December 8, 2010 5:56:08 PM EST
To: "WALKER, ROBERT" <rawalke1@kent.edu>

Robert,
Please consider this brief email documentation that the Instructional Technology program supports/endorses the Digital Sciences proposal.

Mary Dellmann-Jenkins
Director, School of Lifespan Development and Educational Sciences

Northeast Ohio Council on Higher Education
1422 Euclid Avenue, Suite 840 / Cleveland OH 44115 / www.noche.org

January 6, 2011

Robert Walker
Kent State University
351 Math & CS Building
Kent, OH 44242

Dear Dr. Walker:

The Northeast Ohio Council on Higher Education ("NOCHE") strongly supports your new Digital Sciences program. This comprehensive program exposes students to software development, business processes, ethics in technology, database management, and other critical technological subjects.

One of our program managers, Sean McKinniss, recently attended Dr. Pratta's presentation about the new program. Sean reported that it is a fascinating and innovative program that could serve as a model for other schools. Moreover, because of the program's breadth and inherent relationship with the business community, students could have more experiential learning opportunities. NOCHE, of course, strongly supports experiential learning because it helps develop Northeast Ohio's talent. Finally, because this program is unique and cutting-edge, it has the potential to attract more students and yield more graduates in Northeast Ohio.

All of these opportunities combined can have a positive and lasting effect on our region's vitality. With thriving health care, IT, and entrepreneurial communities, for example, Northeast Ohio will benefit greatly from the new Digital Sciences program. It is in this spirit that we submit this letter of support.

Best regards,

Ann Womer Benjamin

The Higbee Building
100 Public Square, Suite 210
Cleveland, OH 44113

NEOSA®
The COSE Technology Network

Northeast Ohio Software Association

P 216. 592. 2321
F 216. 621. 6013
www.neosa.org

January 7, 2011

Dr. Robert A. Walker
Professor
Kent State University
Department of Computer Science
Kent, Ohio 44242

Dear Dr. Walker;

Thank you for sharing information on the University's proposed plan to develop its new School of Digital Sciences. I was quite excited to see the extent to which the University has gone to ensure a multidisciplinary approach to this degree program.

Strong technology skills are clearly a must for current graduating students who wish to pursue a career in information technology. However, we hear quite consistently from our constituents, IT entrepreneurs and IT executives, about the importance of business understanding by their staff and teams.

Those strong technical skills by team members are critical to an organization's success, whether that organization is the IT department at a large company or the team of developers at a small IT firm. Therefore, those team members must also be able to translate busines needs into technology solutions, that is, understand how a technology solves a business problem.

Additionally, team work and the value of working in teams is also critical. Virtually all work done in the IT arena these days is accomplished in a team environment. Team members must understand how to work together to achieve a goal, but also understand how their team's work helps or fits with the overall organization's goals.

On behalf of NEOSA and its nearly 900 information technology business members, I would like to offer this letter of support for your efforts at creating a School of Digital Sciences. I believe that graduates of this School's degree programs witll have strong technical skills as well as a strong business foundation, enabling those students to compete for jobs effectively and more importantly, be valuable team members of their respective employers.

I'm looking forward to seeing this school developed and implemented; please do not hesitate to contact me if NEOSA can be of any assistance in your efforts.

Sincerely yours

Brad Nellis
Executive Director
NEOSA, The Cose Technology Network

Information Technology Services

Brian D. Kelley
CIO

Brenda Cumpston
Manager

Janet Esposito
Administrator

January 4, 2011

Dr. Robert Walker, Chair
KSU Digital Sciences Task Force
Kent State University
Kent, OH 44242

RE: Letter of Support for the School of Digital Sciences

Dear Dr. Walker:

It is my pleasure to submit this letter of support for Kent State University's proposed new School of Digital Sciences. The information age that we find ourselves in is bringing new challenges and demands and we must embrace innovative endeavors such as the proposed School of Digital Sciences to ensure that those entering the IT workforce of the 21st century are well-equipped and prepared to be good stewards of this age.

As a KSU graduate, faculty member, and public sector chief information officer, I strongly feel that the proposed School of Digital Sciences will be of great benefit to future students and to the University.

Respectfully submitted,

Brian D. Kelley, CIO
Portage County Information Technology Services

WWW.CO.PORTAGE.OH.US
449 South Meridian Street * P.O. Box 1217 * Ravenna, Ohio 44266-1217 * (330) 297-3584 (p) * (330) 298-3949 (f) * (800) 772-3799 (toll free)
An Equal Opportunity Employer

TIMKEN
Where You Turn

Daniel E Muller
Senior Vice President –
Strategy and CIO

January 3, 2011

Dr. Robert A. Walker, Professor
Kent State University
Department of Computer Science
351 Math & Computer Science Building
Kent, OH 44242

Re: Support for Kent State University's
New Digital Sciences Program: "School of Digital Sciences"

Dear Dr. Walker:

I strongly endorse the new Digital Sciences program at Kent State. This program should produce graduates with a much broader exposure to the variety of digital technologies that are available and in use today. These graduates should be able to contribute much faster in the workplace and be more flexible to enter a variety of information technology positions at The Timken Company or other organizations in Northeast Ohio.

This interdisciplinary training, in addition to traditional degree programs at Kent State, is needed in the workplace of today.

Sincerely,

The Timken Company
Mail Code: GNE-23
1835 Dueber Avenue, S.W.
P.O. Box 6927
Canton, OH 44706-0928 U.S.A.

Telephone: (330) 471-6406
Facsimile: (330) 471-4041

daniel.muller@timken.com

Program Development Plan for a Master of Science in Digital Sciences at Kent State University

9 January 2011

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

Kent State University proposes to offer a Master of Science degree in the Digital Sciences, and simultaneously with this proposal, is proposing to offer a Bachelor of Science and Bachelor of Arts in the Digital Sciences, as well as an undergraduate minor. These degrees will be offered though a new School of Digital Sciences, whose mission is to foster a broad understanding of the "digital sciences" in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences will also serve as an incubator for research synergies among faculty in related disciplines and as a focal point for multi-disciplinary collaborations.

The Master of Science degree in the Digital Sciences will provide a broad overview of the Digital Sciences across traditional "digital" programs. A graduate of the School's Masters program will understand the relationship between information processing, software development, and the telecommunications infrastructure, and will have an appreciation of the cognitive and managerial aspects of digital sciences. Five degree concentrations, described below, will provide deeper knowledge in one or more domains.

The Bachelors and Masters degrees offered by the School of Digital Sciences are intended to be broad interdisciplinary degrees. These new degrees will *complement* existing Bachelors and Masters degrees in the College of Arts and Sciences, the College of Business, the College of Communication and Information, the College of Education, Health, and Human Services, the College of Technology and Kent State's Regional College.

This Masters degree will augment Bachelors degrees in related units such as Computer Science, Computer Information Systems, Technology, Visual Communication Design, and Instructional Technology by giving their graduates a broader exposure to other aspects of the digital sciences. It will complement Bachelors degrees in other programs, such as Chemistry, Physics, etc. by giving their graduates some exposure to the digital sciences. Employees in local industry can use the degree to update their disciplinary knowledge and get formal instruction in areas outside their own undergraduate degree.

2. Description of the proposed curriculum.

The Master of Science degree will consist of 9 credits of major requirements (a choice of 3 courses from a list of 5 to allow multiple entry points into the degree), 9 credits of concentration requirements, and 14 credits of electives in the Digital Sciences or related programs, for a total of 32 credits. If the student chooses the Thesis option, 6 of the 14 elective credits will be replaced with 6 credits of Thesis I. Stronger undergraduates in a related discipline can earn this Master of Science degree together with their Bachelors degree in five years through Kent State University's combined BS / MS program.

The five degree concentrations offered by the Master of Science degree in the Digital Sciences are Enterprise Architecture, Digital Science Cognition and Communication, Digital Systems Software Development, Digital Systems Telecommunication Networks, and Digital Systems Management and Consulting. These concentrations are described more fully in Appendix A, with the courses required for the major and each concentration shown in Appendix B.

Enterprise Architecture graduates will be able to assist organizations in all sectors of the economy to review and improve their investments in technology, and to ensure that investments in digital information, applications, and technology are fully aligned with business goals and objectives. *Digital Systems Analysis* graduates will be able to consult with an organization's managers and users to understand the organization's computer system needs, and design a computer system to meet those needs. *Digital Science Cognition and Communication* graduates will be able

to analyze the learning, teaching, communication, and training needs of an organization, and design hardware and software systems to meet those needs. *Digital Systems Telecommunication Networks* graduates will be able to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs. *Digital Systems Management and Consulting* graduates will be able to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes, and fundamentally transforming business processes in a company.

3. Administrative arrangements for the proposed program: department and school or college involved.

Kent State University's proposed Master of Science degree in the Digital Sciences will be offered though a new interdisciplinary School of Digital Sciences. As stated earlier, the mission of the School of Digital Sciences will be to foster a broad understanding of the digital sciences in an enterprise environment, from business processes to information repositories to software development to the underlying telecommunication infrastructure. The School of Digital Sciences will also serve as an incubator for research synergies among faculty in related disciplines and as a focal point for multi-disciplinary collaborations.

The School of Digital Sciences will operate as a free-standing School at the University level, outside any of the existing Colleges. Faculty in other units will receive joint appointments to the School, but will otherwise remain in their home departments for budgetary purposes, reappointment / promotion / tenure, etc. As such, the School is unlikely to have any permanent faculty for the foreseeable future. A Director will administer the School, with the support of one staff member. Like the College Deans, the Director of the School of Digital Sciences will report to the Provost and Senior Vice President for Academic Affairs.

The School of Digital Sciences will operate under Kent State University's Responsibility Center Management (RCM) model, like any other academic program. RCM tuition income and State Subsidy for Instruction (SSI) for courses taught will go to the School of Digital Sciences, but affiliated departments will be reimbursed for faculty workload assigned to Digital Sciences courses (full salary and benefits for credit hours taught), or faculty may choose to receive additional compensation for an overload assignment in accordance with their Collective Bargaining Agreement. The only other major expenses for the School of Digital Sciences will be the salary and benefits for the School's Director and one staff Administrative Assistant.

Courses taught under the School of Digital Sciences (i.e., with a DSCI course prefix) will be taught by faculty who have received joint appointments to the School of Digital Sciences or who receive a term teaching assignment for a Digital Sciences course. Staffing for those courses will be assigned by the Director of the School of Digital Sciences, in conjunction with the Chairs, Directors, and/or Deans of the related disciplines. A Faculty Advisory Committee will advise the School's Director in this staffing, just as the Faculty Advisory Committee in each unit advises its Chair or Director on course staffing. It is assumed that this course staffing will be assigned in a fair and equitable manner between all units affiliated with the Digital Sciences.

In addition to the Faculty Advisory Committee (FAC), the School of Digital Sciences will have a Graduate Studies Committee (GSC), a Curriculum Committee (CC), a Steering Committee (SC), and an Industrial Advisory Committee (IAC). The FAC will be elected from faculty with joint appointments to the School of Digital Sciences, as will the GSC. The CC will include representatives from the Curriculum Committees of the affiliated units to aid in keeping the Digital Sciences curriculum in synch with those other units. The SC will consist of Kent State University Deans and administrators who will provide advice and oversight, while the IAC will consist of representatives from local industry groups and companies who will provide industrial feedback. Provisional committees will be formed during Spring 2011 to guide the School until it is officially approved, at which time formal committees will be formed.

Graduate advising within the concentrations will be handled by faculty with joint appointments to the School of Digital Sciences or by the advising staff of those affiliated units. The School of Digital Sciences can also serve as a focal point for coordinated marketing, recruiting, and advising of students in all of the "digital" programs at Kent State University at both the graduate and undergraduate level. This coordination can also begin in Spring 2011.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

Over the next decade, the two primary areas for employment growth are public health and information technology, according to the most recent long-term occupational employment projections from the U.S. Bureau of Labor Statistics. Computer-related occupations are projected to see strong employment growth as businesses increase their use of information technology to raise efficiency and reduce costs, and are projected to grow more than twice as fast as the average for all occupations. These computer-related occupations will account for over 750,000 new jobs nationally between 2008-2018. While half of these new computer specialist jobs will be in the computer systems design industry, the other half will permeate virtually every sector of industry. (See http://www.bls.gov/oco/oco2003.htm for details.)

The state of Ohio accounts for 3.74 percent of the nation's jobs in computer and mathematical science occupations (at a mean annual wage of $68,700 in Ohio). Consequently, those 750,000 new jobs nationally could translate into over 28,000 new well-paying computer-related jobs in Ohio. Moreover, the most recent four-year report on Northeast Ohio's high-tech economy confirms that "growth in high-tech industries benefits all sectors of the region's workforce and is not limited to occupations with technical degrees," showing three non-high-tech jobs complement every one high-tech job in Northeast Ohio's high-tech industries. As a result, increased use of information technology could lead to 100,000 new jobs for Ohioans between 2008-2018. (For this report, see http://www.nortech.org/Docs/NEO%20High-Tech%20Brief%202010%20FINAL%20web.pdf)

Kent State's existing computing degrees provide excellent training for many of these high-growth computing-related career paths. Seven of those career paths, with 2008-2018 growth rates and projected new national job openings from the Bureau of Labor Statistics report cited above, are the following:

Computer Software Engineers (Applications)	34.0% = 175,100 new jobs
Network Systems and Data Communications Analysts	53.4% = 155,800 new jobs
Computer Software Engineers (Systems Software)	30.4% = 120,200 new jobs
Computer Systems Analysts	20.3% = 108,100 new jobs
Network and Computer System Administrators	23.2% = 78,900 new jobs
Computer Support Specialists	13.8% = 78,000 new jobs
Computer and Information Systems Managers	16.9% = 49,500 new jobs

However, in many cases these career paths are starting to require a broader view than that provided by traditional computer-related degree programs. For a growing number of computer-related occupations, the career path will increasingly require broad multi-disciplinary training that provides exposure to business processes, information management, software development, telecommunications infrastructure, and human factors. Practitioners of those careers will need the skills to analyze users' needs, plan an enterprise architecture, guide the development of a digital software/hardware system, and manage these complex systems. They must be comfortable working in multidisciplinary teams with computer scientists, computer engineers, business analysts, information architects, etc., and must have sufficiently broad training to bridge the communication gap between disciplines.

Kent State University's proposed Master of Science degree in the Digital Sciences will train students for these emerging new career paths. Existing university faculty experts in computer science, computer information systems, computer technology, educational sciences, information science, and knowledge management, among other fields, will join together to provide the broad exposure required for these careers. Students graduating from the Digital Sciences program will be prepared for careers as enterprise architects, computer system analysts, digital cognition analysts, application (software) architects, network system analysts, and information technology officers.

This new multidisciplinary School of Digital Sciences and associated degrees being proposed by Kent State University is innovative and unique, not only within Ohio but nationally. Many programs — both inside and outside Ohio — combine Computer Science with one other program, usually Computer Engineering, Computer Information Systems, or Information Science. Two such programs close to Kent State University are at Cleveland State University and Youngstown State University.

However, bringing together faculty from *multiple* units into an interdisciplinary school—while at the same time leaving them in their home unit to pursue disciplinary research and teach—breaks new ground and is a unique

feature of this proposed School of Digital Sciences and its associated degrees. While there are no comparable programs in Ohio, two programs in other states that have been particularly successful in aggregating multiple computing units together are Carnegie Mellon University's School of Computer Science and Georgia Tech's College of Computing. Compared to those two, Kent State's School of Digital Sciences will be even broader, and will be organized as an interdisciplinary school rather than a traditional college to encourage wide participation throughout the university. Another indication of national interest in broader programs is the Data Science Summer Institute at the University of Illinois, which will be in its fourth year this coming summer.

An electronic survey of information technology (IT) hiring managers in local industry was used to gauge local employment opportunities and interest in the new School and its degree programs. A link to this survey was sent to industrial members of the Center for Information Systems (the faculty and industry advisory group for MIS), to the member companies of NEOSA (formerly called the Northeast Ohio Software Association), and to their affiliated CIOs and IT hiring managers. 45 responses to the industrial survey have been received so far.

The response to the proposed School and degrees from these local companies was very positive, with several respondents entering comments praising the breadth of the program compared to traditional degrees. Many comments suggest an emphasis on practice and practicality, communication, and management rather than focusing solely on deep technical skills. A deeper analysis of the survey will be included in the full proposal for this new Masters degree.

In addition to the industrial survey, *external letters of support* have been received for Kent State University's proposed School of Digital Sciences and associated degrees. Ann Womer Benjamin, Director of the Northeast Ohio Council on Higher Education (NOCHE), praises the program's "breadth and inherent relationship with the business community" and says it "has the potential to attract more students and yield more graduates in Northeast Ohio". Brad Nellis, Executive Director of the Northeast Ohio Software Association (NEOSA), says he is "quite excited" to see the "multidisciplinary approach to this degree program", and offers support on "behalf of NEOSA and its nearly 900 information technology business members." He says "I believe that graduates of this School's degree programs will have strong technical skills as well as a strong business foundation, enabling those students to compete for jobs effectively and more importantly, be valuable team members of their respective employers."

Brian Kelley, CIO for Portage County, says we must "embrace innovative endeavors such as the proposed School of Digital Sciences to ensure that those entering the IT workforce of the 21st century are well-equipped and prepared to be good stewards of this age", and that "the proposed School of Digital Sciences will be of great benefit to future students and to the University". Daniel Muller, Senior VP Strategy and CIO of Timken, says the program "should produce graduates with a much broader exposure to the variety of digital technologies that are available and in use today" and that the graduates "should be able to contribute much faster in the workplace and be more flexible to enter a variety of information technology positions at The Timken Company or other organizations in Northeast Ohio". He ends by saying: "This interdisciplinary training, in addition to traditional degree programs at Kent State, is needed in the workplace of today."

5. Prospective enrollment.

A student survey of interest in the School's *Bachelors* degrees was administered in freshman and sophomore classes during the last week of classes in the Fall 2010 semester. A student survey of interest in the School's *Masters* degree is planned for senior classes early in the Spring 2011 semester.

Slightly over 600 surveys were returned for the survey of interest in the Bachelors programs. 5.9% of the respondents were "Very Interested" in the major, and 35.5% were either "Very Interested" or "Somewhat Interested"—a very encouraging response for a new degree unfamiliar to the students.

Based on this survey of interest in the School's *Bachelors* degrees, and on the industrial survey currently underway, total *graduate* enrollment is conservatively projected at 15 MS students in AY 2011-2012, 30 MS students (total) in AY 2012-2013, and growing by 15 students per year to stabilize at 75 MS students in AY 2015-2016. These projected enrollments are roughly in line with Kent State University's Master of Science program in Computer Science. The initial target for the Master of Science in Digital Sciences is to draw 5 graduates per year from Kent State University's Bachelors program in Computer Science, 5 graduates from the other Bachelors programs affiliated with the Digital Sciences, and 5 students from Bachelors programs outside Kent State University or from

local industry. Current Bachelors enrollment in Computer Science is 334, and in Computer Information Systems is 117, so attracting 10 students from those (and other) Bachelors programs at Kent State University for the Master of Science in Digital Sciences seems to be a very conservative target.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

A severe lack of *gender diversity* is a nationally-known problem in computer science and computer engineering. According to the most recent Taulbee Survey of PhD-producing Computer Science and Computer Engineering departments in the US and Canada, only 11.3% of AY 2008-2009 Bachelors graduates in Computer Science were women. At the Masters level, the percentage is higher at 22.1%, and is comparable at the PhD level at 20.8%. (For the most recent Taulbee Survey, see http://www.cra.org/resources/taulbee/).

A lack of *ethnic diversity* is also a nationally-known program in computer science and computer engineering. While Kent State University has been successful in attracting international students from China, India, the Middle East, and elsewhere, and there is good representation of those students in the university's computing programs, a lack of ethnic diversity among domestic students remains.

Kent State University has recently increased its efforts to improve both gender and ethnic diversity at the graduate and undergraduate level, and the School of Digital Sciences will coordinate its own efforts with the university. Further, the School of Digital Sciences can serve as a focal point to coordinate diversity programs in all of the "digital" programs at Kent State University at both the graduate and undergraduate level.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

As described earlier in the section on "Administrative Arrangements", faculty in units affiliated with the School of Digital Sciences will receive joint appointments to the School of Digital Sciences for some teaching assignments, but will otherwise remain in their home department. Those affiliated units will include the Department of Computer Science, the Department of Management and Information Systems, the School of Visual Communication Design, the School of Journalism and Mass Communication, the School of Lifespan Development and Educational Sciences, College of Technology, and the Regional College, among others. As such, no new faculty will be required to offer the Master of Science in Digital Sciences, and staffing will be arranged on a per-semester basis by the Director of the School of Digital Sciences together with the Chairs and Directors of the affiliated units. Current university facilities are adequate to offer the degree.

8. Need for additional facilities and staff and the plans to meet this need.

The School of Digital Sciences will be administered by a Director, who will be appointed from among the faculty in Digital Science related disciplines. The staff member will likely be a current member of the university staff who will be reassigned to the Digital Sciences. The School of Digital Sciences will be housed in current university space. As such, no new facilities or staff will be needed to offer the degree.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

A first draft of the budget for the Digital Sciences Masters program is shown in Appendix C. Based on the modest enrollments projected above, it shows the graduate program roughly breaking even in the second year full academic year (FY'13), and reaching positive cumulative net income (recovery of investment costs) in the fourth full academic year. Budget planning will continue during the Spring 2011 semester.

This proposed School of Digital Sciences and its associated degree programs has been enthusiastically supported by Kent State University's Provost and Deans.

Appendix A: Degree Concentrations for the Master of Science in Digital Sciences

The **Enterprise Architecture** concentration, offered at both the BS and MS level, will prepare graduates for careers as a *Chief Enterprise Architect*, *Business Architect*, *Information Architect*, *Application (Software) Architect*, or *Technology Architect*.

- **Enterprise Architecture** graduates will be able to assist organizations in all sectors of the economy to review and improve their investments in technology, and to ensure that investments in digital information, applications, and technology are fully aligned with business goals and objectives. **Enterprise Architecture** graduates will know how to develop detailed blueprints of an organization's current state, to work with the stakeholders to prepare a vision of a future architecture, to prepare an implementation roadmap, and to execute technology and business change.
- The **Enterprise Architecture** BS concentration covers enterprise architecture, information systems in business, network infrastructure, web design, programming, data structures, and human computer interaction, while the MS concentration adds a deeper understanding of business architecture, application (software) architecture, and information architecture.

The **Digital Systems Analysis** concentration, offered only at the BS level, will prepare graduates for a career as a *Computer System Analyst*.

- **Digital Systems Analysis** graduates will be able to consult with an organization's managers and users to understand the organization's computer system needs, and design a computer system to meet those needs. **Digital Systems Analysis** graduates will know how to use techniques such as cost and feasibility analyses, process and data modeling, and requirements planning to help the organization's managers assess feasibilities for implementing in-house or off-the-shelf technologies.
- The **Digital Systems Analysis** BS concentration covers enterprise architecture, information systems in business, information auditing, large computer systems, web design, programming, software quality assurance, and human computer interaction.

The **Digital Science Cognition and Communication** concentration, offered at both the BS and MS level, will prepare students for a career as a *Digital Cognition Analyst* or *Human Computer Interaction Analyst*.

- **Digital Science Cognition and Communication** graduates will be able to analyze the learning, teaching, communication, and training needs of an organization, and design hardware and software systems to meet those needs. **Digital Science Cognition and Communication** graduates will know how to use the principles, theories, and research-based outcomes of how people interact and communicate with and through technology to improve the usability of hardware, software, and training within an organization.
- The **Digital Science Cognition and Communication** BS concentration covers general psychology, cognitive psychology, cognition in technology, technology and learning, visual communication design, technological tools in education, programming, and human computer interaction, while the MS concentration adds a deeper understanding of instructional design, managing technological change, simulation games in education, and virtual reality.

The **Digital Systems Software Development** concentration, offered at both the BS and MS level, will prepare graduates for careers as an *Application (Software) Architect*, *Computer Systems Software Engineer*, or *Software Developer*.

- **Digital Systems Software Development** graduates will be able to analyze the software system needs of an organization's computer system, and coordinate the design, maintenance, and expansion of a software system to meet those needs. **Digital Systems Software Development** graduates will understand the role of software development in relationship to information management and the technology infrastructure in an enterprise environment. They will be able to work with Chief Enterprise Architects, Information Architects, and Technology Architects to design software systems in support of business goals, and work with Software Engineers as they build those software systems.
- The **Digital Systems Software Development** BS concentration covers enterprise architecture, web design, programming and data structures, software engineering, cognition in technology, and human computer

interaction, while the MS concentration covers application architecture, software engineering, programing, and data structures. (Programing and data structures can be replaced with additional material on enterprise architecture and software development for students already familiar with programming.)

The **Digital Systems Telecommunication Networks** concentration, offered at both the BS and MS level, will prepare graduates for careers as a *Technology Architect*, *Network System Analyst*, *Data Communication Analyst*, or *Telecommunication Specialist*.

- **Digital Systems Telecommunication Networks** graduates will be able to analyze the communication needs for an organization, and design a telecommunication and network infrastructure to meet those needs. **Digital Systems Telecommunication Networks** graduates will understand how to design hardware systems and the supporting communication infrastructure to transport and store the converged voice, video and data traffic required by a modern multimedia system. They will be able to work with Chief Enterprise Architects, Information Architects, and Application (Software) Architects to design that communication infrastructure.
- The **Digital Systems Telecommunication Networks** BS concentration covers digital design, web design, programming, network infrastructure, networks and telecommunication, networking theory, and network management, while the MS concentration adds a deeper understanding of ethics and technology, wireless networks, and systems engineering.

The **Digital Systems Management and Consulting** concentration, offered at both the BS and MS level, will prepare graduates for a career as an *Information Technology Officer*, *Management Information System (MIS) Director*, *Information Technology Project Manager* or *Computer System Consultant*.

- **Digital Systems Management and Consulting** graduates will be able to identify and shape solutions that address clients' key business priorities, including identifying and creatively solving complex problems, designing and re-engineering critical processes, and fundamentally transforming business processes in a company. **Digital Systems Management and Consulting** graduates will know how to oversee the technical operations of an organization, and will be able create, re-engineer, and integrate technology-enabled solutions with an understanding of how users interact and communicate with technology.
- The **Digital Systems Management and Consulting** BS concentration covers enterprise architecture, business intelligence, healthcare information, information auditing, network infrastructure, large computer systems, cognition in technology, and human computer interaction, while the MS concentration adds a deeper understanding of system development, database management, and information security.

Appendix B: Course Requirements for the Master of Science in Digital Sciences

Digital Sciences Master of Science Requirements (Thesis & Non-Thesis Options)		Enterprise Architecture	Digital Science Cognition & Communication	Digital Systems Software Development	Digital Systems Telecommunication Networks	Digital Systems Management & Consulting
Major Requirements	choose 3 out of 5					
Introduction to Enterprise Architecture	NEW COURSE	DSCI 61010	DSCI 61010	DSCI 61010	DSCI 61010	DSCI 61010
Management Information Systems		BAD 64042	BAD 64042	BAD 64042	BAD 64042	BAD 64042
Instructional Design		ITEC 67403	ITEC 67403	ITEC 67403	ITEC 67403	ITEC 67403
Algrithms and Programming I		CS 61002	CS 61002	CS 61002	CS 61002	CS 61002
Ethics, Technology and the Environment		TECH 57010	TECH 57010	TECH 57010	TECH 57010	TECH 57010
Concentration Requirements	3 courses					
Business Architecture	NEW COURSE	DSCI 62010				
Data Architecture	NEW COURSE	DSCI 64010				
Application and Technology Architecture	NEW COURSE	DSCI 65010		DSCI 61420		
Simulation Games in Education			ITEC 67410			
Managing Technological Change			ITEC 67425			
Virtual Reality			ITEC 67435			
Algrithms and Programming II				CS 61003		
Software Engineering Methodologies				CS 63901		
Wireless Networks	NEW COURSE				(TECH 56311)	
Networks and Telecommunication	NEW COURSE				(TECH 56350)	
Systems Engineering					TECH 57200	
System Development Methodologies						BAD 64045
Database Management Systems						BAD 64082
Information Security: A Managerial Perspective						BAD 64083
Thesis and/or Major Electives	4-5 courses					
Thesis I -or- Elective in DS or Related Programs		x	x	x	x	x
Thesis I -or- Elective in DS or Related Programs		x	x	x	x	x
Elective in DS or Related Programs		x	x	x	x	x
Elective in DS or Related Programs		x	x	x	x	x

Appendix C: Budget Projection for the Master of Science Program in Digital Sciences

		Year FY11	*Year FY12*	*Year FY13*	*Year FY14*	*Year FY15*	*Year FY16*
Estimated Revenue							
Tuition and Fees	N/A	$ -	$ 31	$ 236	$ 393	$ 549	$ 705
State Share in Instruction	N/A	0	0	43	173	346	519
Other Income	N/A	0	0	0	0	0	0
Total Net Revenue *(Exhibit C)*		**$ -**	**$ 31**	**$ 279**	**$ 566**	**$ 895**	**$ 1,224**
Estimated Annual Expenses							
Salaries, Wages and Employee Benefits *(Exhibit C)*	N/A	$ 58	$ 137	$ 153	$ 158	$ 162	$ 167
Supplies and Other Expenses *(Exhibit C)*	N/A	32	4	8	8	8	8
Start-up Costs *(Exhibit C)*	N/A	0	0	0	0	0	0
Total Direct Expense		90	140	161	166	171	176
Academic Affairs Overhead	N/A	0	4	35	72	114	155
Administrative Overhead	N/A	0	10	87	177	279	382
Total Indirect Expense		0	14	122	248	393	537
Total Expense		**$ 90**	**$ 154**	**$ 283**	**$ 414**	**$ 563**	**$ 713**
Net Income (Deficit)		**$ (90)**	**$ (123)**	**$ (4)**	**$ 152**	**$ 332**	**$ 511**
Cumulative Net Income (Deficit)		*$ (90)*	*$ (212)*	*$ (217)*	*$ (65)*	*$ 267*	*$ 778*

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Dec-10 Curriculum Bulletin _____
Effective Date Fall 2011 Approved by EPC _____

Department	Music		
College	CA - The Arts		
Degree	MM - Master of Music		
Program Name	**Conducting**	Program Code	COND
Concentration(s)	Choral Conducting	Concentration(s) Code(s)	CHOR
Proposal	Establish Program		

Description of proposal:
This proposal will establish a concentration in Choral Conducting within the MM in Conducting

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: 32 Proposed total credit hours 32

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact

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

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	12/20/10
College Dean	12/22/10
Dean of Graduate Studies (for graduate proposals)	1/3/11
Provost and Senior Vice President for Academic Affairs	/ /

December 21, 2010

To: Therese Tillett
Director of Curriculum Services

From: Scott MacPherson
Associate Professor, School of Music
Director of Choral Activities

Re: New Choral Conducting Concentration for MM in Conducting
Packet Contents

This packet contains the following documentation to establish a choral conducting concentration in the existing MM in Conducting:

1. Proposal Summary
2. Assessment Plan
3. Roadmap
4. Catalog Copy
5. GPS program description with key words for searching
6. Program Requirements table to be added on the Program Requirements page of the GPS description
7. CCP form signed by School of Music Director Denise Seachrist

Proposal Summary

Title: Choral Conducting Concentration

Subject Specification: As part of this proposal, a concentration in Choral Conducting will be established within the MM in Conducting.

Background Information: At the present time choral conducting students enroll in the MM in Conducting. Creating a choral conducting concentration within the present program will allow for changes in requirements specific to the needs of choral conducting students, thereby strengthening the degree and better preparing candidates for application to DMA conducting programs and for teaching as choral professionals. This change will also bring the program in line with MM choral conducting degrees at peer institutions.

Description of Action: Establishing the Choral Concentration will result in four changes to the requirements of the MM in Conducting:

1. The current requirement of ensemble participation will be increased from 2 to 4 hours, including at least 2 semesters with the KSU Chorale. The other two ensemble credits must be with a major choral ensemble.
2. Choral Literature I (MUS 52271) & Choral Literature II (MUS 52272), currently electives, will be required.
3. The current Essay or 2nd Recital requirement will be dropped. The required Choral Literature sequence replaces these requirements.
4. The number of electives will be reduced from 13 to 8 credit hours.

Rationale for the Action: Currently there are 3 graduate students in the choral emphasis of the MM conducting; initiating the new concentration with its more specialized requirements will result in a stronger program, increasing the number of highly qualified candidates.

Alternatives and Consequences: The alternative, not initiating this new concentration, means failing to take advantage of the opportunity to improve the existing program and to market the choral conducting emphasis more successfully.

Specific Recommendation and Justification: The School of Music recommends the adoption of a new concentration in Choral Conducting within the current MM in Conducting.

Timetable and Actions Required:

October 15, Graduate Studies Committee of the School of Music
November 5, School of Music Faculty
November 5, College Curriculum Committee, COTA
January 24, 2011, EPC

Assessment Plan
MM in Conducting with New Choral Conducting Concentration

1. Identify the student-learning goals for this program:

   a. Give students in this program a more specialized skill set within the graduate conducting program (advanced choral conducting, choral development techniques)

   b. Immerse students in choral music repertoire and interpretation through performance in ensembles, the choral literature course sequence

2. Articulate multiple measurable student-learning objectives (outcomes) for each goal:

   a. Students will demonstrate ability to lead vocal warm ups and voice building exercises; teach/conduct pieces of music from first reading through performance

   b. Students will demonstrate thorough knowledge of choral repertoire/style periods from mid-15th through 21st centuries

3. List and describe the appropriate methods that will be used to assess how well students are meeting the articulated objectives (outcomes):

   a. Extensive evaluation through the Conducting Projects courses (MUS 64111, 4 semesters); video recording of sessions with choirs for self evaluation; in-person observation of conducting; discussion of rehearsals; final conducting recital

   b. Major writing project in choral literature courses; discussion and listening assignments and exams; choral music listening log; final oral examination

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. Student progress assessed throughout each semester; final assessment of recital and performance on final oral examination

   b. Assessed during Choral Literature I (MUS 52271) and Choral Literature II (MUS 52272); final oral examination

Conducting - M.M.

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of the Arts > Graduate Programs > **Conducting**

COLLEGE: College of the Arts

DEPARTMENT: School of Music
E101 Music and Speech Center
Tel: 330-672-2172
Fax: 330-672-7837
Web: http://dept.kent.edu/music

Program Requirements
College Requirements
University Requirements

DESCRIPTION: The Master of Music in Conducting is customized toward the skills of the student who may emphasize either choral, orchestral or band conducting. Students with a choral emphasis will follow the choral concentration program requirements.

ADMISSION REQUIREMENTS: 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.

GRADUATION REQUIREMENTS: Minimum 32 total credit hours.

ENSEMBLE: A maximum of two ensemble credit hours may be applied toward degree requirements. Students must petition the Graduate Studies Committee to count additional ensemble hours toward degree requirements. The ensemble requirement for students in the choral concentration is four credit hours.

Music ensembles are open to all qualified university students upon satisfactory audition. Membership in music organizations is n limited to music majors and minors. All master's students are required to participate in an ensemble for at least two semesters. (summer session is considered equivalent to one semester.

THESIS/ DISSERTATION: All students writing a thesis or essay must pass a final oral examination covering the thesis or essay and the student's major are study. A student electing the two-recital option must pass a final oral examination covering literature performed in recitals and the student's areas of performance and study in the degree. Those completing a coursework option must pass a final oral examination covering all of the coursework in the master's degree program. The final oral examination may be attempted two times.

PROGRAM FEE: None

Scott MacPherson 12/21/10 4:49 PM
Deleted:

Scott MacPherson 12/21/10 4:49 PM
Deleted: Piano performance majors may satisfy the ensemble requirement with MUS 55311 and/or MUS 55321.

Catalog Copy
MM Conducting with Choral Conducting Concentration

MM Conducting Degree Program (see note 1)

Choral Concentration Requirements:

MUS 64111 Conducting Projects	8
MUS 62451 Introduction to Musicology	3
MUS 52271 Choral Literature I	3
MUS 52272 Choral Literature II	3
Ensemble (see note 2)	4
Music Electives (see note 3)	8
MUS 686~~0~~7 Recital	3
Total	32

Note 1: Applicants for this degree program must audition in conducting.

Note 2: Students who elect the choral concentration must enroll for a minimum of 4 credit hours of major choral ensemble, to include a minimum of 2 semesters of MUS 55141 Kent State University Chorale.

Note 3: Students may elect a second Recital or Essay as part of their electives. Ensemble credits beyond the required 4 credit hours may not be counted as music electives.

Conducting – M.M. with Choral Conducting Concentration Program Requirements

Course Title	Course Number	Credits
Introduction to Musicology	MUS 62451	3
Conducting Projects	MUS 64111	8
Music Electives (see note 1)		8
Ensemble (see note 2)		4
Choral Literature I	MUS 52271	3
Choral Literature II	MUS 52272	3
Recital	MUS 686~~9~~7	3
Total	8	**32**

Note 1: Students may elect a second Recital or Essay as part of their electives. Ensemble credits beyond the required 4 credit hours may not be counted as music electives.

Note 2: Students who elect the choral conducting concentration must enroll for a minimum of 4 credit hours of major choral ensemble, to include a minimum of 2 consecutive semesters of MUS 55141 Kent State University Chorale.

MM in Conducting (Choral Concentration)

Roadmap

Fall Semester 1

MUS 64111 Conducting Projects	2
MUS 62451 Introduction to Musicology	3
*MUS 52271 Choral Literature I	3
Ensemble (KSU Chorale)	1
Ensemble or other electives	(1-3)
Total	9-12

Spring Semester 1

MUS 64111 Conducting Projects	2
Ensemble (KSU Chorale)	1
Ensemble or other electives	(5+)
Total	8(+)

Fall Semester 2

MUS 64111 Conducting Projects	2
*MUS 52272 Choral Literature II	3
Ensemble (KSU Chorale)	1
Ensemble or other electives	(2+)
Total	8(+)

Spring Semester 1

MUS 64111 Conducting Projects	2
Ensemble (KSU Chorale)	1
Ensemble or other electives	(2+)
MUS 686~~9~~7 Recital 8	3
Total	8(+)

*Note: student would enroll in either Choral Literature I (MUS 52271) or Choral Literature II (MUS 52272), depending on which was offered (they alternate each fall semester).

Conducting—M.M. with Choral Conducting Concentration: GPS Program Description

The Master of Music degree with a major in conducting is customized toward the skills of the student who may emphasize either choral, orchestral, or band conducting. Students with a choral emphasis will follow the choral concentration program requirements.

Key words for searching:
choir
choral
chorus
conducting
directing
director
sing
singer
singing
vocal
vocalist
voice

Major Program Requirements (16 credits)			
MUS	62451	Introduction to Musicology	3
MUS	68687	Recital	3
MUS	64XXX	Conducting Projects*	8
MUS	55XXX	Ensemble*	2
Additional Program Requirements (16 credits)			
Choose from the following:			16
		Music Electives (13) + Essay or Recital (3)	
		Choral Conducting Concentration (16)	
		Total	**32**

*Specific course numbers will vary depending on focus.

DELANEY, LISA

From: LORENZ, RALPH
Sent: Tuesday, January 18, 2011 3:20 PM
To: DELANEY, LISA
Subject: Re: MM in Conducting; Choral Conducting concentration proposal

Yes, excellent!

On 1/18/11 3:19 PM, "DELANEY, LISA" <lheiland@kent.edu> wrote:

Major Program Requirements (16 credits)
MUS62451Introduction to Musicology3
MUS68687Recital3
MUS64XXXConducting Projects*8
MUS55XXXEnsemble*2
Additional Program Requirements (16 credits)
Choose from the following:16
Music Electives (13) + Essay or Recital (3)
Choral Conducting Concentration (16)
Total32

*Specific course numbers will vary depending on focus.

From: LORENZ, RALPH
Sent: Tuesday, January 18, 2011 3:19 PM
To: DELANEY, LISA
Subject: Re: MM in Conducting; Choral Conducting concentration proposal

14 (in red) should be 16

Thanks,

Ralph

On 1/18/11 3:17 PM, "DELANEY, LISA" <lheiland@kent.edu> wrote:
Major Program Requirements (16 credits)
MUS62451Introduction to Musicology3
MUS68687Recital3
MUS64XXXConducting Projects*8
MUS55XXXEnsemble*2
Additional Program Requirements (14 credits)
Choose from the following:16
Music Electives (13) + Essay or Recital (3)
Choral Conducting Concentration (16)
Total32

*Specific course numbers will vary depending on focus.

From: LORENZ, RALPH
Sent: Tuesday, January 18, 2011 3:17 PM
To: DELANEY, LISA
Subject: Re: MM in Conducting; Choral Conducting concentration proposal

Almost there! :)

"Additional Program Requirements" should show "(16 credits)"

Perhaps Ensemble should be shown as MUS 55XXX because some of the choices are 551XX?

Thanks so much, Lisa!

Ralph

On 1/18/11 3:07 PM, "DELANEY, LISA" <lheiland@kent.edu> wrote:
Major Program Requirements (16 credits)
MUS62451Introduction to Musicology3
MUS68687Recital3
MUS64XXXConducting Projects*8
MUS552XXEnsemble*2
Additional Program Requirements (14 credits)
Choose from the following:16
Music Electives (13) + Essay or Recital (3)
Choral Conducting Concentration (16)
Total32

*Specific course numbers will vary depending on focus.

OK? If so, I will add it to the proposal and it will be added to the catalog.

From: LORENZ, RALPH
Sent: Tuesday, January 18, 2011 2:48 PM
To: DELANEY, LISA
Cc: MacPherson, Scott
Subject: Re: MM in Conducting; Choral Conducting concentration proposal

Lisa,

That's a good way to show it. The only modifications would be that only two hours of ensemble are in common, some ensembles start as 551XX, and the general conducting option adds an essay or recital.

Would something like this work?

Thanks,

Ralph

Major Program Requirements (16 credits)
MUS 62451 Introduction to Musicology 3
MUS 68687 Recital 3
MUS 64XXX Conducting Projects* 8
MUS 55XXX Ensemble* 2
Additional Program Requirements (16 credits)
Choose from the following: 16
Music Electives (13) + Essay or Recital (3)
Choral Conducting Concentration (16)
Total 32

*Specific course numbers will vary depending on focus.

On 1/18/11 2:26 PM, "DELANEY, LISA" <lheiland@kent.edu> wrote:
Would this be an accurate representation to add to the documentation and add to the catalog:

Major Program Requirements (18 credits)
MUS62451Introduction to Musicology3
MUS68687Recital3
MUS64XXXConducting Projects*8
MUS552XXEnsemble*4
Additional Program Requirements (14 credits)
Choose from the following:14
Music Electives (14)
Choral Conducting Concentration (14)
Total32

*Specific course numbers will vary depending on focus.

From: LORENZ, RALPH
Sent: Tuesday, January 18, 2011 2:11 PM
To: DELANEY, LISA
Subject: Re: MM in Conducting; Choral Conducting concentration proposal

Lisa,

BTW, I believe that Music may eventually separate out Band and Orchestra as distinct concentrations for the conducting degree.

1. All conducting majors take ensemble, although the specific course #'s will vary depending on choral/band/orchestra orientation.
2. All take at least one semester of recital, MUS 68687.
3. All take MUS 62451.

4. All take 8 hours of conducting projects, but it breaks out as: MUS 64111 for choral, MUS 64121 for band, and MUS 64131 for orchestra. Choral concentration majors take all 8 hours in 64111, but it's possible that the others could do some mixing.

I think that's it—do you need any more information?

Thanks,

Ralph

On 1/18/11 1:37 PM, "DELANEY, LISA" <lheiland@kent.edu> wrote:
I'm more looking for courses that the conducting major and the choral concentration share. Meaning regardless of whether the student takes the concentration or not, which courses do all conducting students need to take. See http://www.kent.edu/catalog/2010/collegesprograms/ca/ug/mus-bm-progreq.cfm as an example. The Major Program requirements are shared among all majors. Then the concentrations are broken out.

Let me know if you have any questions, or if I didn't explain it clearly enough.

Thanks!

From: LORENZ, RALPH
Sent: Tuesday, January 18, 2011 12:06 PM
To: DELANEY, LISA
Cc: SEACHRIST, DENISE; TILLETT, THERESE; MacPherson, Scott
Subject: Re: MM in Conducting; Choral Conducting concentration proposal

Hi Lisa,

Does the following make sense?

Core Requirements:
Conducting Projects, 8 hours
MUS 62451, 3 hours
Electives, 8 hours
Recital, 3 hours

Concentration Requirements:
Ensemble, 4 hours of major choral ensemble including minimum of 2 hours of MUS 55141
MUS 52271, 3 hours
MUS 52272, 3 hours

Total, 32 hours

Thanks much,

Ralph

Ralph Lorenz, Ph.D.
Associate Dean, College of the Arts
204 Taylor Hall

Kent State University
Kent OH 44242-0001
rlorenz@kent.edu
330-672-8383 (office)
330-672-4706 (fax)

On 1/18/11 11:28 AM, "DELANEY, LISA" <lheiland@kent.edu> wrote:
Hi, Ralph,

In reviewing this proposal we noticed that there were no program requirements included in the paperwork. It only lists the concentration requirements. Could you please email me the list of core requirements for the conducting major?

Thank you,

Lisa

Lisa N.H.Delaney, M.Ed. I Academic Program Coordinator
Curriculum Services I Office of the Provost
Adjunct Faculty I Undergraduate Studies
Kent State University EXCELLENCE in *Action*
lheiland@kent.edu I 384-D Library
PH: 330-672-8559 I Fax: 330-672-2645

TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services

FROM: LuEtt Hanson, Associate Dean

SUBJECT: Curriculum Proposals

DATE: December 15, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposals:

LIS – Establish a concentration in School Library Media (SLM) within the MLIS degree

LIS – Establish an M.Ed./MLIS Dual Degree program with 27 shared credit hours

The Dual Degree program includes the establishment of LIS 60870 Culminating Experience for Dual Degree, which will be forwarded to you through workflow.

One set of revised catalog copy is included for both proposals.

The College of Education, Health and Human Services will be submitting related documentation for these actions.

These proposals were approved by the LIS FAC on November 19, 2010 and by the CCI CCC on December 6, 2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 22-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department SLIS

College CI - Communication and Information

Degree MLIS - Master of Library and Information Science

Program Name **School of Library and Information Science** Program Code **SLIS**

Concentration(s) School Library Media Concentration(s) Code(s) SLM

Proposal Establish ~~Program~~ Concentration

Description of proposal:
Establish a concentration in School Library Media

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

Current total credit hours: ~~36~~ Proposed total credit hours 39

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

This proposal establishes a formal concentration in School Library Media replacing an existing advising track. One additional course will be added to the required course list, changing the existing program's degree requirement. The additional course is currently offered by EHHS.

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

REQUIRED ENDORSEMENTS

Don A. Wien — 11/22/2010
Department Chair / School Director / Campus Dean

[illegible] — 12/13/10
College Dean

____/____/____
Dean of Graduate Studies (for graduate proposals)

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

2. Proposal Summary

a. Title: Establish a concentration in School Library Media K-12

[Proposal Prepared by: Meghan Harper, Carolyn Brodie, School of Library and Information Science (SLIS)]

b. Subject Specification: This proposal aims to establish a concentration in School Library Media K-12 (SLM) to be offered by the School of Library and Information Science within the existing Masters in Library and Information Science (MLIS).

Background Information

The School of Library and Information Science currently offers a Masters in Library and Information Science with an advising track preparing students for K-12 School Library Media Licensure. The School of Library and Information Science has offered the M.L.I.S. degree with K-12 school library media specialist licensure in collaboration with the Graduate School of Education, Health and Human Services. This course of study currently requires 36 semester hours of coursework, including 9 credit hours in Instructional Technology (ITEC). This option has been available only to those who have current, standard teaching credentials in the State of Ohio. This program is accredited by the American Library Association.

The School of Library and Information Science wishes to establish this informal advising track as a formal concentration.

Kent State University's School of Library and Information Science (SLIS) is the only American Library Association accredited Master of Library and Information Science (M.L.I.S.) degree program in Ohio. SLIS is recognized by *U.S. News and World Report* as one of the nation's top 20 graduate schools in the field, and the youth librarianship program is ranked 13th. It is one of the largest library schools in the country, with nearly 700 students enrolled. Approximately 1/3 of enrolled students pursue a Masters in Library Science with coursework leading to K-12 School Library Media Licensure.

Currently, the Instructional Technology Department in the College of Education, Health and Human Services (EHHS) offers a 39-hour program for students who have a teaching license and are seeking a K-12 School Library Media licensure. Students received a Masters in Education with K-12 School Library Media Licensure. EHHS will no longer offer this program.

Instead of having two extremely similar programs in two different colleges, SLIS is proposing one 39-credit-hour accredited program in one location for those students seeking K-12 School Library Media Licensure.

EHHS has also offered a non-degree pathway to school library media licensure for those students already holding a teaching license and a Master's degree. The School of Library and Information Science has also assumed the administrative housing for the non-degree licensure program.

1. Description of action

Establish a concentration in School Library Media K-12, in the School of Library and Information Science.

2. Conformity of action

The School of Library and Information Science has offered a program of study in school library media for many years. Mission Statement: The School of Library and Information Science (SLIS) offers the only comprehensive professional program in library and information science in the state of Ohio. The School prepares students for positions of leadership in librarianship and the information professions, including service in academic, public, special, and school libraries as well as other types of information agencies.

3. Rationale for action

Establishing a concentration in the School of Library and Information Science will bring together all pathways to school library media under one academic unit, consolidating advising and tracking of these students.

4. Effect on current programs, offerings, students, staff

The advising and tracking of students will be more easily managed. Marketing, recruitment and retention efforts will be consolidated. There will be no change for faculty as existing faculty in the School of Library and Information Science already provide advising for students pursuing school library media licensure. No new courses will need to be developed as students take existing courses.

5. Scope of Action

The partnership of SLIS and ITEC has existed for over 25 years. The School Library Media program has been part of SLIS for decades. This action will establish a concentration in School Library Media in the School of Library and Information Science. This action will result in changes in required courses and number of credit hours. Students will select from a range of four courses in the Instructional Technology department instead of taking three designated courses. The administrative housing for all students pursuing school library media licensure will be in the School of Library and Information Science. SLIS will also assume the advising for the non-degree School Library Media licensure-only program. Advising was formerly done in EHHS for this program.

6. Fiscal and staffing impact of action

None. This action supports a program track that has been in place for many years.

7. Evidence of need and sustainability

This proposal establishes a formal concentration and replaces an informal advising track that has been in place for many years.

d. Alternatives and Consequences

Failure to establish this concentration will mean that administration of multiple pathways to School Library Media licensure will be split between two units on campus. This would be confusing to students. Kent State University would be atypical compared to other U.S. institutions that offer this program.

e. Specific recommendation and justification

Approval of this proposal to establish a concentration in school library media K-12 to be offered by the School of Library and Information Science at Kent State University.

f. Timetable and actions required

2010 November 17 Proposal discussed and approved by SLIS Curriculum Committee

2010 November 19 Proposal discussed and approved by SLIS FAC

2010 December 6 Proposal approved by CCC

2011 January Proposal approved by EPC

2011 August Concentration in School Library Media Available to students in SLIS

3. Certification of Curriculum Proposal: See attached CCP

4. Assessment plan

The assessment plan of the program will remain unchanged. SLIS is codifying what we already have.

5. Internal Memo

See attached *Memo of Understanding*

6. Catalog copy and program roadmap

See attached

7. GPS website program description and keywords for searching (for concentration)

SLIS recently submitted keywords for this program. The keywords will remain the same.

See attached catalog copy for GPS program description.

Memo of Understanding - November 1, 2010

EHHS and SLIS — School Library Media Licensure Program

The School Library Media Licensure Program(s) at Kent State University will be administered and housed through the School of Library and Information Science. This includes the following two programs: "Licensure Only," "Master's degree. A third program, the "Initial Licensure" program will be offered in partnership with EHHS to provide dual-degree program in Masters in Education and Masters in Library and Information Science and K-12 School Library Media Licensure. These programs will be accredited through the American Library Association (ALA).

EHHS Academic Services will continue to process licensure paperwork submission and licensure questions.

The MLIS for school library media specialists would move from 36 hours to 39 hours.

All practica and culminating experience practica will be administered through SLIS.

EHHS and SLIS have approved the attached curricula.

ITEC students will have the opportunity to complete their intended "licensure only" or their degree program of Master's or Master's with Initial Licensure as the program stands now with number of hours and requirements. The sixteen students in the two ITEC degree seeking options have been identified with three of them graduating in December 2010 (currently: 5 in MED and 11 in MEd initial licensure).

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

Don Wicks, Interim Director, School of Library and Information Science

Updated December 2010

KENT STATE UNIVERSITY

Catalog Year 2011-2012

GUIDESHEET and PROGRAM STATEMENT FORM for
Students seeking a Masters in Library and Information Science and K-12 School Library Media Licensure

Masters in Library and Information Science
+
K-12 School Library Media Licensure

(Only for those with current standard Ohio teaching credentials)

Name: _____

Note: This guidesheet was created to assist you in course selection. It is a replacement for the school's "Program Statement" form. It is recommended that you begin this program by taking the **CORE** classes.

Job Description: A school librarian typically works with students in a school library/media center. The daily job responsibilities of a school library media specialist typically reflect the roles of teacher, instructional partner, administrator, and information specialist. A school library media specialist takes an active role in teaching information literacy skills, collaborating with teachers on lessons, assisting teachers with curriculum resources, and integrating technology into the curriculum. The school library media specialist has an administrative role in managing all aspects of the school library such as developing the collection of library resources and making them available to staff and students. As an information specialist, the school library media specialist instructs others on evaluating and accessing information resources.

Helpful Links:

American Association of School Librarians: www.ala.org/aasl
Praxis Registration Bulletin: http://www.ets.org/praxis
Praxis Library Media Specialist (0311): http://www.ets.org/praxis/prepare/materials/0311
OELMA: www.oelma.org

Comprehensive (K-12) Option Requirements

Library and Information Science Courses

60600	Foundations of Library and Information Science (CORE CLASS)	3	None	
Total		**3 hrs.**		

Bibliography, Including Children's Literature and Adult Literature, Suitable to the Elementary, Middle, and High School

60626	Library Materials and Services for Young Adults	3	None	
60629	Library Materials and Services for School Age Children	3	None	
Total		**6 hrs.**		

Updated December 2010

Reference Tools

60001	Access to Information (CORE CLASS)	3	None	
60630	Reference Sources and Services for Youth	3	Special Approval. 60001 recommended.	
Total		**6 hrs.**		

Cataloging and Classification

60002	Organization of Information (CORE CLASS)	3	None	
60624	Cataloging for School Library Media Centers	3	Special Approval. 60002 recommended.	
Total		**6 hrs.**		

Organization, Administration, and Utilization of the School Library

60607	School Library Media Center	3	Special approval. 60600 recommended.	
Total		**3 hrs.**		

Selection of Educational Media, Effective Utilization and Production (All are online)
Students choose **four** courses from the following list.

57400	Selection and Utilization of Educational Media	3	None	
57430	Computer Applications in Education	3	None	
67403	Instructional Design	3	None	
57427	Technology and Learning	3	None	
67420	Researching Current Issues in Inst. Tech	3	None	
67425	Managing Technological Change	3	None	
67438	Instructional Applications of the Internet	3	None	
Total		**12 hrs.**		

Additional Instructional Technology Courses are also available to students. Please see your advisor for a complete list.

Updated December 2010

Other Library and Information Science Courses

60670	Culminating Experience: A Practicum (Electronic Portfolio Required. See Culminating Experience handbook and Electronic Portfolio Packet. Your advisor *must* approve registration.)	3	Special approval and completion of all core courses: 60001, 60002, 60600, 60607, 60624.	
Total		**3 hrs.**		

TOTAL Semester Hours REQUIRED for K-12 licensure and MLIS degree = 39

Please note: This program does not have any electives; all courses listed above are required. Students ***must*** *have current standard teaching credentials in the State of Ohio to follow the school library media licensure program. Students are responsible for completing licensure paperwork requirements through the KSU College of Education near the end of or at the conclusion of their SLIS program.*

** Praxis Exam in Library Media (Test Code #0311) required for licensure**

Student Signature and Date _____

Updated December 2010

KENT STATE UNIVERSITY

Catalog Year 2011-2012

GUIDESHEET and PROGRAM STATEMENT FORM for
Students seeking Licensure Only as a K-12 School Librarian.

K-12 School Library Media Licensure

(Only for those with current standard Ohio teaching credentials)

Name: _____

Note: This guidesheet was created to assist you in course selection. It is a replacement for the school's "Program Statement" form.
Job Description: A school librarian typically works with students in a school library/media center. The daily job responsibilities of a school library media specialist typically reflect the roles of teacher, instructional partner, administrator, and information specialist. A school library media specialist takes an active role in teaching information literacy skills, collaborating with teachers on lessons, assisting teachers with curriculum resources, and integrating technology into the curriculum. The school library media specialist has an administrative role in managing all aspects of the school library such as developing the collection of library resources and making them available to staff and students. As an information specialist, the school library media specialist instructs others on evaluating and accessing information resources.

Helpful Links:

American Association of School Librarians: www.ala.org/aasl
Praxis Registration Bulletin: http://www.ets.org/praxis
Praxis Library Media Specialist (0311): http://www.ets.org/praxis/prepare/materials/0311
OELMA: www.oelma.org

Comprehensive (K-12) Option Requirements

Selection of Educational Media, Effective Utilization and Production (All are online)
Students choose **four** courses from the following list.

ITEC Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
57400	Selection and Utilization of Educational Media	3	None	
57430	Computer Applications in Education	3	None	
67403	Instructional Design	3	None	
57427	Technology and Learning	3	None	
67420	Researching Current Issues in Inst. Tech	3	None	
67425	Managing Technological Change	3	None	
67438	Instructional Applications of the Internet	3	None	
Total		**12 hrs.**		

Additional Instructional Technology Courses are also available to students. Please see your advisor for a complete list.

Updated December 2010

Bibliography, Including Children's Literature and Adult Literature, Suitable to the Elementary, Middle, and High School

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60626	Library Materials and Services for Young Adults	3	None	
60629	Library Materials and Services for School Age Children	3	None	
Total		**6 hrs.**		

Reference Tools

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60630	Reference Sources and Services for Youth	3	Special Approval. 60001 recommended.	
Total		**3 hrs.**		

Cataloging and Classification

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60624	Cataloging for School Library Media Centers	3	Special Approval.	
Total		**3 hrs.**		

Organization, Administration, and Utilization of the School Library

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60607	School Library Media Center	3	Special approval. 60600 recommended.	
Total		**3 hrs.**		

Other Library and Information Science Courses

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60692	Practicum (Electronic Portfolio Required. See Practicum handbook and Electronic Portfolio Packet. Your advisor *must* approve registration.)	2	Special approval and completion of courses: 60607, 60624, 60630, 60626, 60629	
Total		**2 hrs.**		

TOTAL Semester Hours REQUIRED for K-12 licensure= 29

Updated December 2010

Please note: This program does not have any electives; all courses listed above are required. Students ***must*** *have current standard teaching credentials in the State of Ohio to follow the school library media licensure program. Students are responsible for completing licensure paperwork requirements through the KSU College of Education near the end of or at the conclusion of their SLIS program.*

** Praxis Exam in Library Media (Test Code #0311) required for licensure**

Student Signature and Date _____

TRANSMITTAL MEMO
COLLEGE OF COMMUNICATION AND INFORMATION
Kent State University

TO: Therese E. Tillett, Director of Curriculum Services

FROM: LuEtt Hanson, Associate Dean

SUBJECT: Curriculum Proposals

DATE: December 15, 2010

I am forwarding to you for inclusion on the next EPC agenda supporting materials for the following program proposals:

LIS – Establish a concentration in School Library Media (SLM) within the MLIS degree

LIS – Establish an M.Ed./MLIS Dual Degree program with 27 shared credit hours

The Dual Degree program includes the establishment of LIS 60870 Culminating Experience for Dual Degree, which will be forwarded to you through workflow.

One set of revised catalog copy is included for both proposals.

The College of Education, Health and Human Services will be submitting related documentation for these actions.

These proposals were approved by the LIS FAC on November 19, 2010 and by the CCI CCC on December 6, 2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 22-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	SLIS
College	CI - Communication and Information
Degree	MLIS - Master of Library and Information Science
Program Name	**School of Library and Information Science** Program Code **SLIS**
Concentration(s)	School Library Media Concentration(s) Code(s) SLM
Proposal	Establish ~~Program~~ Dual Degree Program

Description of proposal:

Establish a Dual Degree in Masters in Education and Masters in Library and Information Science with K-12 School Library Media Concentration.

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

Current total credit hours: Proposed total credit hours 57

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

Course requirements will go beyond the 12 shared credit hour limit between academic units, SLIS and EHHS.

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

EHHS

REQUIRED ENDORSEMENTS

Don A. Wise — 11/22/2010

Department Chair / School Director / Campus Dean

[illegible] — 12/13/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

2. Proposal Summary

a. Title: Establish a Dual Degree in Masters in Education and Masters in Library and Information Science with K-12 School Library Media licensure.

[Proposal Prepared by: Meghan Harper, Carolyn Brodie, School of Library and Information Science (SLIS); Nancy Barbour, EHHS]

b. Subject Specification: This proposal aims to establish a Dual Degree in Masters in Education (MEd) and Masters in Library and Information Science (MLIS) with K-12 School Library Media Licensure (SLM) to be offered jointly by the School of Library and Information Science and the College of Education, Health and Human Services.

c. Background Information

Kent State University's School of Library and Information Science (SLIS) is the only American Library Association accredited Master of Library and Information Science (M.L.I.S.) degree program in Ohio. SLIS is recognized by *U.S. News and World Report* as one of the nation's top 20 graduate schools in the field, and the youth librarianship program is ranked 13th. It is one of the largest library schools in the country, with nearly 700 students enrolled. Approximately 1/3 of enrolled students pursue a Masters in Library Science with coursework leading to K-12 School Library Media Licensure. This option has been available only to those who have current standard teaching credentials in the State of Ohio. This program is accredited by the American Library Association. (This program, which currently exists as an advising track, is proposed as a formal concentration in a separate proposal.)

The Instructional Technology department in the College of Education, Health and Human Services previously offered a 55-credit-hour program for students who did not hold a teaching credential and were seeking initial licensure plus K-12 School Library Media Licensure. This program will no longer be offered by EHHS.

The School of Library and Information Science wishes to establish a new dual degree program to replace the EHHS program for candidates who do not hold a teaching credential and who also seek K-12 School Library Media licensure.

1. Description of action

Establish a Dual Degree in Masters in Education and Masters in Library and Information Science with K-12 School Library Media licensure.

2. Conformity of action

The School of Library and Information Science has offered a program of study in school library media for many years. Mission Statement: The School of Library and Information Science (SLIS) offers the only comprehensive professional program in library and information science in

the state of Ohio. The School prepares students for positions of leadership in librarianship and the information professions, including service in academic, public, special, and school libraries as well as other types of information agencies. The "Initial Licensure" program has been administratively housed in EHHS. The Dual Degree which will replace this option will continue to be offered in partnership with EHHS to provide a dual-degree program in Masters in Education and Masters in Library and Information Science with K-12 School Library Media Licensure. For the new Dual Degree, (M.Ed./MLIS), EHHS will continue to admit M.Ed. candidates and award the M.Ed. degree. SLIS will continue to admit MLIS candidates and award the MLIS degree. Advising of students in the Dual Degree program will be assumed by SLIS.

3. Rationale for action

Establishing a Dual Degree in Masters in Education and Masters in Library and Information Science with K-12 School Library Media licensure in the School of Library and Information Science will bring together the pathways to School Library Media Licensure under one academic unit, consolidating advising and tracking of these students.

4. Effect on current programs, offerings, students, staff

The advising and tracking of students will be more easily managed. Marketing, recruitment and retention efforts will be consolidated. There will be no change for faculty as existing faculty in the School of Library and Information Science already provide advising for students pursuing school library media licensure. Students will take existing courses.

A new course--LIS 60870 Culminating Experience for Dual Degree--will be established for the required six-hour practicum. It will replace the existing EHHS practicum course as all School Library Media practica will be administered by the School of Library and Information Science per the *Memo of Understanding EHHS and SLIS.* See workflow for the CCU to establish this course.

5. Scope of Action

The partnership of SLIS and EHHS has existed for over 25 years. The School Library Media program has been part of SLIS for decades. This action will establish a Dual Degree in M.Ed./MLIS with K-12 School Library Licensure in the School of Library and Information Science. The advising of all students pursuing School Library Media Licensure will be assumed by the School of Library and Information Science including those students pursuing a Dual Degree

6. Fiscal and staffing impact of action

None. This action supports a program track that has been in place for many years.

7. Evidence of need and sustainability

This proposal establishes a Dual Degree in Masters in Education and Masters of Library and Information Science with K-12 School Library Media Licensure and replaces an "Initial Licensure" program in EHHS that has been in place for many years.

d. Alternatives and Consequences

Failure to establish this Dual Degree will mean that administration of multiple pathways to School Library Media licensure will be split between two units on campus. This would be confusing to students. Kent State University would be atypical compared to other U.S. institutions that offer this program.

e. Specific recommendation and justification

Approval of this proposal to establish a Dual Degree in Masters in Education and Masters in Library and Information Science with K-12 School Library Media licensure.

f. Timetable and actions required

2010 November 30 Proposal discussed and approved by SLIS Curriculum Committee

2010 December 10 Proposal discussed and approved by SLIS FAC

2010 December Proposal approved by CCI

2011 January Proposal approved by EPC

2011 August Dual Degree in Masters in Education and Masters of Library and Information Science with K-12 School Library Media Licensure appears in University Catalog.

3. Certification of Curriculum Proposal: See attached CCP

4. Assessment plan

The assessment plan of the program will remain unchanged. SLIS is codifying what we already have.

5. Internal Memo

See attached *Memo of Understanding.*

6. Catalog copy and program roadmap

See attached.

7. GPS Web site program description and keywords for searching (for concentration)

SLIS recently submitted keywords for the School Library Media program. The keywords will remain the same. See attached catalog copy for GPS program description.

Memo of Understanding - November 1, 2010

EHHS and SLIS — School Library Media Licensure Program

The School Library Media Licensure Program(s) at Kent State University will be administered and housed through the School of Library and Information Science. This includes the following two programs: "Licensure Only," "Master's degree. A third program, the "Initial Licensure" program will be offered in partnership with EHHS to provide dual-degree program in Masters in Education and Masters in Library and Information Science and K-12 School Library Media Licensure. These programs will be accredited through the American Library Association (ALA).

EHHS Academic Services will continue to process licensure paperwork submission and licensure questions.

The MLIS for school library media specialists would move from 36 hours to 39 hours.

All practica and culminating experience practica will be administered through SLIS.

EHHS and SLIS have approved the attached curricula.

ITEC students will have the opportunity to complete their intended "licensure only" or their degree program of Master's or Master's with Initial Licensure as the program stands now with number of hours and requirements. The sixteen students in the two ITEC degree seeking options have been identified with three of them graduating in December 2010 (currently: 5 in MED and 11 in MEd initial licensure).

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

Don Wicks, Interim Director, School of Library and Information Science

Requirements for the MLIS/M.Ed. Dual Degree Program

M.Ed. Requirements (21 Hrs total)

Professional Education Requirements (12 Hrs)

Course Number	Course Name	Credit Hours
C&I 67330	Reading in the Content Areas	3
C&I 67310	Theory and Practice in Reading	3
SPED 63200	Intro to Exceptionalities	3
SEED 62146	Instructional Strategies	3

Required General Course (3 Hrs)

Course Number	Course Name	Credit Hours
EPSY 65524	Learning Theories	3

Required Capstone (6 Hrs)

LIS Course Number	Course Name	Credit Hours
*60870	Culminating Experience for Dual Degree (exceeds the 3-hour practicum required for MLIS)	6

Shared Courses (27 Hrs total)

ITEC (12 Hrs)

*Students choose **four** courses from the following list.

ITEC Course Number	Course Name	Credit Hours
57400	Selection and Utilization of Educational Media	3
57430	Computer Applications in Education	3
67403	Instructional Design	3
57427	Technology and Learning	3
67420	Researching Current Issues in Inst. Tech	3
67425	Managing Technological Change	3
67438	Instructional Applications of the Internet	3

LIS (15 Hrs)

LIS Course Number	Course Name	Credit Hours
*60626	Library Materials and Services for Young Adults	3
*60629	Library Materials and Services for School Age Children	3
*60630	Reference Sources and Services for Youth	3
*60624	Cataloging for School Library Media Centers	3
*60607	School Library Media Center	3

MLIS Only Requirements (9 Hrs total)

LIS Course Number	Course Name	Credit Hours
*60600	Foundations of Library and Information Science (CORE CLASS)	3
*60001	Access to Information (CORE CLASS)	3
*60002	Organization of Information (CORE CLASS)	3

***Required for MLIS degree**

Summary

MLIS requirements: 27 shared credit hours, 3 hour practicum and 9 hours of LIS core courses = 39 Total Credit hours

M.Ed. requirements: 27 shared credit hours and 21 hours of Professional Education requirements = 48 credit hours.

Total MLIS/M.Ed. Dual Degree Program: 57 hours

Updated December 2010

KENT STATE UNIVERSITY

Catalog Year 2011-2012

GUIDESHEET and PROGRAM STATEMENT FORM for
Students seeking Initial Teaching Licensure, Masters in Education and Masters in Library and Information Science with School Library Media Licensure

DUAL DEGREE
Masters of Education,
Masters in Library and Information Science
+
K-12 School Library Media Licensure

Name: _____

This program is for students who do not have a teaching credential and would like to become a school librarian.

Note: This guidesheet was created to assist you in course selection. It is a replacement for the school's "Program Statement" form. It is recommended that you begin this program by taking the **CORE** classes.

Job Description: A school librarian typically works with students in a school library/media center. The daily job responsibilities of a school library media specialist typically reflect the roles of teacher, instructional partner, administrator, and information specialist. A school library media specialist takes an active role in teaching information literacy skills, collaborating with teachers on lessons, assisting teachers with curriculum resources, and integrating technology into the curriculum. The school library media specialist has an administrative role in managing all aspects of the school library such as developing the collection of library resources and making them available to staff and students. As an information specialist, the school library media specialist instructs others on evaluating and accessing information resources.

Helpful Links:

American Association of School Librarians: www.ala.org/aasl
Praxis Registration Bulletin: http://www.ets.org/praxis
Praxis Library Media Specialist (0311): http://www.ets.org/praxis/prepare/materials/0311
OELMA: www.oelma.org

Professional Education Requirements

Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
C&I 67330	Reading in the Content Areas	3	None	
C&I 67310	Theory and Practice in Reading	3	None	
SPED 63200	Intro to Exceptionalities	3	None	
SEED 62146	Instructional Strategies	3	None	
Total		**12 hrs**		

Updated December 2010

Required General Course (3 Hrs)

Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
EPSY 65524	Learning Theories	3	None	
Total		**3 hrs**		

Library and Information Science Courses

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60600	Foundations of Library and Information Science (CORE CLASS)	3	None	

Bibliography, Including Children's Literature and Adult Literature, Suitable to the Elementary, Middle, and High School

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60626	Library Materials and Services for Young Adults	3	None	
60629	Library Materials and Services for School Age Children	3	None	
Total		**6 hrs.**		

Reference Tools

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60001	Access to Information (CORE CLASS)	3	None	
60630	Reference Sources and Services for Youth	3	Special Approval. 60001 recommended.	
Total		**6 hrs.**		

Cataloging and Classification

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60002	Organization of Information (CORE CLASS)	3	None	
60624	Cataloging for School Library Media Centers	3	Special Approval. 60002 recommended.	
Total		**6 hrs.**		

Updated December 2010

Organization, Administration, and Utilization of the School Library

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60607	School Library Media Center	3	Special approval. 60600 recommended.	
Total		**3 hrs.**		

Selection of Educational Media, Effective Utilization and Production (All are online)
Students choose four courses from the following list.

ITEC Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
57400	Selection and Utilization of Educational Media	3	None	
57430	Computer Applications in Education	3	None	
67403	Instructional Design	3	None	
57427	Technology and Learning	3	None	
67420	Researching Current Issues in Inst Tech	3	None	
67425	Managing Technological Change	3	None	
67438	Instructional Applications of the Internet	3	None	
Total		**12 hrs.**		

Additional Instructional Technology Courses are also available to students. Please see your advisor for a complete list.

Other Library and Information Science Courses

LIS Course Number	Course Name	Credit Hours	Prerequisite(s)	Date Completed
60870	Culminating Experience for Dual Degree (Electronic Portfolio Required. See Practicum handbook and Electronic Portfolio Packet. Your advisor *must* approve registration.)	6	Special approval and completion of all LIS core courses: 60001, 60002, 60600 and 60607, 60624,60630, 60626, 60629 and C&I 67330, C&I 67310, SPED 63200, SEED 62146, EPSY 65524	
Total		**6 hrs.**		

TOTAL Semester Hours REQUIRED for Masters in Education, Masters in Library and Information Science and K-12 School Library Media Licensure = 57

Please note: This program does not have any electives; all courses listed above are required. Students ***must*** *have current standard teaching credentials in the State of Ohio to obtain school library media licensure. Students are responsible for completing licensure paperwork requirements through the KSU College of Education near the end of or at the conclusion of their SLIS program.*

Updated December 2010

** Praxis Exam in Library Media (Test Code #0311) required for licensure**

Student Signature and Date _____

2011 - 2012

Kent State University Catalog ~~2010 - 2011~~

Library and Information Science - M.L.I.S.

COLLEGE: College of Communication and Information
DEPARTMENT: School of Library and Information Sciences

Tel: 330-672-2782
Fax: 330-672-7965
E-mail: slisinform@kent.edu
Web: http://www.slis.kent.edu/

DESCRIPTION: The **Master of Library and Information Science** prepares students for positions of leadership in librarianship and the information professions. The program emphasizes the preparation of students for professional service in academic, public, special and school libraries and other types of information agencies. Kent State offers the only American Library Association-accredited M.L.I.S. degree program in Ohio. An M.L.I.S. degree is the basic requirement for professional employment in most libraries and information centers.

Dual Degree with the Master of Business Administration is for managers of large libraries and information centers. Individuals in these positions need knowledge pertaining to planning, organizing, staffing, directing and controlling. Advanced education to obtain knowledge and learn skills related to these management functions enables students to take advantage of career opportunities both in library settings and other information settings, in the profit and non-profit sectors.

ADMISSION REQUIREMENTS: Official transcript(s), three letters of recommendation, GRE if GPA is below 3.0, TOEFL for international students, goal statement and biographical sketch.

GRADUATION REQUIREMENTS: The Master of Library and Information Science degree requires a minimum of 36 hours. All M.L.I.S. students must take these five core courses: Required Courses

THESIS: Students must choose between a 3-hour culminating experience (LIS 60670) or a 6-hour master's thesis to meet degree requirements.

PROGRAM FEE: None

add paragraph describing Dual Degree: M.Ed./MLIS (SLM) from attached Catalog Copy

2011 - 2012

Kent State University Catalog ~~2010 - 2011~~

Library and Information Science - M.L.I.S. Program Requirements

The Master of Library and Information Science degree requires a minimum of 36 hours. All M.L.I.S. students must take these five core courses:

LIS 60001
LIS 60002
LIS 60003
LIS 60600
LIS 60610

However, students earning the M.L.I.S. with a concentration in K-12 school library media licensure are not required to complete:

LIS 60003
LIS 60610

All students are encouraged to complete the core requirements during their first 18 hours of enrollment. In addition, students must choose between a 3-hour culminating experience (LIS 60670) or a 6-hour master's thesis to meet degree requirements.

Students are also encouraged to select at least one elective from each of these areas:

Access to Information
Organization and Representation of Knowledge
Administration and Management

Access to Information electives include:
LIS 60601, LIS 60611, LIS 60612, LIS 60619, LIS 60620, LIS 60621, LIS 60622, LIS 60623, LIS 60625, LIS 60626, LIS 60628, LIS 60629, LIS 60630, and LIS 60643.

Organization and Representation of Knowledge electives include:
LIS 60602, LIS 60603, LIS 60611, LIS 60624, LIS 60631, LIS 60632, LIS 60637, LIS 60639, LIS 60641, LIS 60642, LIS 60645, LIS 60646, LIS 60648, LIS 60649 and LIS 60651.

Administration and Management electives include:
LIS 60607, LIS 60608, LIS 60609, LIS 60613, LIS 60615, LIS 60616, LIS 60633, LIS 60638, LIS 60640, LIS 60644, LIS 60652, LIS 60654 and LIS 60661.

(add attached Catalog Copy here)

Catalog Copy

K-12 School Library Media

Students seeking School Library Media licensure have three pathway options in the School of Library and Information Science.

For students who **have** a teaching credential:

Masters in Library and Information Science + K-12 School Library Media Licensure

This 39 credit hour course of study leads to a Master of Library and Information Science degree and multi-age licensure in school library media. This program prepares students to work in all types of libraries including school libraries. The program of study includes library science and instructional technology courses.

For students who **do not** have a teaching credential:

Dual Degree Masters in Education and Masters in Library and Information Science + K-12 School Library Media Licensure

This 57 credit hour course of study leads to a Master in Education and Master of Library and Information Science degree and multi-age licensure in school library media. This program is offered in cooperation with the College of Education, Health and Human Services. This program prepares students to work in all types of libraries including school libraries and confers initial teaching license. The program of study includes professional educational requirements, library science and instructional technology courses.

K-12 School Library Media Licensure

This ~~26~~ 29 credit hour non-degree course of study leads to a multi-age K-12 School Library Media licensure. This program prepares students to work only in school libraries. The program of study includes library science and instructional technology courses.

Note: Conferral of a school library media license requires successful completion of the Praxis exam in library media (#0311) and a practicum.

Transmittal Memo

To: Dr. Nancy Barbour
From: Aaron L. Mulrooney, J.D.
Re: Degree Name Change MA in Exercise, Leisure and Sport to MA in Sport and Recreation Management

Rationale For Change:
The School of Exercise, Leisure and Sport was disbanded during the restructuring of the College of Education, Health and Human Services. Programs that were affiliated with the MA program in Exercise, Leisure and Sport were placed in separate Schools within EHHS. All of these programs except for Sport Studies and Sport and Recreation Management have either developed new degree programs altogether or have affiliated themselves with other degree programs. Therefore, the faculty of these remaining programs feel that it is appropriate to rename the MA in Exercise, Leisure and Sport to an MA in Sport and Recreation Management.

Impact:
This change will have a positive impact on student recruitment and has long been sought after by students in the Sport and Recreation Management graduate program. There is no foreseeable negative impact.

Review:
This change has been reviewed and unanimously approved by the FLA Curriculum Committee.

Proposal Summary

Title: Degree Name Change (Exercise, Leisure and Sport to Sport and Recreation Management)

Subject Specification: This proposal changes the name of the MA in Exercise, Leisure and Sport to an MA in Sport and Recreation Management.

Background Information: The School of Exercise, Leisure and Sport was disbanded during the restructuring of the College of Education, Health and Human Services. Programs that were affiliated with the MA program in Exercise, Leisure and Sport were placed in separate Schools within EHHS. All of these programs except for Sport Studies and Sport and Recreation Management have either developed new degree programs altogether or have affiliated themselves with other degree programs. Therefore, the faculty of these remaining programs feel that it is appropriate to rename the MA in Exercise, Leisure and Sport to an MA in Sport and Recreation Management.

Alternatives and Consequences: The degree name will not be reflective of the program of study that students are receiving. This could lead to a decline in enrollment.

Specific Recommendation and Justification: Change the name from Exercise, Leisure and Sport to Sport and Recreation Management.

Timetable and Actions Required: Approval by FLA curriculum committee, approval by EHHS curriculum committee, approval by EPC.

Kent State University ~~Catalog~~ 2010 - 2011

Sport and Recreation Management ~~Exercise, Leisure and Sport~~ - M.A.

COLLEGE: College of Education, Health and Human Services
DEPARTMENT: School of Foundations, Leadership and Administration
316 White Hall
Tel: 330-672-2012
Web: www.kent.edu/ehhs/fla/index.cfm

For more information contact:
Mark Lyberger
330-672-~~2012~~ 2015
mlyberge@kent.edu

DESCRIPTION: The **Master of Arts** in ~~Exercise, Leisure and Sport~~ Sport and Recreation Management consists of ~~three~~ Two concentrations: ~~Athletic Training~~, Sport and Recreation Management and Sport Studies.

~~Athletic Training serves to provide post-certification athletic trainers a higher level of specialization in athletic training and prepares them for advanced study if they pursue a doctorate. This comprehensive program assures mastery of specified knowledge and skills necessary to be successful in the field of athletic training. Students have the opportunity 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.~~

Sport and Recreation Management provides students with the knowledge, skills and experiences to enable them to become successful professionals in the field of sport and recreation management. The program's core gives students a knowledge base in management theory and application in both sport and recreation settings.

Sport Studies focuses on the ~~pedagogical,~~ historical and sociological aspects of physical activity and sport.

ADMISSION REQUIREMENTS: 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.

GRADUATION 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.~~ STUDENTS ARE REQUIRED TO COMPLETE 33-34 GRADUATE CREDIT HOURS FOR THE MA DEGREE. A ~~PROGRAM~~ PLAN OF STUDY WILL BE DEVELOPED WITH EACH STUDENTS ADVISOR AND A SIGNED COPY WILL BE FILED ~~WITH~~ IN THE COLLEGE GRADUATE OFFICE. A SAMPLE PLAN OF STUDY CAN BE FOUND AT WWW.KENT.EDU/EHHS/SRM/CURRICULUM.CFM.

PROGRAM FEE: None

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 7-Mar-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	FLA
College	EH - Education, Health and Human Services
Degree	MA - Master of Arts
Program Name	**Exercise, Leisure and Sport** Program Code ELS ~~to~~
Concentration(s)	Concentration(s) Code(s) SRCM
Proposal	Revise Program

Description of proposal:

Rename program from MA in Exercise, Leisure and Sport to MA in Sport and Recreation Management

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

Current total credit hours: Proposed total credit hours

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

None

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

None

REQUIRED ENDORSEMENTS

Shawn M. [illegible] — 4/28/10

Department Chair / School Director / Campus Dean

[illegible] — 11/24/10

College Dean

[illegible] — 12/7/10

Dean of Graduate Studies (for graduate proposals)

_____ — ___/___/___

Provost and Senior Vice President for Academic Affairs

Transmittal Memo

Date: October 11, 2010
To: Nancy Barbour, Ph.D., Associate Dean, Administrative Affairs and Graduate Education
From: Ellen Glickman, PhD FACSM, Program Coordinator, Exercise Physiology
Re: Inactivation of Concentration

This proposal is to inactivate the Gerontology Concentration within the MA ELS degree.

Curricular/consultative bodies that have approved this action:
EXPH Program: September 28, 2010
HS SCC: October 11, 2010
FLA SCC: November 1, 2010
Presented to EHHS Curriculum Committee: November 19, 2010
Presented to EPC: January 24, 2011

Proposal Summary

Title: Inactivation of the MA ELS Gerontology concentration.

Subject Specification: This proposal is to inactivate the Gerontology concentration within the Master of Arts degree in Exercise, Leisure, and Sport [MA ELS GERO].

Background Information: Currently, the MA in ELS is comprised of 4 concentrations: Athletic Training [ATTR], Sport and Recreation Management [SRCM], Sport Studies [SPST], and Gerontology [GERO]. Of the 4 concentrations, gerontology is not active, and there have been no students enrolled in this program for 6 years. This major was formerly part of the School of Exercise, Leisure, & Sport in the College of Education, Health, and Human Services (EHHS). Due to the restructuring of EHHS, the MA ELS degree is now housed in the School of Foundations, Leadership & Administration even though the MA ELS GERO faculty (Exercise Physiology) belong to the School of Health Sciences. The graduate catalog does not list this concentration, nor is there a prospectus available for course requirements. This is an indication that this program is no longer viable.

Alternatives and Consequences: here are other courses in the area of gerontology at Kent State University. There is also a graduate-level Gerontology certificate (C817) available for students wishing to focus on this area of study.

Specific Recommendation and Justification: This concentration has not been active for several years, but the paperwork to officially inactivate it has not been done. There is not the expertise in the area nor enough faculty to offer the courses to support the MA in Gerontology in ELS. Additionally, there are no students currently enrolled in the program. For these reasons, we recommend inactivating the concentration. One course, EXPH 4/*50612 Exercise Program for the Older Adult* is a course requirement for Exercise Science majors and will continue to be offered.

Timetable and Actions Required: The proposal will go though the required curriculum approval process for changes to take effect in fall 2011. The following is the anticipated schedule:
Approved by program area: September 27, 2010
Approved by HS Curriculum Committee: October 11 2010
Approved by FLA Curriculum Committee: November 1, 2010
Presented to EHHS Curriculum Committee: November 19, 2010
Presented to EPC: January 24, 2011

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Sep-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	School of Foundations, Leadership, and Administration
College	EH - Education, Health and Human Services
Degree	MA - Master of Arts
Program Name	**Exercise, Leisure, and Sport** Program Code **ELS**
Concentration(s)	Gerontology Concentration(s) Code(s) GERO
Proposal	Inactivate Program

Description of proposal:

This proposal inactivates the Gerontology concentration within the MA degree of Exercise, Leisure, and Sport. This concentration has not been active for years and no students are currently enrolled.

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 are currently no students enrolled in this program; therefore, there will be no impact caused by inactivating the concentration.

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

This concentration has not been listed in the graduate catalog for several years. This curricular action will not effect other departments, programs, or campuses.

REQUIRED ENDORSEMENTS

Lynne E Rowan _____ 10/11/10

Department Chair / School Director / Campus Dean

Nancy E. Barton _____ 11/29/10

College Dean

Nancy Bee Stanton _____ 12/7/10

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	School of Foundations, Leadership, and Administration
College	EH - Education, Health and Human Services
Degree	MA - Master of Arts
Program Name	**Exercise, Leisure, and Sport** Program Code **ELS**
Concentration(s)	Athletic Training Concentration(s) Code(s) ATTR
Proposal	Inactivate Program

Description of proposal:

This proposal will inactivate the Athletic Training concentration in the MA in Exercise, Leisure, and Sport. ELS no longer exists since the reconfiguration of the College of Education, Health and Human Services. This concentration will be established as a new concentration withing the MS Exercise Physiology degree.

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

Current total credit hours: Proposed total credit hours

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

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

Exercise Physiology, Athletic Training

REQUIRED ENDORSEMENTS

Lynne E Rowan _____ 10/11/10

Department Chair / School Director / Campus Dean

Nancy E Barbosa _____ 11/24/10

College Dean

Marty Ben Stanker _____ 12/7/10

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Transmittal Memo

Date: November 1, 2010

To: Nancy Barbour, Ph.D., Associate Dean, Administrative Affairs and Graduate Education

From: Kimberly Peer, Ed.D, ATTR Program Coordinator

Re: Creation and Inactivation of ATTR Concentrations

Transition the MA in Exercise, Leisure and Sport – Concentration Athletic Training to the MS in Exercise Physiology - Concentration in Athletic Training resulting in the inactivation of the MA in ELS – ATTR Concentration.

The Master's degree in athletic training is currently housed as an MA in ELS (Exercise, Leisure and Sport) with a concentration in Athletic Training. ELS no longer exists since the reconfiguration of the College of Education, Health and Human Services. This program has approximately 10 students and has the potential to grow. After consultation with Exercise Physiology faculty, one option for this program is to create a concentration in athletic training under the new MS degree in Exercise Physiology.

Curricular/consultative bodies who have approved this action:
ATTR faculty: October 1, 2010
Exercise Physiology faculty: October 1, 2010
School of Health Sciences SCC: October 11, 2010
School of Foundations, Leadership, and Administration: November 1, 2010
Presented to EHHS Curriculum Committee: November 19, 2010
Presented to EPC: January 24, 2011

PROPOSAL SUMMARY

Title: Establish an Athletic Training Concentration in the MS EXPH degree; Inactivate the Athletic Training concentration in the MA ELS degree

Subject Specification: The athletic training concentration in the Master of Art Exercise, Leisure, and Sport [MA ELS ATTR] ELS MA program will be transitioned into a new Master of Science in Exercise Physiology degree program [MS EXSP ATTR], resulting in the inactivation of the MA ELS ATTR.

Background Information:
Description of Action: The Master's degree in athletic training is currently housed as an MA in ELS (Exercise, Leisure and Sport) with a concentration in Athletic Training. Exercise, Leisure and Sport no longer exists since the reconfiguration of the College of Education, Health and Human Services. The intended effect of this action is to provide students in the Health Sciences the opportunity to continue to pursue a Masters' degree in a closely aligned field with a concentration in Athletic Training.

Conformity of action with the mission of sponsoring unit: The conforms with the mission of the university, college and school in that it provides an opportunity for students to engage in advanced study at the Masters' degree level.

Effect on Current programs, offerings, students, and staff: The effect on current programs is nominal. This program has existed for many years under the ELS Masters' program as a concentration. This will simply align the program with a closely related allied health field (Exercise Physiology). Students will be able to continue their advanced study in athletic training at Kent State University with their degree title changing from MA ELS ATTR to MS in Exercise Physiology – ATTR Concentration. Staffing needs have not changed and are not anticipated to change since we are currently running this program effectively now.

Fiscal and staffing impact: The program is currently running as an ELS degree. There are no anticipated changes when it moves to the MS in Exercise Physiology.

Evidence of need and sustainability: This program began a few years ago with four students. In a short time, it has grown to have 12 students who are ATTR MA students. This program attracts the ATTR Graduate Assistants hired through Intercollegiate Athletics which will grow from 4 funded positions to 7 funded positions next year. Additionally, this program attracts external funding in the form of contracts with major research and hospital organizations in the community totaling over 100,000.00 since its inception. Lastly, this program is a program option for Cleveland Clinic Athletic Training Graduate Assistants as an academic degree option which has yielded several students. This program has continued to grow each year and we anticipate it will continue in the future.

Alternatives and consequences: If this program does not transition into the MS in Exercise Physiology, it will continue to be listed as a program that does not exist (ELS).

Specific recommendations and Justifications: Inactivate MA ELS ATTR degree. Establish MS EXPH ATTR degree.

The Master's degree in athletic training is currently housed as an MA in ELS (Exercise, Leisure and Sport) with a concentration in Athletic Training. Exercise, Leisure and Sport no longer exists since the reconfiguration of the College of Education, Health and Human Services. This program has approximately 10 students and has the potential to grow. After consultation with

Exercise Physiology faculty, one option for this program is to create a concentration in athletic training under the new MS degree in Exercise Physiology. The degree will be changed from an MA in ELS ATTR concentration to an MS in EXPH ATTR Concentration to reflect the degree of Sciences more closely aligned with the program of study and professional competencies and standards set forth for the profession.

Timetable and actions required:
The proposal will go though the required curriculum approval process for changes to take effect in fall 2011. The following is the anticipated schedule:

October 11, 2010 – Approval by SHS Curriculum Committee
November 1, 2010 – Approval by FLA Curriculum Committee
November 19, 2010 – Presented to EHHS Curriculum Committee
January 24, 2011 – Presented to EPC
Fall 2011 – Implementation

ASSESSMENT PLAN

The assessment plan for the new concentration will entail meeting the program goals and objectives that align with the Weave On-Line goals from the old ELS MA program in ATTR. Primary assessments will include graduation rates, graduate placements, potential applicants, acceptance rates, faculty-student research projects, external contracts/funding and overall program satisfaction.

INTERNAL MEMOS CONCERNING DUPLICATION, ENCROACHMENT, IMPACT AND SUPPORT

ELLEN GLICKMAN: GRADUATE PROGRAM COORDINATOR – EXERCISE PHYSIOLOGY

Sent:	Monday, October 04, 2010 11:51 AM
To:	PEER, KIMBERLY; BARKLEY, JACOB

Kim-

Please let this e-mail serve as my letter of support of the MS in Exercise Physiology with a Concentration in Athletic Training.

I believe that there is no encroachment or conflict to our program.

Many thanks-

Ellen

Ellen Glickman, PhD FACSM
Professor and Coordinator, Exercise Physiology
Kent State University
Exercise Science Laboratory

MEMO

10/5/2010

The graduate faculty member (Kimberly S. Peer, F4 Status) agrees that the elimination of the MA in ELS ATTR Concentration and creation of the MS EXPH ATTR Concentration is the appropriate curricular route for this program. Although fully supported by the NTT faculty (Hale, Jonas, Huston, and Reed), Dr. Peer is the only graduate level faculty in this program and coordinates the program exclusively.

Kimberly S. Peer, EdD, ATC, LAT
Associate Professor/ATEP Coordinator

DOCUMENTATION TO ESTABLISH A NEW CONCENTRATION OR MINOR
CATALOG COPY

CATALOG COPY FOR ADDITION OF MS EXPH ATTR: **DESCRIPTION:**	Graduates of the **Master of Science** in Exercise Physiology are prepared for a wide variety of career options, 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. Athletic training faculty also support the degree path with their areas of expertise in clinical and educational research in the field of athletic training. An Advanced-Track Master's Concentration in Athletic Training designed to serve the needs of post-certification (or certification pending) students who wish to further their knowledge and skills in the athletic training profession while pursuing a Masters' Degree in Exercise Physiology. Athletic Training serves to provide post-certification athletic trainers a higher level of specialization in athletic training and prepares them for advanced study if they pursue a doctorate. This comprehensive program assures mastery of specified knowledge and skills necessary to be successful in the field of athletic training. Students have the opportunity 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.
ADMISSION REQUIREMENTS:	

GRADUATION REQUIREMENTS:	**M.S.:** The minimum credit-hour requirement for the masters is 34 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. This degree has both thesis and non-thesis options.
CANDIDACY:	
THESIS/ DISSERTATION:	**M.S.:** Students in the masters program can chose to do a thesis.
RESEARCH OPPORTUNITIES:	**M.S.:** Students in the masters program are encouraged to include research hours as part of their program.
PROGRAM FEE:	None
ACCREDITATION:	Commission on Accreditation of Allied Health Education Programs

Catalog Copy for Elimination of MA ELS ATTR:
The **Master of Arts** in Exercise, Leisure and Sport consists of ~~three~~ TWO concentrations: Athletic Training, Sport and Recreation Management and Sport Studies.

DELETE THIS TEXT: Athletic Training serves to provide post-certification athletic trainers a higher level of specialization in athletic training and prepares them for advanced study if they pursue a doctorate. This comprehensive program assures mastery of specified knowledge and skills necessary to be successful in the field of athletic training. Students have the opportunity 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.

Sport and Recreation Management provides students with the knowledge, skills and experiences to enable them to become successful professionals in the field of sport and recreation management. The program's core gives students a knowledge base in management theory and application in both sport and recreation settings.

Sport Studies focuses on the pedagogical, historical and sociological aspects of physical activity and sport.

GPS Website Program Description and Keywords for Searching for Concentration

GPS Website Program Description: An Advanced-Track Master's Program in Athletic Training designed to serve the needs of post-certification (or certification pending) students who wish to further their knowledge and skills in the athletic training profession.
Keywords: Athletic Training, Sports Medicine, Advanced-Track MS program in ATTR

Name: _____ Advisor: _____

Student #: _____ Acceptance Date: _____ Enrolled: _____

KENT STATE UNIVERSITY
SCHOOL OF HEALTH SCIENCES
MASTER OF SCIENCE DEGREE IN EXERCISE PHYSIOLOGY (11/12)
CONCENTRATION IN ATHLETIC TRAINING

Thesis and Non-thesis Option Requirements (34 semester hours)

Purpose: The purpose of the MS in Exercise Physiology is to prepare students for a wide variety of career options within the field of exercise physiology including exercise prescription and research as well as doctoral study. The concentration in athletic training allows students to complete advanced training in this post-certification program.

Requisite Coursework: In addition to a baccalaureate degree applicants are expected to have substantial preparation in the sciences which usually includes coursework in biology, chemistry, physics, mathematics, anatomy, biomechanics, and exercise physiology. Evaluation of requisite coursework is made at the time of admission to the Concentration. A limited number of deficiencies may be completed while enrolled as a graduate student, but these will not count toward completion of the MS degree. All applicants must present Graduate Record Examination results before the application process can be completed. Graduate coursework completed at other institutions may be considered for transfer credit consistent with University Graduate Studies procedures. Application for transfer hours should be submitted along with the regular application materials. The student's advisor must approve Substitution(s) of coursework or any program related changes (e.g. option, advisor), using the "Request for Adjustment in Student Program Requirements.

Application Deadlines:	Spring 2011: November 26, 2010 Fall 2011: July 15, 2011

1. Departmental Requirements: (6 credit hours)

		Term	Year	Grade	Hrs
ATTR 63018	Ethics for Allied Health Professionals	F Sp Su	_____	A B C D F	3
EXPH 63050	Research Processes in Ath.Train & Ex Phys	F Sp Su	_____	A B C D F	3

2. Concentration Requirements: (13 credit hours)

ATTR 62010	Contemporary Issues in ATTR	F Sp Su	_____	A B C D F	3
ATTR 62012	Education and Supervision Processes in ATTR	F Sp Su	_____	A B C D F	3
ATTR 62014	Advanced Clinical Practice in ATTR	F Sp Su	_____	A B C D F	3
ATTR 62016	Clinical Inquiry in ATTR	F Sp Su	_____	A B C D F	3
EXPH 63095	Research Seminar	F Sp Su	_____	S U	1

A. Thesis Option - Requires completion of a thesis project for which the student must first register for six hours (not necessarily all at one time) of ATTR 63199 (Thesis I) credit, subsequently maintaining continuous registration in ATTR 63299 (Thesis II) until completion of the thesis. A nominal fee is assessed for registration in ATTR 63299.

EXPH 63199	Thesis I (2-6)	_____	6

B. Non-thesis Option - Requires completion of a combination of three hours of graduate credit as identified below.

ATTR 63098	Research Project in ATTR	F Sp Su	_____	A B C D F	3
			_____		

4. **Electives**[1]: (9 - 12 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 all courses which may be relevant to the student's academic program.

From the School of Health Sciences -

EXPH 50612 Exercise Leadership for the Older Adult
EXPH 55065 Exercise Testing
EXPH 55070 ECG for Ex Physiologist
EXPH 55080 Physiology of Exercise
EXPH 60610 Physiology of Aging
EXPH 63098 Research
EXPH 63099 Quant & Research Methods in ATTR & Ex Phys
EXPH 65080 Physiological Basis of Exercise
EXPH 65081 Energy Metabolism and Body Composition
EXPH 65082 Cardio-Respiratory Function

EXPH 75075 Muscle Function and Exercise
EXPH 75076 Environmental Stress and Exercise
EXPH 75083 Exercise Energy Metabolism
EXPH 75084 Cardiovascular-Respiratory Dynamics

From the School of Biomedical Sciences -

BMS 60267 Molecular Pathology I
BMS 60268 Molecular Pathology II
BMS 60449 Medical Physiology I
BMS 68611 Human Gross Anatomy II
BMS 60450 Medical Physiology II

BMS 60710 Functional Neuroanatomy
BMS 68610 Human Gross Anatomy I

From Biological Sciences, Chemistry & Family & Consumer Studies -

BSCI 50020 Biology of Aging
BSCI 50142 Bioenergetics
BSCI 50432 Endocrinology
BSCI 50433 Mammalian Phys. I
BSCI 50434 Mammalian Phys. II (+ 50445: Lab II)

BSCI 60431 Neuroendocrinology
BSCI 60439 Environmental Physiology
CHEM 50247 Principles of Biochemistry
NUTR 53513 Advanced Nutrition II
NUTR 53520 Nutrition for Fitness

Electives - List

Prefix	#	Title	Advisor Approval	TERM	GRADE	HOURS[1]

I have developed the tentative program with my advisor and submit it as m program of study. I understand that changes in this program require the permission of my advisor and the graduate coordinator.

Student Signature

Advisor's Signature

Date

Date

[1]Other electives may be completed, subject to approval of the faculty advisor (have advisor initial approval in school file).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	School of Health Sciences		
College	EH - Education, Health and Human Services		
Degree	MS - Master of Science		
Program Name	**Exercise Physiology**	Program Code	**EXPH**
Concentration(s)	Athletic Training	Concentration(s) Code(s)	ATTR
Proposal	Establish Program		

Description of proposal:

This proposal will establish an Athletic Training concentration within the MS EXPH degree.

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

Current total credit hours: Proposed total credit hours

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

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

Exercise Physiology, Athletic Training, Sports Administration

---

REQUIRED ENDORSEMENTS

Lynne E Rowan _____ 10/11/10

Department Chair / School Director / Campus Dean

Nancy E. Rowan _____ 11/24/10

College Dean

Nancy Cox-Starkey _____ 12/7/10

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Transmittal Memo

Date: December 1, 2010

To: Nancy Barbour, Associate Dean, Administrative Affairs and Graduate Education
Steve Mitchell, Interim Undergraduate Curriculum Committee Co-Chair

From: Melody Tankersley, Coordinator, Special Education Program

Re: Curricular revisions to Special Education degree programs

This proposal is for program changes to the curriculum for the BSE in Intervention Specialist as follows:

- Rename major
- Revise concentration requirements
- Inactivate concentrations

This proposal also makes revisions at the graduate level, as follows:

- Rename MED major
- Revise program requirements for the MEd Deaf Education licensure and Gifted Education endorsement
- Revise program requirements for PhD Special Education, to reflect course catalog update

Furthermore, Plans of Study for the MEd Intervention Specialist (and licensure endorsements) and PhD Special Education programs are currently not on file with the Office of the Provost, Curriculum Services at Kent State University. Therefore, prospectuses for these degree programs are being submitted as part of the official records of the University.

Curricular/consultative bodies that have approved this action:
Approval by SPED faculty: September 8 and November 10, 2010
Approval of LDES Curriculum Committee: December 1, 2010
Presented to EHHS Curriculum Committee: December 17, 2010
Presented to EPC: January 24, 2011

Proposal Summary

Title: Curriculum revisions for the BSE in Interventional Specialist degree.

Subject Specification: This proposal is intended to revise the Bachelor of Science in Education Intervention Specialist [BSE INSP] degree by: renaming the major, reducing the number of specified Kent Core courses, inactivating eight concentrations within the major (General Special Education [GSED]: Gifted, Language Arts-Science [GLAS]; Gifted, Mathematics-Language Arts [GMLA]; Gifted, Mathematics-Science [GMS]; Gifted, Mathematics-Social Studies [GMSS]; Gifted, Social Studies-Language Arts [GSSL]; Gifted, Social Studies-Science [GSSS]; and Mild-Moderate, Social Studies-Language Arts [MMSL]), and revising the program requirements for the remaining 4 concentrations (Deaf Education [DFED], Educational Interpreter [EI], Mild-Moderate Education Needs [MLDM], and Moderate-Intensive Educational Needs [MDIN]).

At the graduate level, this proposal revises requirements for the Deaf Education Licensure and the Gifted Endorsement for the Master of Education in Intervention Specialist degree [MED INSP DFED and MED INSP GFTD], as well as for the Doctor of Philosophy in Special Education [PhD SPED] degree. Additionally, this proposal will revise the MED INSP by changing the name of the major.

Background Information: Currently, the BSE INSP degree consists of 12 concentrations. Two of the concentrations (GSED and MMSL) are not active but paperwork has not been processed to have them officially inactivated. Additionally, there are 6 concentrations with a focus on gifted education (GLAS, GMLA, GMS, GMSS, GSSL, and GSSS), each follow the middle childhood program for their specific areas. In the past 5 years, there have been less than 10 students enrolled across all of the Gifted programs. This proposal seeks to inactive these 8 concentrations.

There is no impact on any other program—even the middle childhood program should not be affected by inactivating the gifted concentrations because students have to first go through middle childhood programming before they could add gifted education coursework.

Provisions for phase-out: There are no students in GSED or MMSL programs—no phase out needed. As for the Gifted concentrations, there is currently only one student enrolled. Because we will retain the Gifted endorsement program at the master's level, we have the capacity to ensure that any student currently enrolled will get through the program.

This proposal also involves revising the program by changing the name of the major and revising the program requirements in each of these remaining concentrations in order to streamline the pathway to graduation. Reducing the number of specified Kent Core courses will increase flexibility of the curriculum and facilitate timely completion of degree requirements. Removing course requirements that no longer align with contemporary Deaf Education/Educational Interpreter practices, and removing general elective requirements for MMSL/MLDM students, will reduce the total credits required for graduation and bring them in closer alignment with University standards.

At the Master's level, this proposal revises the program requirements for the Gifted concentration, which enables educators to obtain an Ohio Endorsement for Gifted Education. Additionally, the Deaf Education concentration is being revised to reflect the changes made at the undergraduate level. Furthermore, it was discovered that the paperwork had not been submitted to revise the name of the MEd program from Intervention Specialist to Special Education. The program has been operating with the assumption that this had already been done; therefore, this needs formal action in order to align the name with appropriate language in the field.

At the Doctoral level, a seminar grant writing course is being formally adopted as a SPED course. Revisions to the program requirements are needed to reflect this course catalog update.

Alternatives and Consequences: The Gifted endorsement program will continue at the master's level so we will be able to continue to produce highly qualified gifted education teachers.

Specific Recommendation and Justification: The following actions are recommended:

1. Rename major: from *Intervention Specialist* to *Special Education* [SPED] to be consistent at all degree levels and to align with appropriate language in the field. The doctoral program is currently named *Special Education* and the MED degree is being renamed *Special Education*, so it is appropriate to maintain consistency at the undergraduate level.

2. Revise the following concentration requirements:

Remove the following specified Kent Core courses from **Deaf Education, Mild-Moderate**, and **Moderate-Intensive** concentrations (no change in credits required):

a. PSYC 11762 *General Psychology* (Social Sciences)
b. JMC 20001 *Media Power & Culture* (Social Sciences)
c. Select two from: ENG 22071 *Great Books I* (Humanities and Fine Arts)
ENG 22072 *Great Books II* (Humanities and Fine Arts)
ENG 21054 *Introduction to Shakespeare* (Humanities and Fine Arts)
c. THEA 11000 *The Art of Theater* (Humanities and Fine Arts)

The SPA (Council on Education of the Deaf) site visit in April 2010 resulted in a recommendation that the program eliminate coursework with a Special Education focus, allowing more focus on Deaf Education content. This would impact a majority of the SPED courses. Remove the following requirements from **Deaf Education** concentration, thereby reducing total credit hours for BSE INSP DFED from 136 to 123:

a. COMM 15000 *Introduction to Human Communication* (3) [removing 3 cr of specified Kent Core Additional which reduces requirement to 2 additional credits [MATH 14002 *Math Concepts II* fulfills the other Kent Core Additional requirement (4).]
b. SPA 34104 *Speech and Language Development* (3)
c. SPED 43020 *Assessment in Special Education* (3)
d. SPED 43031 *Applied Behavior Analysis II: Application* (3)
e. General Electives (3)

Two of the above courses include NCATE tasks for program accreditation. The tasks will be addressed as follows: SPED 43020 *Assessment in Special Education*—task will be revised and added to SPED 4/53324 *Curriculum Methods and Materials Deaf;* SPED 43031 *Applied Behavior Analysis II*—task will be replaced by passage of the Sign Language Proficiency Exam (typically an NCATE task in other Deaf Education programs) and required by our program as an additional assessment.

From **Educational Interpreter** concentration: The state of Ohio is planning to require the Educational Interpreter Performance Assessment for all graduates of interpreter training programs, as of 2012. Test items include child psychology. To meet these expectations, the program will retain *Child Psychology* and its prerequisite, *Intro to Psychology*, as part of its requirements. Along with the removal of three specified Kent Core courses, one other courses with limited application to professional roles and expectations is being removed as a requirement. Overall, these changes will result in a reduction of total credit hours for BSE INSP EI from 129 to 123.

a. Remove CACM 11001 *Introduction to Conflict Management* (specified Kent Core Social Sciences)
b. Remove COMM 15000 *Introduction to Human Communication* (Kent Core Additional requirement [MATH 14002 *Basic Mathematical Concepts II* (4) and PSYC 20651 *Child Psychology* (3) are already part of the curriculum and will fulfill Kent Core Additional requirements.]
c. Remove PHIL 21001 *Intro. to Ethics* (specified Kent Core Humanities and Fine Arts)
d. Remove SPA 43600 *Fundamentals of Educational Audiology* (3)

From **Mild-Moderate** and **Moderate-Intensive** concentrations: remove General Electives (3 cr), reducing total minimum credits required from 129 to 126 (MLDM) and from 130 to 127 (MDIN).

3. Inactivate the following concentrations:
    a. General Special Education [GSED]
    b. Gifted, Language Arts-Science [GLAS]
    c. Gifted, Mathematics-Language Arts [GMLA]
    d. Gifted, Mathematics-Science [GMS]
    e. Gifted, Mathematics-Social Studies [GMSS]
    f. Gifted, Social Studies-Language Arts [GSSL]
    g. Gifted, Social Studies-Science [GSSS]
    h. Mild-Moderate, Social Studies-Language Arts [MMSL]

4. Revise **MEd INSP Gifted Education** Endorsement by removing SPED 53534 *Social/Emotional Components of Giftedness* (3) and add SPED 63532 *Gifted Program Design and Administration* (3). This will bring the curriculum into better alignment with NCATE standards.

5. Revise **MEd INSP Deaf Education** Licensure by removing SPA 44114 *Speech and Language Development* (3) from the prerequisite coursework. This course is not being offered and the content is included in two other required courses. Additionally, removal of SPED 43020 *Assessment in Special Education* (3) and SPED 53031 *Classroom and Behavior Management II* (3) from core requirements reflects the removal of their slash-level equivalencies from the undergraduate curriculum (see above).

6. Rename **MEd INSP** major: from *Intervention Specialist* to *Special Education* [MED SPED] to be consistent at all degree levels and to align with appropriate language in the field. The doctoral program is currently named *Special Education* and it is being proposed to also rename the undergraduate major. This proposal corrects an oversight by formalizing the name change at the Master's level. With approval, the name will be the same across all degree levels.

7. Revise **PhD SPED** program requirements by removing SPED 83991 *Seminar: Grant Writing in Special Education* (3) from the Professional and Content course requirements and adding newly-established SPED 80040 *Research Grant Development for Disability Programs* (3). This will not impact total number of credits required.

Timetable and Actions Required: The proposal will go though the required curriculum approval process for changes to take effect in Fall 2011. The following is the anticipated schedule:

Approved by SPED program area: November 10, 2010
Approved by LDES Curriculum Committee: December 1, 2010
Presented to EHHS Curriculum Committee: December 17, 2010
Presented to EPC: January 24, 2011

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	MED - Master of Education
Program Name	**Intervention Specialist** Program Code **INSP**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program

Description of proposal:

Rename MED INSP degree to MED Special Education [SPED] to be consistent at all degree levels and to align with appropriate language in the field.

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

Current total credit hours: Proposed total credit hours

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

None

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

None

REQUIRED ENDORSEMENTS

R. Dellmann-Jenkins 12 / 3 / 2010

Department Chair / School Director / Campus Dean

Nancy E. Barbour 1 / 5 / 11

College Dean

Nancy Ben-Horin 1 / 5 / 11

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Lifespan Development and Educational Sciences		
College	EH - Education, Health and Human Services		
Degree	MED - Master of Education		
Program Name	**Interventional Specialist**	Program Code	**INSP**
Concentration(s)	Deaf Education, Gifted	Concentration(s) Code(s)	DFED, GFTD
Proposal	Revise Program Requirement		

Description of proposal:

This proposal revises the program requirements for the Gifted endorsement, which enables educators to obtain an Ohio Endorsement for Gifted Education. The revisions include removing SPED 53534 and adding SPED 63532 from the requirements. Additionally, revisions to the Deaf Education licensure requirements include removing SPA 44114, SPED 53020, and SPED 53031.

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):

No impact, total required credits remain the same

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

None

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins 12 / 3 / 2010

Department Chair / School Director / Campus Dean

[signature] 1 / 5 / 11

College Dean

[signature] 1 / 5 / 11

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Kent State University Catalog 2010 - 2011

Special Education ~~Intervention Specialist~~ - M.Ed.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Lifespan Development and Educational Sciences
405 White Hall
Tel: 330-672-2294
Web: www.kent.edu/ehhs/ldes/index.cfm

For more information contact:
Dr. Melody Tankersley
405 White Hall
330-672-2294
mtankers@kent.edu

DESCRIPTION: The **Master of Education** in ~~Intervention Specialist~~ Special Education consists of nine concentrations: Deaf Education, Early Child Intervention Specialist, Early Education of the Handicapped Endorsement, Educational Interpreting K-12, General Special Education, Gifted, Mild/Moderate Education Needs, Moderate/Intensive Educational Needs and Transition to Work.

Deaf Education provides students with the coursework and field experiences necessary to be licensed as an intervention specialist in the area of deaf education.

The goal of the *Early Child Interventional Specialist* is to make significant contributions to the early childhood intervention research base through applied and participatory research and to disseminate findings to local, state, national and international forums through publications, presentations and consultation. The program seeks to increase the number of family-guided and culturally responsive personnel to serve young children with disabilities and their families with the skills necessary to participate in the global community, serve as critical consumers and life long learners and operate as effective transdisciplinary team members.

Early Education of the Handicapped Endorsement can be added to any Special Education license, the Early Childhood Education license and/or the Pre-K validation. The endorsement provides teachers with the coursework and field experiences necessary to work effectively with pre-school aged children with disabilities in a variety of settings.

Educational Interpreting K-12 prepares interpreters to work with children and adults who are deaf or hard of hearing in an educational setting. Graduates are eligible to receive Ohio licensure in educational interpreting (grades kindergarten to 12). This prepares graduates to interpret in both classroom and non-classroom settings within educational settings and to perform related student support activities, including subject-matter tutoring and other student support tasks under the supervision of a licensed or certified classroom teacher.

General Special Education prepares quality teachers of exceptional learners. Moreover, graduates learn to use evidence-based practices to guide their direct service, support and consultation skills in schools and other agencies as professionals work together with individuals with exceptionalities and their families.

The *Gifted* concentration enables educators to obtain an Ohio Endorsement for Gifted Education.

Mild/Moderate Educational Needs provides students with the coursework and field experiences to be licensed, valid for teaching learners—ages five to 21, and grades kindergarten to 12—who have been identified with a disability that requires mild to moderate intervention (e.g. learning disabilities, emotional and behavioral disorders, developmental disabilities.)

Moderate/Intensive Educational Needs program provides students with the coursework and field experiences necessary to be licensed, valid for teaching learners—ages five to 21, and grades kindergarten to 12—who have been identified with a disability that requires moderate to intensive intervention (e.g. developmental disabilities, multiple disabilities.)

The *Transition to Work* concentration is for teachers licensed as intervention specialists and vocational educators. This endorsement leads to a single qualification applicable to all former transition roles (e.g., work study, vocational special education, Option IV). With field experience, graduates are prepared to support youth with disabilities in their transition planning and services.

ADMISSION REQUIREMENTS: Official transcript(s), goal statement, two letters of recommendation and good moral character verification.

GRADUATION REQUIREMENTS: 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.

PROGRAM FEE: None

Prospectus Special Education Master's Degree Program: Revised 10/20/2010

Name	_____	Banner Identification	_____
Address	_____	E-mail	_____
	_____	Existing Certification(s)	_____
Phone	_____	Date Graduate Work Began	_____

Research Courses: 6 credit hours required

Course number	Course name	Semester Completed	Grade
SPED 63301	Single Subject Research Methods* (3 credit hours)		
SPED 63300	Research Applications in SPED** (3 credit hours)		

**Deaf Education SPED majors will take statistics, program evaluation, or qualitative research methods approved by an advisor*
***Taken during the 2 last semesters in the program*

Special Education Core Courses: 6 credit hours required

Course number	Course name	Semester Completed	Grade
EDAD 66518	Special Education Law (3 credit hours)		
SPED 63201	Issues in Special Education (3 credit hours)		

Elective Multidisciplinary Courses: 6 credit hours required

*Licensure, endorsement, certificate coursework and/or workshops **may not** be used for electives*

Course number	Course name	Semester Completed	Grade
SPED 63030	Pharmacological Interventions (3 credit hours)		
SPSY 67973	Consulting Helping Professions (3 credit hours)		
CULT 65532	Ethics in Education & Human Services (3 credit hours)		
SPED 63956	Foundations in Early Childhood Services (3 credit hours)		
SPED 53309	Introduction to Deaf Studies (3 credit hours)		
RHAB 57712	Introduction to Rehabilitation (3 credit hours)		
#_____	Other**_____		

****Substitutions for "other" must be approved by your faculty advisor*

Non-Thesis Option: Special Education Master's Degree Electives: 14 credit hours required

*Licensure, endorsement, certificate coursework and/or workshops **may** be used for electives*

Course number	Course name	Semester Completed	Grade
#_____	Name_____		
#_____	Name_____		
#_____	Name_____		
#_____	Name_____		
#_____	Name_____		

Thesis Option: Two Research Courses and Register for Thesis Hours- 14 credit hours required

Course number	Course name	Semester Completed	Grade
EVAL 65511	Research in Education Services (3 credit hours)		
#_____	Name_____		
SPED 60199	Thesis I**** (6)		

*****After completing 6 hours of Thesis I, register for Thesis II hours until thesis is approved*

Signatures

_____	_____
Student	Date
_____	_____
Advisor	Date

Notes

1. The minimum number of graduate hours required for a masters degree is **32** and include prescribed courses associated with research (6 credits), SPED core (6 credits), electives (6 credits) and the appropriate option for thesis or non-thesis (e.g., 14 credits). Although hours required for licensure, endorsement, or certification may go toward a master's degree, the master's degree must include the prescribed courses as indicated on this page.
2. No more than 12 graduate hours (if approved by your advisor **and** meet the currency and grade requirements) may be **transferred** from another institution **and/or from a nondegree program even if at KSU**. Additionally, only **4** hours of graduate **workshop credit**, if approved by your advisor and meet the currency and grade requirements, may apply towards your master's degree and these hours would be counted in the maximum of 12 graduate hours outlined in the previous sentence.
3. Generally, **application for graduation** is required the first Friday of the semester you plan to graduate. It is your responsibility to submit the application to the Office of Graduate Student Services by the due date. No reminder is provided.

Gifted Education Endorsement Requirements

Gifted Education CORE Courses and Field-Based Experiences

SPED 53529	Nature & Needs of Gifted Students (3)	_____	_____
~~Add: SPED 53624~~	~~Social/Emotional Aspects of Gift (2)~~	_____	_____
SPED 53530	Instructional Processes: Gifted (3)	_____	_____
Add: SPED 63532	Gifted Program Design & Admin (3)	_____	_____
SPED 63533	Gifted Subpopulations (3)	_____	_____
SPED 63561	Curriculum Development Gift Learners	_____	_____
SPED 63992	Advanced Practicum Spec Ed (2-8)	_____	_____

Student Signature_____ Date_____

Advisor Signature_____ Date_____

Deaf Education License Requirements

Licensure coursework and field-based experiences are prescribed based on the program approved for KSU by the Ohio Department of Education (ODE). Previous coursework may be considered if appropriate and current. ODE requires that those eligible for licensure must have 12 hours of reading instruction coursework (3 hours of which must be reading instruction through a phonetic approach), in addition to the program area specific courses. The courses prescribed on this page apply toward consideration by ODE for licensure. If you are interested in a masters degree from KSU, you must be fully admitted into the program and complete the prescribed coursework on the prospectus in addition to courses that are prescribed here for licensure.

Course #	Course Name	Alternative course	credit
Prerequisite Coursework			
~~SP&A 44114~~	~~Speech and Language Development (3)~~		
SPED 19201	ASL I (4)		
SPED 19202	ASL II (4)		
Curriculum Courses: * *Course may count toward Ohio Reading Endorsement if also admitted into that program (403 White Hall)*			
C&I 67310	Theory Practice of Teaching Reading (3)*		
SP&A 34105	Phonemic Found of Literacy Deaf (3)		
SP&A 43600	Fund of Education Audiology (3)		
C&I 57501	Teaching Math in Early & Mid Gr. (3)		
C&I 57502	Teaching Science in Early & Mid Gr. (3)		
SPED Core Requirements			
SPED 53200	Introduction to Exceptionalities (3)		
SPED 53010	Family and Professional Collaboration (3)		
~~SPED 53020~~	~~Assessment in Special Education (3)~~		
SPED 53030	Classroom and Behavior Management I (3)		
~~SPED 53031~~	~~Classroom and Behavior Management II (3)~~		
Deaf Education CORE Courses and Field-Based Experiences			
SPED 53309	Introduction to Deaf Studies (3)		
SPED 29201	ASL III (3)		
SPED 29202	ASL IV (3)		
SPED 53310	Language Development Deaf/HH (3)		
SPED 53311	Deaf/HH with Special Needs (3)		
SPED 53313	Literacy Assess & Inter Deaf/HH (6)		
SPED 53324	Curr Methods & Materials Deaf/HH (3)		
SPED 53092	Deaf Residential Field Experience (1)		
SPED 63392	Practicum: Deaf Education (variable)		
SPED 63992	Advanced Practicum SPED (variable)		
SPED 49525	Inquiry into Professional Practice (3)		
		Total Credits	

1 The Special Education licensure ensures professionals are equipped to teach the range of ages, grades K-12. Therefore, your licensure program must meet the requirements **across the curriculum areas**, which typically includes methods courses in reading, math, science, language arts, and social studies. **Your program should include such courses if you have not previously completed them**. Additionally, the new Ohio licensure programs require professionals to complete **12 hours of reading instruction, 3 of which must emphasize phonics instruction**.

2 If your program includes an **advanced practicum** (graduate level student teaching for 4 or 8 hours), you must apply with the Office of Partnership and Placements (304 White Hall) **one year in advance** or have an approved arrangement with your advisor.

3 Check with the College of Education Office for information regarding the Praxis II for Intervention Specialists. At this time the Ohio Department of Education is recommending the Reading Endorsement Praxis to meet Highly Qualified Teacher Status.

4 Students must achieve a **SLPI rating of Intermediate Level** or above and successfully complete all NCATE Assessments in order to enroll in Advanced Practicum.

5 A **B-** or better grade is required in the following courses: SPED 29202, 53309, 53310, 53313, 53311, and 53324.

Mild/Moderate Intervention Specialist License Requirements

Licensure coursework and field-based experiences are prescribed based on the program approved for KSU by the Ohio Department of Education (ODE). Previous coursework may be considered if appropriate and current. ODE requires that those eligible for licensure must have 12 hours of reading instruction coursework (3 hours of which must be reading instruction through a phonetic approach), in addition to the program area specific courses. The courses prescribed on this page apply toward consideration by ODE for licensure. If you are interested in a masters degree from KSU, you must be fully admitted into the program and complete the prescribed coursework on the prospectus in addition to courses that are prescribed here for licensure.

Course #	Course Name	Alternate Course	Credit
Choose six hours from the following reading methods options		*(*courses may count toward Ohio Reading Endorsement if also admitted into that program)*	
C&I 67310	Theory Practice of Teaching Reading (3)*		
C&I 67319	Diagnosis & Remed. Read Prob (3)*		
C&I 67330	Reading in the Content Areas (3) *		
MCED 50007	Teach Reading with Literature (3)		
Curriculum Courses			
C&I 67311	Integrated Language Arts Instruction (3) **or**		
MCED 50007	Teaching Reading with Literature (3)		
C&I 57501	Teaching Math in Early & Mid. Gr. (3)		
C&I 57502	Teaching Science in Early & Mid. Gr. (3)		
C&I 57503	Teaching Soc. Stud. in Early & Mid. Gr. (3)		
ECED 67295	Appropriate Phonics K-Primary (3)* **or**		
MCED 50005	Effective Use of Phonics (3)*		
SPED Core Requirements			
SPED 63200	Introduction to Exceptionalities (3)		
SPED 53010	Family and Professional Collaboration (3)		
SPED 53020	Assessment in Special Education (3)		
SPED 53030	Classroom and Behavior Management I (3)		
SPED 53031	Classroom and Behavior Management II (3)		
SPED 53040	Language and Reading in SPED (3)		
SPED 53070	Plan and Program Transitions (3)		
Mild/Moderate Core and Field Experiences			
SPED 53050	Character Students Mild/Moderate (3)		
SPED 53060	Curriculum Methods Mild/Moderate (3)		
SPED 53062	Curriculum Mild/Moderate II (3)		
SPED 63092	Field Experience Spec Ed (1-3)		
SPED 63992	Advanced Practicum Spec Ed (2-8)		

Total Credits _____

1 The Special Education licensure ensures professionals are equipped to teach the range of ages, grades K-12. Therefore, your licensure program must meet the requirements **across the curriculum areas**, which typically includes methods courses in reading, math, science, language arts, and social studies. **Your program should include such courses if you have not previously completed them**. Additionally, the new Ohio licensure programs require professionals to complete **12 hours of reading instruction, 3 of which must emphasize phonics instruction**.

2 If your program includes an **advanced practicum** (graduate level student teaching for 4 or 8 hours), you must apply with the Office of Partnership and Placements (304 White Hall) **one year in advance** or have an approved arrangement with your advisor.

3 Check with the College of Education Office for information regarding the Praxis II for Intervention Specialists. At this time the Ohio Department of Education is recommending the Reading Endorsement Praxis to meet Highly Qualified Teacher Status.

Moderate/Intensive Intervention Specialist License Requirements

Licensure coursework and field-based experiences are prescribed based on the program approved for KSU by the Ohio Department of Education (ODE). Previous coursework may be considered if appropriate and current. ODE requires that those eligible for licensure must have 12 hours of reading instruction coursework (3 hours of which must be reading instruction through a phonetic approach), in addition to the program area specific courses. The courses prescribed on this page apply toward consideration by ODE for licensure. If you are interested in a masters degree from KSU, you must be fully admitted into the program and complete the prescribed coursework on the prospectus in addition to courses that are prescribed here for licensure.

Course #	Course Name	Alternate Course	Credit
Choose six (6) hours from the following reading methods options			
		*(*courses may count toward Ohio Reading Endorsement if also admitted into that program)*	
C&I 67310	Theory Practice of Teaching Reading (3)*		
C&I 67319	Diagnosis & Remed. Read Prob (3)*		
C&I 67330	Reading in the Content Areas (3) *		
MCED 50007	Teach Reading with Literature (3)		
Curriculum Courses: 15 hours			
C&I 67311	Integrated Language Arts Instruction (3)		
C&I 57501	Teaching Math in Early & Mid. Gr. (3)		
C&I 57502	Teaching Science in Early & Mid. Gr. (3)		
C&I 57503	Teaching Soc. Stud. in Early & Mid. Gr. (3)		
ECED 67295	Appropriate Phonics K-Primary (3)* **or**		
MCED 50005	Effective Use of Phonics (3)*		
SPED Core Requirements: 21 hours			
SPED 63200	Introduction to Exceptionalities (3)		
SPED 53010	Family and Professional Collaboration (3)		
SPED 53020	Assessment in Special Education (3)		
SPED 53030	Classroom and Behavior Management I (3)		
SPED 53031	Classroom and Behavior Management II (3)		
SPED 53040	Language and Reading in SPED (3)		
SPED 53070	Plan and Program Transitions (3)		
Moderate/Intensive Core and Field Experiences: 19-27 hours			
SPED 53051	Character Students Moderate/Intensive (3)		
SPED 53061	Curriculum Methods. Moderate/Intensive (3)		
SPED 53063	Curriculum Moderate/Intensive II (3)		
SPED 19201	American Sign Language (4)		
SPED 53080	Technology SPED (3)		
SPED 63092	Field Experience Spec Ed (1-3)		
SPED 63992	Advanced Practicum Spec Ed (2-8)		
		Total Credits	

1 The Special Education licensure ensures professionals are equipped to teach the range of ages, grades K-12. Therefore, your licensure program must meet the requirements **across the curriculum areas**, which typically includes methods courses in reading, math, science, language arts, and social studies. **Your program should include such courses if you have not previously completed them**. Additionally, the new Ohio licensure programs require professionals to complete **12 hours of reading instruction, 3 of which must emphasize phonics instruction**.

2 If your program includes an **advanced practicum** (graduate level student teaching for 4 or 8 hours), you must apply with the Office of Partnership and Placements (304 White Hall) **one year in advance** or have an approved arrangement with your advisor.

3 Check with the College of Education Office for information regarding the Praxis II for Intervention Specialists. At this time the Ohio Department of Education is recommending the Reading Endorsement Praxis to meet Highly Qualified Teacher Status.

Early Childhood Intervention Specialist

Licensure coursework and field-based experiences are prescribed based on the program approved for KSU by the Ohio Department of Education (ODE). Previous coursework may be considered if appropriate and current. ODE requires that those eligible for licensure must have 12 hours of reading instruction coursework (3 hours of which must be reading instruction through a phonetic approach), in addition to the program area specific courses. The courses prescribed on this page apply toward consideration by ODE for licensure. If you are interested in a masters degree from KSU, you must be fully admitted into the program and complete the prescribed coursework on the prospectus in addition to courses that are prescribed here for licensure.

Course #	Course Name	Alternate Course	Credit
Curriculum Courses			
Nine (9) hours from the following courses:			
ECED 30123	Language & Literacy Preschool (3)		
ECED 40126	Develop Read & Write Early Years (3)		
C&I 67315	Survey of Children's Literature (3)		
C&I 67331	Literacy Learn in the Early Years (3)	_____	_____
MCED 50007	Teach Read with Literature (3)	_____	_____
SPED 53040	Language Reading Spec Ed (3)	_____	_____
Sixteen hours (16) from the following courses:			
ECED 67295	Appropriate Phonics K-Primary (3)	_____	_____
C&I 57501	Teaching Math in Early & Mid. Gr. (3)	_____	_____
C&I 57502	Teaching Science in Early & Mid. Gr. (3)	_____	_____
C&I 57503	Teaching Soc. Stud. in Early & Mid. Gr. (3)	_____	_____
SPED 19201	American Sign Language (4)	_____	_____
Early Childhood Intervention Courses			
Thirty-Nine hours (39) from the following courses:			
SPED 63956	Found Early Childhood Services (3)	_____	_____
SPED 63957	Assessment and Evaluation ECS (3)	_____	_____
SPED 63950	Curriculum Intervention ECS (3)	_____	_____
SPED 63952	Family & Profess Collab ECS (3)	_____	_____
ECED 63995	IFSP/IEP Development (3)	_____	_____
SPED 63955	Typical/Atypical Development (3)	_____	_____
SPED 63958	Early Childhood Intervention Methods (3)	_____	_____
SPED 63953	Practical Applications: Birth to Five (3)	_____	_____
SPED 63954	Practical Applications: Five to Eight (3)	_____	_____
SPED 63992	Advanced Pract Spec Ed (3) Birth-3 (optional)	_____	_____
SPED 63992	Advanced Pract Spec Ed (6) 3-5 years	_____	_____
SPED 63992	Advanced Pract Spec Ed (6) 5-8 years	_____	_____

Total Credits _____

AUGUSTINE, SUSAN

From: AUGUSTINE, SUSAN
Sent: Friday, December 03, 2010 3:10 PM
To: AUGUSTINE, SUSAN
Subject: FW: SPED proposal

From: GUILLOT-MILLER, LYNNE
Sent: Friday, December 03, 2010 12:32 PM
To: PAGE, BETSY; CURRY, DALE; VIERSTRA, COURTNEY; KOVALIK, CINDY; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY
Cc: Dellman-Jenkins, Mary
Subject: RE: SPED proposal

I approve of the proposed changes.

Lynne

Lynne Guillot Miller, Ph.D.
Associate Professor
Counseling and Human Development Services
310 White Hall
Kent State University
Kent, OH 44242

330-672-0697
lguillot@kent.edu

http://chdsw.educ.kent.edu/

From: KOVALIK, CINDY
Sent: Friday, December 03, 2010 11:47 AM
To: PAGE, BETSY; CURRY, DALE; VIERSTRA, COURTNEY; GUILLOT-MILLER, LYNNE; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY
Cc: Dellman-Jenkins, Mary
Subject: RE: SPED proposal

I'm willing to approve the changes as noted by Susan. Thanks to Susan for catching this .

Cindy Kovalik

From: VIERSTRA, COURTNEY
Sent: Friday, December 03, 2010 11:43 AM
To: PAGE, BETSY
Cc: PAGE, BETSY; CURRY, DALE; KOVALIK, CINDY; GUILLOT-MILLER, LYNNE; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY; Dellman-Jenkins, Mary
Subject: Re: SPED proposal

The proposed changes are ok with me. I vote to approve the changes.
Courtney

From: CURRY, DALE
Sent: Friday, December 03, 2010 11:40 AM

To: PAGE, BETSY; VIERSTRA, COURTNEY; KOVALIK, CINDY; GUILLOT-MILLER, LYNNE; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY
Cc: Dellman-Jenkins, Mary
Subject: RE: SPED proposal

I am okay with the proposal as written and vote to approve of the changes.

dale

From: PAGE, BETSY
Sent: Friday, December 03, 2010 11:37 AM
To: PAGE, BETSY; CURRY, DALE; VIERSTRA, COURTNEY; KOVALIK, CINDY; GUILLOT-MILLER, LYNNE; KIBLER, MARCIA; SANSOSTI, FRANK; AUGUSTINE, SUSAN; TANKERSLEY, MELODY
Cc: Dellman-Jenkins, Mary
Subject: FW: SPED proposal

After our meeting, Susan has determined that additional changes may need to be made in the Special Education area. I am asking that you please read the attached proposal.
I would like a reply from each of you by 5PM Monday to the following questions:

Are you willing to act on the changes Susan noted electronically or do you want to discuss this at a regular meeting?

If you are willing to act electronically, do approve of the changes?

Thanks,
Betsy

From: AUGUSTINE, SUSAN
Sent: Friday, December 03, 2010 9:42 AM
To: AUGUSTINE, SUSAN; PAGE, BETSY
Cc: TANKERSLEY, MELODY; Dellman-Jenkins, Mary
Subject: RE: SPED proposal

Here is the proposal, with amendment in red.

From: AUGUSTINE, SUSAN
Sent: Friday, December 03, 2010 9:27 AM
To: PAGE, BETSY
Cc: TANKERSLEY, MELODY; Dellman-Jenkins, Mary
Subject: SPED proposal

Betsy,
After investigation, it was found that INSP MEd program did not go through the curriculum process to formally change their name to Special Education. However, since it is being treated as if they did and the proposal was presented as if it were already special ed, is it acceptable to revise the paperwork to change both the BSE and MED at the same time? It would have to go to the SCC electronically, of course, to make sure there are no objections. Since this possibility was discussed at the meeting, it is not a new discussion item, just a clarification and correction of a problem that was uncovered. You may present it as: If there are no objections, the curriculum proposal will be amended to include the revision of the name of the MED INSP major to MED SPED. This will bring into alignment with appropriate language in the field. It will also provide consistency across all degree levels.

If this does not happen now, another curriculum proposal will have to be done next cycle, which isn't a huge problem but it is so much easier if we can get this all done at once. It will only take me a few minutes to revise all of the paperwork to reflect this change.

What do you think?

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Dec-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	select one
Degree	PHD - Doctor of Philosophy
Program Name	**Special Education** Program Code **SPED**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise Program Requirement

Description of proposal:

This proposal revises requirements to reflect course catalog updates, specifically, removing SPED 83991 Seminar: Grant Writing in Special Education (3 cr) and replacing with newly-established SPED 80040 Research Grant Development for Disability Programs (3 cr).

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

Current total credit hours: Proposed total credit hours

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

None. As this course currently exists as a seminar course, staffing is already in place.

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

Educational Psychology, School Psychology, Health Education, and Curriculum & Instruction

REQUIRED ENDORSEMENTS

M. Dellmann-Jenkins 12 / 3 / 2010

Department Chair / School Director / Campus Dean

Nancy E. Forbour 1 / 5 / 11

College Dean

Nancy Carr-Forbour 1 / 5 / 11

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Doctor of Philosophy in Education
Special Education
Prospectus Plan

Student	_____	Banner ID	_____
Address	_____	Phone	_____
	_____	E-Mail	_____
Major Advisor	_____	Co-Advisor (if applicable)	_____
Committee Member	_____	Optional Member	_____
At-Large Member	_____	Date of Filing	_____

The Doctor of Philosophy (Ph.D.) is the highest attainment of membership in the academic community. As such, it is intended to indicate both the superior qualities of intellectual accomplishment as well as the ability to conduct and interpret original research in the field. The Ph.D. is different from other courses of study in that is it not conferred as a certificate of completion of prescribed courses or length of residence. Instead, the course of study is created in such a way that students may demonstrate both their current knowledge of their field of study as well as their ability to create scholarly work and lead their field of study.

Doctoral Level Comprehensive Examination Option (choose one): students must apply for and be cleared for comprehensive examinations through the Office of Graduate Student Services (418 White Hall). Comprehensive examinations are scheduled in the Department Administrative Assistant in conjunction with the Advisory Committee. Refer to the Ph.D. Handbook (http://www.educ.kent.edu/oaa/phd_handbook.cfm) for specific additional information.

Option 1 Sit down writing for two days		**Option 2** Four take home questions		**Option 3*** Portfolio and two take home questions	
	_____		_____		_____

*Option 3 must be declared within the first nine hours of coursework.

Special Education Professional and Content Courses (minimum of 15 hours required)

Course #	Course Name	Alternative Approved Course	Credit Hours
SPED 80040	Research Grant Development (3)		
~~SPED 83991~~	~~Sem: Grant Writing in Spec Educ (3)~~		
SPED 70094	Sem: College Teaching (3)		
SPED 83991	Sem: Variable SPED Topic (9) Suggested seminar topics: • Introduction SPED Academia • Contemporary Issues in SPED • Discourse and Dialogue in Disability Studies		
SPED 73996	Individual Investigation*		

*must be approved by and registered with a specific faculty member; only 4 hours of Individual Investigation may be included in a program unless otherwise approved by advisory committee.

Research (minimum of 18 hours required)

Course #	Course Name	Alternative Approved Course	Credit Hours
EVAL 75510	Statistics I for Educational Services (3)		
EVAL 78716	Educational Statistics II (3)		
EVAL 85515	Quantitative Research for Ed Service (3)		
EVAL 85516	Qualitative Research Designs (3)		
SPED 83301	Seminar: Single Subject Research (3)		
EVAL 85517	Advanced Quantitative Research (3)		
EVAL 85518	Advanced Qualitative Research (3)		
SPED 83998	Research in Special Education** (3)		
EVAL 78728	Educational Statistics III (3)		
EVAL 78710	Classical Test Theory (3)		
EVAL 88719	Seminar: Evaluation Measurement (3)		
EVAL 88719	Seminar: Item Response Theory (3)		
EVAL 68807	Educational Program Eval (3)		

***must be approved by and registered with a specific faculty member and approved by advisory committee.*

Dissertation Hours (students must complete 30 hours of Dissertation I credit in two consecutive semesters and then register for Dissertation II hours until graduated)

Course #	Course Name	Credit Hours
SPED 80199	Dissertation I (15)	
SPED 80199	Dissertation I (15)	
SPED 83991	Dissertation II (hours as necessary)	

ADVISORY PHASE FORM

TENTATIVE FULFILLMENT DATES

Step 1. Coursework completed _____ Date

Internship experience completed _____ Date

Step 2. Completion of Comp. Exams _____ Date

Step 3. Approval of Dissertation Proposal _____ Date

Step 4. Defense of dissertation _____ Date

Step 5. Anticipated graduation date _____ Date

Major Program Area _____

Major _____

Optional Minor _____

Optional Cognate or Concentration _____

Residency Plan (additional sheet may be attached)

PhD Student Name _____

NOTE: ALL SIGNATURES NEEDED ON THIS PAGE MUST BE OBTAINED BY THE STUDENT.

APPROVAL OF PLAN OF STUDY AND RESIDENCY PLAN

Print _____

/s/ _____ _____
Major Advisor/Co-advisor (circle one) Date

Print _____

/s/ _____ _____
Co-Advisor/Member if applicable (circle one) Date

Print _____

/s/ _____ _____
Optional Member if applicable Date

Print _____

/s/ _____ _____
Minor Advisor if applicable Date

Print _____

/s/ _____ _____
PhD Student Date

APPROVALS

/s/ _____ _____
Program Area Coordinator Date

/s/ _____ _____
Associate Dean for Administrative Affairs Date

SPED Meeting Agendas and Minutes are available on our wiki at https://mediawiki.kent.edu/doku/doku.php?id=sped. Following are the minutes from the September 8th meeting when curricular decisions were affirmed.

Meeting: September 8, 2010 – ATTENDANCE: PENA, PAM, BECKY, KPF, SANNA, KAREN, CHRISTY, ROB, ANDREW, SLOANE (MARY ALSO ATTENDED)

KPF to work with Melody to figure out if Prek endorsement is in order, what should be inactivated, and if we can put in for OBR review as part of the whole for SPED

Mary will follow up with Deb H. to determine what aspects of SPED could be >50% and will need to go through review with OBR.

Notes - if you want to update a basic data sheet, start with your sub-coordinator, go to sped, then through curriculum. Good idea to indicate that a course could/would/may be offered online.

Future needs/topics - use some SPED time to talk about how we are teaching online, have someone come in and update us, show and share, etc.; consider the different technologies that are being used and how to ensure access and participation by students.

Advising - need to get things to be more consistent, might be another sub-topic for down the road; group advising once a semester (e.g., before they move to advanced study); Becky will offer a group advising session for fall for UG SPED students.

Interviewing master's degree students when they have a questionable application or appeal the decision. KPF to add language to the SPED website to clarify the application process (who to get letters from, what to write on their goal statement) and how long to expect the proceess to take put specific dates on the website for fall, spring, summer admission.

We'll do interviews for now for those who have suspect or concerning apps. Deaf Ed and ECI - Sloane for Autism - Christy for BISP; will their own and any faculty can do MM and MI. Rob will edit the short interview form and then forward back to person doing admits. For reconsiderations, a 2nd faculty person will review and possibly interview again.

Discussion regarding grand coordinator: Melody and Mary will talk to the Dean about options and get back to SPED faculty.

Gifted update: Sharon Hall was hired; cohort begins in January 2011

Future topic...revisit the master's degree prospectus - need to discuss and then revise and send through

[Edit]

Curriculuar Actions

Melody proposed the following curriculuar actions as a summary of discussions we have held over past few months. All proposals endorsed by all faculty (no nays):

1. Inactivate all Gifted UG courses and programs

2. revise masters plan of study for consistency

3. reanme BSE INSP degree to BSE Special Education (SPED) to be consistent at all degree levels and to reflect field

4. revise program requirements for BSE INSP degree by removing specifed Kent Core courses

5. revise PhD plan of study for consistency

[Edit]

E-mails from Curriculum and Instruction, Health Education, School Psychology, and Educational Psychology indicating that there are no encroachment issues with Special Education establishing the three following doctoral courses:

*Contemporary Issues in Special Education
*Discourse and Dialogue in Special Education
*Research Grant Development for Disability Programs

From: TANKERSLEY, MELODY
Sent: Monday, November 22, 2010 10:20 PM
To: WAS, CHRISTOPHER; ANHALT, KARLA; HENDERSON, JAMES
Subject: SPED PhD Courses

Hi! In Special Education, we've been using a special topic seminar number for three courses we offer routinely—two seminars related to issues in the field of special education and one on grant writing. I'm wondering if you can review the documents and send me an email of whether the course content would duplicate any doctoral courses that you offer. I didn't think about this earlier, but I need it for the upcoming curriculum committee meetings, if possible.

Thank you!

Melody

Melody,

With respect to the C&I Program Area, I don't notice any encroachment issues that we need to discuss.

Dr. James Henderson
Professor of Curriculum Studies
Coordinator of C&I Master's and Ph.D. Programs
404 White Hall
Kent State University
Kent, OH 44242
330-672-0631

Melody: I am writing this email on behalf of the Health Education and Promotion program which is in the School of Health Sciences. We do not consider it encroachment should a grant writing doctoral seminar be established by the Special Education program within the School of Life Span Development and Educational Studies (LDES).
Lynne

Lynne E. Rowan, Ph.D., CCC-SLP
Interim Director
School of Health Sciences
Kent State University

Re: SPED PhD Courses
WAS, CHRISTOPHER
Sent: Tue 11/23/2010 8:40 AM
To: TANKERSLEY, MELODY

None of these duplicate our courses, I would however like to send some of my doc students to the grant writing course.

Yes, there are no encroachment issues with the school psychology program related to the SPED doctoral courses being submitted/proposed.

Thanks!

Karla

Karla Anhalt, Ph.D.
Associate Professor & Co-Coordinator
School Psychology Program
Kent State University
405 White Hall
Kent, OH 44242
Phone: 330-672-0582
Fax: 330-672-2512
E-mail: kanhalt@kent.edu

From: TANKERSLEY, MELODY
Sent: Tuesday, November 23, 2010 11:43 AM
To: ANHALT, KARLA
Subject: RE: SPED PhD Courses

Does this mean that it's OK with SPSY if we go ahead with our proposal? That we will not encroach on your program by offering them?

Thanks! Mel

Melody Tankersley, PhD
Professor, Special Education
School of Lifespan Development and Educational Sciences
College of Education, Health, and Human Services
Kent State University
405 White Hall
Kent, OH 44242

mtankers@kent.edu
330.672.2294 (for assistance)
330.672.0605 (voice message)
330.672.2512 (fax)

From: ANHALT, KARLA
Sent: Tuesday, November 23, 2010 11:12 AM
To: TANKERSLEY, MELODY
Subject: RE: SPED PhD Courses

That's wonderful! Thanks for the update and for offering these seminars on a regular basis!

Karla

AUGUSTINE, SUSAN

From: LUFT, PAMELA
Sent: Monday, November 22, 2010 3:48 PM
To: AUGUSTINE, SUSAN
Subject: SPED Meeting Minutes

Meeting Minutes

11-10-10 Meeting

Updates from Committees

- Program Coordinators Meeting: University wide admissions (centralized) - Likely to begin January 1st - will move to RAGS website
- Teacher Education Coordinators: NCATE is moving toward CAPE; all faculty need to read NCATE report and discuss at the sub-program level

Issue with Graduate Student Senate Representation (KPF - see Sophie's email)

Grad Council and transition to university-wide services (1/1/11 for EHHS) transition plan

Tier 1 responsibility updates and review (whole group - just need to clarify who is doing what and update/correct the wiki)

Discussion at end of meeting with Subcoordinators to develop a better strategy for finalizing the schedule each semester as well as the faculty load wiki page (KPF)

Student Survey (mjt) Page to draft ideas for Student Survey

Spring 2011 SPED Meetings Schedule (mjt)

EDIN course size limits

- Recommendation that only 8-10 students in any Processing course
- Kathy willing to have 25 in typical courses and maybe 12 in the Processing courses

EDIN program changes

- Issue - Study/Review indicates several competencies the students are lacking in; proposing two new classes
- Question - are the EDIN students bound to take TAG courses? Are they exempt?
- Get rid of 3 classes and staff 2 new classes
- **Action**: Motion by Lyle remove CULT ITEC and SP&A (non tag) course from the EDI program course of study with associated approval, Andrew seconded; Motion passed by SPED faculty. Update: OBR did not recommend removal of CULT & ITEC.
- **Action**: KPF to meet with Pam and/or Karen and see about getting space, technology, and people so students have a dedicated place to practice some of the competencies that the Self Review suggest may need enhanced.

- **Action**: Embed more practice opportunities and needed skills into the existing EDI classes and maybe adding 1 more credit of Field (maybe to Processing 1 or 1 more to Processing 3). Pam will follow up with Kathy G. Bottom line, one more credit has to be added to the bottom line.

DFED program changes

- Issue - need to reduce the number of credits for the Deaf Ed program; need to eliminate courses that aren't
- Assessment and ABA II could be removed
- Speech and Langauge development could be removed
- Action: Motion by Andrew to remove Assessment, ABAII, Speech and Language Development, general elective to the intiial license for Deaf Education; Second by Rob; with corrections to the revision paperwork; passed by SPED faculty.

Update on doctoral program curricular changes - (MT et al.)

-

Update on mater's degree curricular changes (review course sequence and which courses need to be developed, timeline for implementing, revision of prospectus etc.)

Wiki support (Identify next steps - updates from KPF and RC)

- Chris gave us a tutorial and said the problem with loading pages is being fixed. KPF to follow up

Programming and Planning for Transition (RC)

Slashing the graduate section of Programming

1. Lyle will check into and will get back with a recommendation

Assistive Tech class (summer with Pam and review issue about spring offering)

1. KPF to check to see if Patti and Tracy and teach in the fall and move to fall on the forever schedule; listserv announcement

Moving Curriulcum Methods M/I from Fall forward

- Move to Wednesdays

Spring enrollment updates/discussion (KPF)

1. Make existing 5 week course a regular course - online and see if Brian will offer a 2nd section that is hidden at the 5 weeks spot

Problem with 5 week Intro offering

1.

Ok to continue borrowing seats for 7:20 assessment, section 2 ABA I, ABAI II, both characteristics (characteristics M/I is over and full)

Program Development Plan – Master of Fashion (MFash) & Doctor of Fashion (DFash)

---

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

Designation and Rationale: The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising (FDM), a program within the College of the Arts (COTA), seeks to establish the **Master of Fashion** (MFash) and **Doctor of Fashion** (DFash)**.**

- *The Kent State Fashion School faculty defines fashion as a **unifying lens** focused on creating, and investigating the individual and collective phenomena of products and services that are related to the appearance, style, identity and behavior of consumers within a visual culture.*
- The MFash will expand on the foundation of fashion understanding to create a holistic view of the design process in terms of problem solving and strategic thinking, resulting in solutions to real-world problems in all facets of the fashion industry. Technology and integrated approaches to the research process will be essential in all of the graduate courses.
- The DFash will serve as the terminal degree extension of the proposed MFash degree, expanding on higher-level research and understanding in fashion contexts to **create new knowledge** through embedding practice into research questions, applications, methodologies and presentations.
- We designate such a focus within fashion as a merging of disciplines to provide an encompassing view of the industry and to elicit specific "ways of knowing" that stand distinct from other disciplines.

Focus: Both the MFash and DFash will have a contemporary educational emphasis on systematic design research and problem solving with applications of merchandising (i.e., branding, design management), historical and critical studies (fashion history, contemporary design analysis, history of style), advanced design concepts (studio/lab-based classes), sustainable and ethical design practices, and technological applications. The goal of the graduate programs will be to bring together diversity in practice-based approaches and an ability to synthesize information for higher level of thinking and strategies for the 21st century.

- The MFash/DFash will have a concentrated focus on *practice-led research, practice-based research*, and *research through practice*. The approach to the MFash/DFash degree programs embeds designerly-thinking and assumes a basic understanding of the disciplines of study related to fashion.
- For the MFash student, the final outcome of the program will be a final thesis project. The MFash is designed to inform participation in either doctoral studies or advanced industry positions. The MFash would be considered a post-professional degree for graduates seeking placement in the industry and/or a preparatory degree for the DFash.
- For the DFash student, the final outcome of the program will be a dissertation project. The DFash is proposed as a terminal degree, distinctive from the PhD, as it embeds the role of practice in the approach to answering research questions in fashion. As such it functions similarly to what have emerged as "practice-based PhDs" in the United Kingdom and Europe to address the growing demand for research that integrates designerly "ways of knowing." The goal of the proposed DFash is to distinguish itself by being the **first practice-based doctoral degree in the United States that focuses solely on fashion contexts.**

Significance: The Ohio Board of Regents has endorsed the Fashion School at Kent State University as a **Center of Excellence** at Kent State University in the Strategic Plan for Higher Education; the dedication ceremony conducted by Chancellor Fingerhut for this designation will take place on March 18th, 2011. The Strategic Plan calls for programs that have distinctive academic and research strengths. The creation of this new degree program concept is timely, both for The Fashion School and for the evolution of fashion education as it relates to the industry and to "designerly ways of knowing." The integration of digital technology applications, embedded with practice-driven historical and contemporary analysis, help to build a platform for an industry that is undergoing dramatic restructuring.

The following items speak to the significant achievements of the Fashion School and its position of strength in initializing the MFash/DFash degrees:

- In 2009 the Fashion School created the "TechStyleLAB," a center that functions as a teaching/learning, research and commercial service environment. The TechStyleLAB brings together a broad range of digital design and production technologies into one integrated space. Having already received more than $100K in funding, it is positioned to increase technology applications in our educational offerings.
- The Fashion School is the sole disciplinary occupant of our dedicated building. Resources include an extensive fashion library, housing a range of fashion resources, collections and subscription services for students and faculty. The Fashion Library is part of the Kent State University Library system.
- The Fashion School is linked to the American-Museum-Association-Accredited KSU Museum, which houses an exceptional collection of fashion items ranging from 17th-century gowns to contemporary designers' pieces. The Museum was initiated, along with the Fashion School, over 25 years ago through the fashion collection and monetary donation of Shannon Rodgers and Jerry Silverman.
- The Fashion School has established satellite campuses in New York City and Florence, Italy, as well as direct vendor agreements with the Paris American Academy. In addition, we partner with the Institute for Textiles and Clothing (ITC) at the Hong Kong Polytechnic University to exchange as many as four students between our campuses each year. Our students also regularly engage in fashion study opportunities in London, Milan and other European cities. These programs extend the experience of our undergraduates as well as the School of Fashion's national and international reputation. Our goal is to include these study-away opportunities for our graduate students as well.
- The graduate faculty in the Fashion School has a broad range of expertise in fashion, resulting in rich diversity of thought, perspectives and emphases.
- The Fashion School has an established Industry Advisory Board. The board members, including designers, merchandisers, CEOs, owners and presidents of fashion businesses, volunteer to share their industry expertise based on their belief in the quality and promise of our program.
- The Fashion School has a large donor base, and the highest amount of endowed scholarships (with an annual awarding total of over $60K) within Kent State University. This is a clear indication of external support from the community and industry for the education and service provided by the Fashion School.
- In collaboration with KSU's College of Business, an accelerated BS/MBA program was implemented in the Fashion School, allowing high-performing students to complete a combined undergraduate and MBA degree in five years. Starting Fall of 2010, the Fashion School began offering graduate-level courses in fashion theory, design management and fashion research methods as part of the professional MBA with a Fashion Concentration from the College of Business.

---

2. Description of the proposed curriculum.

MFash: The MFash degree will require a minimum of 30 semester hours, including courses in Research Methods (3), Statistics (3) and Thesis (6). In addition, the students will choose a minimum of 12 credits from a selection of graduate courses in the Fashion School, as well as 6 credits of coursework from cognate areas.

DFash: The DFash degree will require a minimum of an additional 30 semester hours of graduate credit beyond the Master's degree and 30 semester hours of dissertation work for a total of 60 credit hours. These graduate-level courses will be selected by the student in conjunction with their committee and will include options for connecting to a range of cognate areas based on the student's proposal for doctoral study.

During the first semester, DFAsh students will take a required Global Innovation course addressing the *unifying lens* contexts in fashion. During the second semester, students will take an independent study course on preparing for the doctoral exam under the guidance of their advisor. To achieve candidacy, doctoral students must pass the doctoral comprehensive examination. The DFash program will require the successful defense of a 30-credit dissertation, in which the doctoral candidate will nominate one external examiner from an institution outside of Kent State University who has gained national or international recognition for their scholarship related to the dissertation topic, and one internal (KSU) examiner from outside the immediate subject area. The

examiners will review the dissertation project and validate the completion of the dissertation with the candidate's doctoral committee upon review of a successful defense with the examiners.

Brief course descriptions for the MFash/DFash can be found in **Appendix A**. MFash/DFash students will be encouraged to take advantage of graduate-level summer workshops offered at our NYC and Florence campuses.

---

3. Administrative arrangements for the proposed program: department and school or college involved.
The MFash/DFash programs will be directly administered by the Fashion School. A Graduate Studies Coordinator (GSC) appointed from the existing FDM graduate faculty will oversee the administrative duties. The GSC will chair the Fashion School's Graduate Studies Committee, having faculty representation from both design and merchandising areas.

Review process for applicants: A graduate review committee will be established to ensure the quality and suitability of incoming graduate students. Applicants for the MFash will have earned a baccalaureate degree from an accredited institution or have met the requirements for a baccalaureate degree that will be awarded prior to beginning their graduate study. All prospective MFash students must have a minimum of a 3.0 GPA (or a standard GMAT or GRE), a statement of career and/or academic goals, a writing sample, and three letters of recommendation. Applicants for the DFash will have earned a Master's degree from an accredited institution or have met the requirements for a Master's degree that will be awarded prior to beginning their doctoral study. All prospective DFash students must have a minimum of a 3.0 GPA (or a standard GMAT or GRE); submit a written description of their intended doctoral research topic with approach, methods, and description of the contribution to new knowledge; submit a design/merchandising portfolio and three letters of recommendation.

Supervisory committee selection process: All FDM graduate students must choose a Major Professor and supervisory committee before completing their first nine (9) credit-hours of course work at KSU. Committees will typically consist of two FDM faculty and one faculty member external to the School.

---

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.
Recently, the cultural concept of "fashion" has expanded to include a much broader range of product categories. Thus, it is increasingly common for "ways of thinking" about fashion to be applied to other disciplines. This has led to a growing demand for postgraduate students who are interested in engaging in higher-level discourse about fashion contexts and technology.

- Nationally, many graduate programs in the textiles and clothing disciplines have been downsized or eliminated due to economic constraints, and/or their lack of ability to maintain currency in the face of substantial changes in the industry.
- Both in the U.S. and internationally, though, there is sustained interest in fashion knowledge as it pertains to applications of new technology, sustainability, ethical practices, brand management, design research, and the underlying practices in fashion that provide the ability to reflect short-term connections to cultural change.
- The current market segment for fashion businesses is seriously challenged by the reduction in manufacturing capability in the Western Hemisphere. Fashion businesses in the U.S. and Europe have begun to clearly recognize the value in advanced or on-demand approaches to design and production models as a means to innovate. The proposed MFash program focus is warranted, as graduates of this program would be able to more actively contribute to innovation.
- As they have begun to learn about the initiatives in the Fashion School at Kent State, universities such as Cornell, UC Davis, Missouri State and Kansas State have already started referring students to the Director of the Fashion School looking to study in the MFash program. **There is clear interest and**

demand for a graduate-level degree program that is based in practice but not explicitly tied to either a scientific discipline (MS), fine art (MFA) or theory development (PhD).

The KSU Fashion School has the only four-year university baccalaureate degree-programs in Northeast Ohio that focus solely on fashion industry-practice. The proposed focus on *research as an integrating process between fashion design and merchandising* is also unique in the state of Ohio and rare within the national community. Students graduating with a Master (or Doctorate) of Fashion would be able to move into higher-level positions such as Creative Director, Design Director, Product Manager, Merchandising Manager, or into entry-level teaching roles in numerous college/university degree programs. With a simple search of academic positions advertised on HigherEdJobs.com within the last 3 months, we found 8 for which a graduate of the MFash degree would be qualified. (See **Appendix B** for listing.) With a similar search of advertised academic positions we found 16 for which a graduate of the DFash degree would be qualified (these were selected based on the use of the terms "terminal degree" and "doctorate," but exclude requirements for "PhD." It is likely that a DFash student will be able to apply for similar positions to those that a PhD graduate will be eligible, but candidates will need to address the context of the degree in their application to academic posts. (See **Appendix C** for listing.)

In the U.S., there are currently only two doctoral degree programs in a textiles and clothing department that support focus areas on design research. The PhD degree program at Cornell University is a very theoretically driven course, which results in research that is "about" design or fashion practice rather than being from within that knowledge frame. At the University of Minnesota, graduate students in the College of Design PhD program can focus on Apparel Studies. The proposed degree program in the KSU Fashion School will focus on facilitating research-through-practice in a way that distinguishes it from the Cornell program, as well as makes explicit practice-based approaches that allow for a greater diversity of dissertation project models for the DFash in contrast to the PhD dissertation at the University of Minnesota.

There is currently only one Doctor of Design (DDes) program based in the United States, at Harvard University. The DDes at the Harvard Graduate School of Design is a doctoral degree program for "highly creative and motivated professionals who wish to conduct intensive design research covering a broad range of subjects related to the built environment." While this program does integrate design practice into the approaches for doctoral research, it does not address the fashion context.

Only one comparable doctoral-level program exists in Ohio, as a PhD in Consumer Sciences with a concentration in Fashion and Retail Studies at The Ohio State University. This graduate program focuses on the investigation of textiles and clothing products and their use by people from historical, behavioral, and social-psychological perspectives. It has little to no emphasis on design creation and ideation and has less of a technology and industry-driven curriculum. **Appendix D** shows all similar graduate degree programs in Ohio. The DFash would distinguish itself as the first in the State of Ohio, *but also as first in the United States.*

---

5. Prospective enrollment.

Comparable programs in other institutions generally have 15 to 25 graduate students at the Masters level and 3 to 10 at the doctoral level. Although the number of applicants may rise, enrollment in the MFash program will be held at 40 and in the DFash program at 12 to maintain an appropriate faculty/ student ratio. Based on similar projections at Kent State, with an enrollment of 5 Master's-level students per academic year, the MFash program would exceed its break-even point in terms of the standard costs of instruction per course offered in the program. Similarly, the DFash would exceed its break-even point with 4 doctoral students. We intend to admit at least 5 qualified MFash students into the first year of the program, with a revolving admission of 5 students each fall semester, so that they can be introduced into the sequence of introductory MFash courses as a group; and to admit at least 2 qualified DFash students into the first year of the program, with an average revolving admission of 2 students each fall semester.

---

6. Special efforts to enroll and retain underrepresented groups in the given discipline.
The Fashion School has a majority population of female students in our undergraduate program with a similar majority also expected in the graduate program. 21% of the FDM student population is of ethnic minority based on KSU institutional reporting as of September 2009. The school is committed to continually expanding the strategic recruitment and retention of underrepresented groups. Tameka Ellington, NTT faculty member, serves as the FDM Chair for Diversity and Recruitment. Dr. Ellington will work with the FDM GSC to strategize and encourage recruitment of underrepresented groups, including men.

FDM holds a diverse faculty, which can be instrumental in recruiting a diverse graduate student population. KSU is launching several diversity initiatives, including a "diversity scorecard" system; FDM will take advantage of these tools and priorities to build diversity in the degree programs.

---

7. Availability and adequacy of the faculty and facilities available for the new degree program.
In addition to the Director, fourteen Fashion School faculty members have achieved the Master's degree or higher with eight possessing a terminal degree. Three of the faculty are doctoral candidates in the last stages of their dissertations. Faculty experience with leading and mentoring graduate students includes supervision of 23 theses and dissertations and serving on numerous Graduate Committees at other research institutions. At Kent State, although the Fashion School has never had a graduate program, one faculty member has been granted graduate status in the College of the Arts and has served on six MFA committees as well as one PhD committee in the College of Education, Health, and Human Services. One faculty member has been approved for graduate faculty status in the College of Business and at The Ohio State University. Please refer to **Appendix E** for a listing of the proposed graduate faculty for the MFash/DFash degree programs.

With a few modifications, there can be sufficient space in Rockwell Hall to accommodate graduate seminars and a graduate student work area. Only graduate students with teaching/research assistantships will be provided with dedicated desk space, but a graduate student office will be created by rearranging existing office space to allow for "hot-swapping"-style desk management.

---

8. Need for additional facilities and staff and the plans to meet this need.
During the initial implementation of the program, there is minimal impact on facilities and staff. Shared computers (desktop or laptop) will be necessary. These will be obtained through a refresh strategy created in the Fashion School to manage rotation of computers in faculty offices and computer lab environments. Such costs will be minimal and can be accommodated within the existing facilities.

Initial staffing will likely include the hiring of at least one graduate assistant. The teaching and facilitation of graduate classes can be met using existing faculty during the initial two years, depending on the number of students admitted. As the program grows, additional faculty (and/or graduate assistants) will be necessary to support either the undergraduate or graduate programs as current senior faculty members become re-deployed to service the growing needs of the graduate program. In the longer term, an additional doctoral-level design faculty position has been budgeted into the FDM hiring plan for as early as FY2013 to increase supervision support for the DFash.

---

9. Projected additional costs, evidence of institutional commitment and capacity to meet these costs.
Initially, the additional costs imposed for the program would include the hiring of one graduate assistant. The projected salary/stipend is estimated to be $10,000 + benefits (MFash) and $12,000 + benefits (DFash). These positions can currently be completely supported through surplus income generated through FDM's large undergraduate programs. The income generated through tuition from the graduate program should be sufficient to cover additional teaching costs associated with the graduate program. The School is also exploring potential graduate student scholarships with major donors to help subsidize the costs associated with hiring graduate students.

Appendix E – FDM Faculty proposed for the MFash/DFash degree programs:

FACULTY WITH MASTER'S OR HIGHER (DIRECTOR + 15); TERMINAL DEGREES (DIRECTOR + 8):

J.R. Campbell, MFA, PGCert. in Ph.D. Supervision
Professor and Director

Margarita Benitez, MFA
TT - Assistant Professor, Fashion Design

Hanna Hall, MDes (post-professional terminal degree)
TT - Assistant Professor, Fashion Design

Eun-Jung Lee, Ph.D.
TT - Assistant Professor, Fashion Merchandising

Catherine Leslie, Ph.D.
TT - Associate Professor, Fashion Merchandising

Linda Ohrn-McDaniel, MFA
TT - Associate Professor, Fashion Design

Noel Palomo-Lovinski, MFA
TT - Assistant Professor, Fashion Design

Vince Quevedo, MFA
TT - Associate Professor, Fashion Design

Sherry Schofield-Tomschin, Ph.D.
TT - Associate Professor, Fashion Design

Nancy Stanforth, Ph.D.
TT - Associate Professor, Fashion Merchandising

MASTER'S AND ABD (3):
Tameka Ellington, Ph.D. candidate (ABD)
NTT - Assistant Professor, Fashion Design

William Perrine, Ph.D candidate (ABD)
NTT - Instructor, Fashion Merchandising

Jong Hyun, Ph.D candidate (ABD)
NTT - Instructor, Fashion Merchandising

MASTER'S DEGREES (2)
William Hauck, MA
TT - Assistant Professor, Fashion Merchandising

Trista Grider, MS
NTT-- Assistant Professor, Fashion Merchandising

Young Kim, MA
NTT – Lecturer, NYC Studio

Program Development Plan – Master of Fashion (MFash) & Doctor of Fashion (DFash)

---

1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

Designation and Rationale: The Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising (FDM), a program within the College of the Arts (COTA), seeks to establish the **Master of Fashion** (MFash) and **Doctor of Fashion** (DFash)**.**

- *The Kent State Fashion School faculty defines fashion as a **unifying lens** focused on creating, and investigating the individual and collective phenomena of products and services that are related to the appearance, style, identity and behavior of consumers within a visual culture.*
- The MFash will expand on the foundation of fashion understanding to create a holistic view of the design process in terms of problem solving and strategic thinking, resulting in solutions to real-world problems in all facets of the fashion industry. Technology and integrated approaches to the research process will be essential in all of the graduate courses.
- The DFash will serve as the terminal degree extension of the proposed MFash degree, expanding on higher-level research and understanding in fashion contexts to **create new knowledge** through embedding practice into research questions, applications, methodologies and presentations.
- We designate such a focus within fashion as a merging of disciplines to provide an encompassing view of the industry and to elicit specific "ways of knowing" that stand distinct from other disciplines.

Focus: Both the MFash and DFash will have a contemporary educational emphasis on systematic design research and problem solving with applications of merchandising (i.e., branding, design management), historical and critical studies (fashion history, contemporary design analysis, history of style), advanced design concepts (studio/lab-based classes), sustainable and ethical design practices, and technological applications. The goal of the graduate programs will be to bring together diversity in practice-based approaches and an ability to synthesize information for higher level of thinking and strategies for the 21st century.

- The MFash/DFash will have a concentrated focus on *practice-led research, practice-based research*, and *research through practice*. The approach to the MFash/DFash degree programs embeds designerly-thinking and assumes a basic understanding of the disciplines of study related to fashion.
- For the MFash student, the final outcome of the program will be a final thesis project. The MFash is designed to inform participation in either doctoral studies or advanced industry positions. The MFash would be considered a post-professional degree for graduates seeking placement in the industry and/or a preparatory degree for the DFash.
- For the DFash student, the final outcome of the program will be a dissertation project. The DFash is proposed as a terminal degree, distinctive from the PhD, as it embeds the role of practice in the approach to answering research questions in fashion. As such it functions similarly to what have emerged as "practice-based PhDs" in the United Kingdom and Europe to address the growing demand for research that integrates designerly "ways of knowing." The goal of the proposed DFash is to distinguish itself by being the **first practice-based doctoral degree in the United States that focuses solely on fashion contexts.**

Significance: The Ohio Board of Regents has endorsed the Fashion School at Kent State University as a **Center of Excellence** at Kent State University in the Strategic Plan for Higher Education; the dedication ceremony conducted by Chancellor Fingerhut for this designation will take place on March 18th, 2011. The Strategic Plan calls for programs that have distinctive academic and research strengths. The creation of this new degree program concept is timely, both for The Fashion School and for the evolution of fashion education as it relates to the industry and to "designerly ways of knowing." The integration of digital technology applications, embedded with practice-driven historical and contemporary analysis, help to build a platform for an industry that is undergoing dramatic restructuring.

The following items speak to the significant achievements of the Fashion School and its position of strength in initializing the MFash/DFash degrees:

- In 2009 the Fashion School created the "TechStyleLAB," a center that functions as a teaching/learning, research and commercial service environment. The TechStyleLAB brings together a broad range of digital design and production technologies into one integrated space. Having already received more than $100K in funding, it is positioned to increase technology applications in our educational offerings.
- The Fashion School is the sole disciplinary occupant of our dedicated building. Resources include an extensive fashion library, housing a range of fashion resources, collections and subscription services for students and faculty. The Fashion Library is part of the Kent State University Library system.
- The Fashion School is linked to the American-Museum-Association-Accredited KSU Museum, which houses an exceptional collection of fashion items ranging from 17th-century gowns to contemporary designers' pieces. The Museum was initiated, along with the Fashion School, over 25 years ago through the fashion collection and monetary donation of Shannon Rodgers and Jerry Silverman.
- The Fashion School has established satellite campuses in New York City and Florence, Italy, as well as direct vendor agreements with the Paris American Academy. In addition, we partner with the Institute for Textiles and Clothing (ITC) at the Hong Kong Polytechnic University to exchange as many as four students between our campuses each year. Our students also regularly engage in fashion study opportunities in London, Milan and other European cities. These programs extend the experience of our undergraduates as well as the School of Fashion's national and international reputation. Our goal is to include these study-away opportunities for our graduate students as well.
- The graduate faculty in the Fashion School has a broad range of expertise in fashion, resulting in rich diversity of thought, perspectives and emphases.
- The Fashion School has an established Industry Advisory Board. The board members, including designers, merchandisers, CEOs, owners and presidents of fashion businesses, volunteer to share their industry expertise based on their belief in the quality and promise of our program.
- The Fashion School has a large donor base, and the highest amount of endowed scholarships (with an annual awarding total of over $60K) within Kent State University. This is a clear indication of external support from the community and industry for the education and service provided by the Fashion School.
- In collaboration with KSU's College of Business, an accelerated BS/MBA program was implemented in the Fashion School, allowing high-performing students to complete a combined undergraduate and MBA degree in five years. Starting Fall of 2010, the Fashion School began offering graduate-level courses in fashion theory, design management and fashion research methods as part of the professional MBA with a Fashion Concentration from the College of Business.

---

2. Description of the proposed curriculum.

MFash: The MFash degree will require a minimum of 30 semester hours, including courses in Research Methods (3), Statistics (3) and Thesis (6). In addition, the students will choose a minimum of 12 credits from a selection of graduate courses in the Fashion School, as well as 6 credits of coursework from cognate areas.

DFash: The DFash degree will require a minimum of an additional 30 semester hours of graduate credit beyond the Master's degree and 30 semester hours of dissertation work for a total of 60 credit hours. These graduate-level courses will be selected by the student in conjunction with their committee and will include options for connecting to a range of cognate areas based on the student's proposal for doctoral study.

During the first semester, DFAsh students will take a required Global Innovation course addressing the *unifying lens* contexts in fashion. During the second semester, students will take an independent study course on preparing for the doctoral exam under the guidance of their advisor. To achieve candidacy, doctoral students must pass the doctoral comprehensive examination. The DFash program will require the successful defense of a 30-credit dissertation, in which the doctoral candidate will nominate one external examiner from an institution outside of Kent State University who has gained national or international recognition for their scholarship related to the dissertation topic, and one internal (KSU) examiner from outside the immediate subject area. The

examiners will review the dissertation project and validate the completion of the dissertation with the candidate's doctoral committee upon review of a successful defense with the examiners.

Brief course descriptions for the MFash/DFash can be found in **Appendix A**. MFash/DFash students will be encouraged to take advantage of graduate-level summer workshops offered at our NYC and Florence campuses.

---

3. Administrative arrangements for the proposed program: department and school or college involved.
The MFash/DFash programs will be directly administered by the Fashion School. A Graduate Studies Coordinator (GSC) appointed from the existing FDM graduate faculty will oversee the administrative duties. The GSC will chair the Fashion School's Graduate Studies Committee, having faculty representation from both design and merchandising areas.

Review process for applicants: A graduate review committee will be established to ensure the quality and suitability of incoming graduate students. Applicants for the MFash will have earned a baccalaureate degree from an accredited institution or have met the requirements for a baccalaureate degree that will be awarded prior to beginning their graduate study. All prospective MFash students must have a minimum of a 3.0 GPA (or a standard GMAT or GRE), a statement of career and/or academic goals, a writing sample, and three letters of recommendation. Applicants for the DFash will have earned a Master's degree from an accredited institution or have met the requirements for a Master's degree that will be awarded prior to beginning their doctoral study. All prospective DFash students must have a minimum of a 3.0 GPA (or a standard GMAT or GRE); submit a written description of their intended doctoral research topic with approach, methods, and description of the contribution to new knowledge; submit a design/merchandising portfolio and three letters of recommendation.

Supervisory committee selection process: All FDM graduate students must choose a Major Professor and supervisory committee before completing their first nine (9) credit-hours of course work at KSU. Committees will typically consist of two FDM faculty and one faculty member external to the School.

---

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.
Recently, the cultural concept of "fashion" has expanded to include a much broader range of product categories. Thus, it is increasingly common for "ways of thinking" about fashion to be applied to other disciplines. This has led to a growing demand for postgraduate students who are interested in engaging in higher-level discourse about fashion contexts and technology.

- Nationally, many graduate programs in the textiles and clothing disciplines have been downsized or eliminated due to economic constraints, and/or their lack of ability to maintain currency in the face of substantial changes in the industry.
- Both in the U.S. and internationally, though, there is sustained interest in fashion knowledge as it pertains to applications of new technology, sustainability, ethical practices, brand management, design research, and the underlying practices in fashion that provide the ability to reflect short-term connections to cultural change.
- The current market segment for fashion businesses is seriously challenged by the reduction in manufacturing capability in the Western Hemisphere. Fashion businesses in the U.S. and Europe have begun to clearly recognize the value in advanced or on-demand approaches to design and production models as a means to innovate. The proposed MFash program focus is warranted, as graduates of this program would be able to more actively contribute to innovation.
- As they have begun to learn about the initiatives in the Fashion School at Kent State, universities such as Cornell, UC Davis, Missouri State and Kansas State have already started referring students to the Director of the Fashion School looking to study in the MFash program. **There is clear interest and**

demand for a graduate-level degree program that is based in practice but not explicitly tied to either a scientific discipline (MS), fine art (MFA) or theory development (PhD).

The KSU Fashion School has the only four-year university baccalaureate degree-programs in Northeast Ohio that focus solely on fashion industry-practice. The proposed focus on *research as an integrating process between fashion design and merchandising* is also unique in the state of Ohio and rare within the national community. Students graduating with a Master (or Doctorate) of Fashion would be able to move into higher-level positions such as Creative Director, Design Director, Product Manager, Merchandising Manager, or into entry-level teaching roles in numerous college/university degree programs. With a simple search of academic positions advertised on HigherEdJobs.com within the last 3 months, we found 8 for which a graduate of the MFash degree would be qualified. (See **Appendix B** for listing.) With a similar search of advertised academic positions we found 16 for which a graduate of the DFash degree would be qualified (these were selected based on the use of the terms "terminal degree" and "doctorate," but exclude requirements for "PhD." It is likely that a DFash student will be able to apply for similar positions to those that a PhD graduate will be eligible, but candidates will need to address the context of the degree in their application to academic posts. (See **Appendix C** for listing.)

In the U.S., there are currently only two doctoral degree programs in a textiles and clothing department that support focus areas on design research. The PhD degree program at Cornell University is a very theoretically driven course, which results in research that is "about" design or fashion practice rather than being from within that knowledge frame. At the University of Minnesota, graduate students in the College of Design PhD program can focus on Apparel Studies. The proposed degree program in the KSU Fashion School will focus on facilitating research-through-practice in a way that distinguishes it from the Cornell program, as well as makes explicit practice-based approaches that allow for a greater diversity of dissertation project models for the DFash in contrast to the PhD dissertation at the University of Minnesota.

There is currently only one Doctor of Design (DDes) program based in the United States, at Harvard University. The DDes at the Harvard Graduate School of Design is a doctoral degree program for "highly creative and motivated professionals who wish to conduct intensive design research covering a broad range of subjects related to the built environment." While this program does integrate design practice into the approaches for doctoral research, it does not address the fashion context.

Only one comparable doctoral-level program exists in Ohio, as a PhD in Consumer Sciences with a concentration in Fashion and Retail Studies at The Ohio State University. This graduate program focuses on the investigation of textiles and clothing products and their use by people from historical, behavioral, and social-psychological perspectives. It has little to no emphasis on design creation and ideation and has less of a technology and industry-driven curriculum. **Appendix D** shows all similar graduate degree programs in Ohio. The DFash would distinguish itself as the first in the State of Ohio, *but also as first in the United States.*

---

5. Prospective enrollment.

Comparable programs in other institutions generally have 15 to 25 graduate students at the Masters level and 3 to 10 at the doctoral level. Although the number of applicants may rise, enrollment in the MFash program will be held at 40 and in the DFash program at 12 to maintain an appropriate faculty/ student ratio. Based on similar projections at Kent State, with an enrollment of 5 Master's-level students per academic year, the MFash program would exceed its break-even point in terms of the standard costs of instruction per course offered in the program. Similarly, the DFash would exceed its break-even point with 4 doctoral students. We intend to admit at least 5 qualified MFash students into the first year of the program, with a revolving admission of 5 students each fall semester, so that they can be introduced into the sequence of introductory MFash courses as a group; and to admit at least 2 qualified DFash students into the first year of the program, with an average revolving admission of 2 students each fall semester.

---

6. Special efforts to enroll and retain underrepresented groups in the given discipline.
The Fashion School has a majority population of female students in our undergraduate program with a similar majority also expected in the graduate program. 21% of the FDM student population is of ethnic minority based on KSU institutional reporting as of September 2009. The school is committed to continually expanding the strategic recruitment and retention of underrepresented groups. Tameka Ellington, NTT faculty member, serves as the FDM Chair for Diversity and Recruitment. Dr. Ellington will work with the FDM GSC to strategize and encourage recruitment of underrepresented groups, including men.

FDM holds a diverse faculty, which can be instrumental in recruiting a diverse graduate student population. KSU is launching several diversity initiatives, including a "diversity scorecard" system; FDM will take advantage of these tools and priorities to build diversity in the degree programs.

---

7. Availability and adequacy of the faculty and facilities available for the new degree program.
In addition to the Director, fourteen Fashion School faculty members have achieved the Master's degree or higher with eight possessing a terminal degree. Three of the faculty are doctoral candidates in the last stages of their dissertations. Faculty experience with leading and mentoring graduate students includes supervision of 23 theses and dissertations and serving on numerous Graduate Committees at other research institutions. At Kent State, although the Fashion School has never had a graduate program, one faculty member has been granted graduate status in the College of the Arts and has served on six MFA committees as well as one PhD committee in the College of Education, Health, and Human Services. One faculty member has been approved for graduate faculty status in the College of Business and at The Ohio State University. Please refer to **Appendix E** for a listing of the proposed graduate faculty for the MFash/DFash degree programs.

With a few modifications, there can be sufficient space in Rockwell Hall to accommodate graduate seminars and a graduate student work area. Only graduate students with teaching/research assistantships will be provided with dedicated desk space, but a graduate student office will be created by rearranging existing office space to allow for "hot-swapping"-style desk management.

---

8. Need for additional facilities and staff and the plans to meet this need.
During the initial implementation of the program, there is minimal impact on facilities and staff. Shared computers (desktop or laptop) will be necessary. These will be obtained through a refresh strategy created in the Fashion School to manage rotation of computers in faculty offices and computer lab environments. Such costs will be minimal and can be accommodated within the existing facilities.

Initial staffing will likely include the hiring of at least one graduate assistant. The teaching and facilitation of graduate classes can be met using existing faculty during the initial two years, depending on the number of students admitted. As the program grows, additional faculty (and/or graduate assistants) will be necessary to support either the undergraduate or graduate programs as current senior faculty members become re-deployed to service the growing needs of the graduate program. In the longer term, an additional doctoral-level design faculty position has been budgeted into the FDM hiring plan for as early as FY2013 to increase supervision support for the DFash.

---

9. Projected additional costs, evidence of institutional commitment and capacity to meet these costs.
Initially, the additional costs imposed for the program would include the hiring of one graduate assistant. The projected salary/stipend is estimated to be $10,000 + benefits (MFash) and $12,000 + benefits (DFash). These positions can currently be completely supported through surplus income generated through FDM's large undergraduate programs. The income generated through tuition from the graduate program should be sufficient to cover additional teaching costs associated with the graduate program. The School is also exploring potential graduate student scholarships with major donors to help subsidize the costs associated with hiring graduate students.

Appendix A – Brief FDM course descriptions for MFash/DFash

MFash: (* indicates courses required for all MFash students)

***Research Methods in Fashion Design and Merchandising (3)** *(FDM 60030)*
Critical evaluation of research, theoretical and scholarly review articles related to apparel and textiles. Learn and practice skills needed to understand and critically evaluate research, theory and scholarly works. Examine in-depth scholarly literature on one topic within apparel and textiles. Write and present a scholarly review of literature.

***Statistics (3)** (*MATH 50012 - INTRODUCTION TO STATISTICAL CONCEPTS*)
Sample spaces, continuous distributions, sampling distributions, point and interval estimation, hypothesis testing, types of error, level and power of tests, sequential and nonparametric methods.

***MFash Thesis (6)**
Thesis students must register for a minimum of 6 hours, 2 to 6 hours in a single semester distributed over several semesters if desired.

Theories in Fashion (3) *(FDM 60010)*
Focuses on the meaning, context and intent of fashion design to contemporary society.

Fashion Design Management (3) *(FDM 60020)*
In-depth study of the relationship between creativity and efficiency in fashion design. Provides insight into how project managers can nurture innovation in an organizational context.

Industry Practicum (3)
Guided and approved external professional activity, including NYC Studio and international study locations.

TechStyleLAB: Digital Design and Fashion Culture (3)
Exploration of analog design methods and digital systems of production and supply chain management. Topics include various research and design topics, such as material ecology, digital craft and future craft practices.

Fashion Design Analysis (3)
Reading, writing and discussion on interpretations of “good” design. Focused reading of analysis of clothing in media (books, newspapers, academic journals, blogs, etc.). Projects designed to address “futuring” of fashion concepts. What will fashion become, what elements in contemporary fashion point to what will be? What are the ethical and business ideas that will need to be addressed as we go forward? What will be considered good design in the future?

Fashion Design Studio (up to 6 credits)
Studio investigation of complex formal and spatial constructs of apparel design.

Research Project in Fashion Design and Merchandising (3) *(FDM 60098)*
Research experience with an individual faculty member designed to strengthen student's ability to synthesize different phases and methods of research. Students work closely with faculty to determine the specific nature, scope and design of the research experience.

DFash: (* indicates required courses for all DFash students)

***Representations of Fashion (3)**
Analyzing illustration, photography, and advertising as an interpretation of dress and fashion. Students will consider the role of images in the construction of the self and identifiable social groups, including businesses and brands. Diverse readings will ground seminar discussions. It will include an exploration of visual consumer culture from the 18th century to e-tail. Topics include the development of branding, advertising, and marketing, gender/sexuality, and race/ethnicity as they relate to fashion.

Concepts of Sustainable Fashion (3)
This course will discuss and examine the most current approaches to sustainability in fashion. The different facets, benefits or shortcomings of each approach will be analyzed with an eye to researching viable solutions to future practices in manufacturing, material selection, design and business. Course embeds practice-based approaches in sustainable development.

***Design Management: Global Innovation (3)**
Focused on globalization and its impact on the management of design innovations. Addressing the "unifying fashion lens" to analyze strategy, organization, technology, and market as integrated with innovation in a global context and the effect of local, national and global influences on design management. Case studies will be used to support the theoretical constructs and reinforce learning. Addressing issues of social responsibility.

Design Management: Trending (3)
Trend strategies to advance fashion industries, including an in-depth investigation of the nature of trends: source, consequences, and implications. Using trend research informs the design manager, leading to improved strategy decisions. A series of projects and case studies develop student skills in identifying and framing trends that affect the design enterprise.

TechStyleLAB: Physical Computing for Advanced Fashion Applications (3)
Applied course dedicated to creating interactivity, whether in objects, installation or environments. (Could be of interest to multiple departments such as fine arts, visual communication and architecture. It could be a way to bring in interdisciplinary collaborations into the department.)

TechStyleLAB: Advanced Wearables + Soft Computing: Open Source Fashion (3)

Open source technologies for design praxis. Further exploration of this topic, delving more into interactive fashion.

Visual Culture Studies: Exhibition Planning, Interpretation, and Display (3)
This course is intended as a practical introduction to the study and exhibition of textile and fashion artifacts. It begins with a survey of material culture studies, including an overview of influential theoretical models, different approaches to exhibition practice, and the viewer experience. Students will select objects and apply knowledge of research methods and interpretations. They will then develop their own exhibition concept by creating label copy, a catalog, and a floor plan. Final projects will include consideration to budgets, conservation requirements, loan procedures, and public programming. Interdisciplinary approaches are encouraged.

***Visual Culture Studies: Fashion, Dress, and Textiles in World Cultures (3)**
This course will examine important and characteristic manifestations of fashion, dress, and appearance and their context in a selection of world cultures. Using multiple scholarly approaches, students will examine textiles, their application, and use among diverse global cultural communities. Particular emphasis will be given to objects that are well represented in museum holdings and in the international fashion market. Aspects of material culture, geography and trade will be included. This course will provide students with a framework to understand fashion as culture and industry, intrinsically linked with processes of globalization. Students will work collaboratively throughout the semester on research projects that are linked to the issues addressed in the course.

Advanced Fashion Design Studio (up to 6 credits)
Studio investigation of complex formal and spatial constructs of apparel design, resulting in a body of work examined by exhibition. The examinable material includes written and visual documentation that has substantial cultural significance. The documentation is the retained archival record of the research. It outlines the development of the research and its conclusion, and provides a critical context within which the work may be viewed and examined.

***DFash Dissertation (30 credits total required)**
Doctoral students must register for a minimum of 30 credit hours, 4 to 6 hours in a single semester distributed over several semesters if desired.

Appendix C – Short listing of recent academic jobs in which a DFash graduate would be eligible

Higheredjobs.com "Fashion" posted between 7/1/10 and 10/1/10

Baltimore City Community College
Position: Assistant Professor, Fashion Design
Master's degree in Fashion Design required, Ph.D. preferred.

Montclair State University
Assistant Professor Fashion Studies
MFA required, Ph.D. preferred, with a minimum of one advanced degree in Fashion related area.

Stephen F. Austin State University
Faculty - Fine and Applied Arts - Fashion & Textile Design
Terminal degree in the field in which the individual will be teaching is required.

www.itaaonline.org "Position Announcements"

University of South Carolina
Assistant Professor Retailing - Tenure Track
Qualified candidates must possess an earned doctorate in retailing, merchandising or a closely related area by the time of appointment.

Georgia Southern University
Assistant Professor Fashion Merchandising and Apparel Design
A terminal degree (doctorate or MFA) in Fashion Merchandising, Apparel Design, or related field.

University of Rhode Island
Assistant Professor, Textiles, Fashion Merchandising & Design
Earned doctorate required at time of appointment, with at least one advanced degree in textile and clothing-related areas.

Monster.com - "Fashion" and "Advanced Degree"

Academic Department - Director (Fashion)
The Art Institutes
Seattle, WA, 98121

Instructor-Fashion Merchandising/Design
Kaplan Higher Education Campus
Atlanta, GA, 30313

Fashion & Retail Management Instructors
The Art Institutes
San Bernardino, CA, 92408

Faculty Fashion (Part Time & Adjunct)

The Art Institutes
San Diego, CA, 92108

Faculty for Fashion Design, Marketing and Ma...
The Art Institutes
Santa Ana, CA, 92704

Fashion Marketing & Management Academic Depa...
The Art Institutes
Sunnyvale, CA, 94086

Part-time Fashion Marketing & Management Ins...
The Art Institutes
Charlotte, NC, 28217

FASHION MARKETING Instructors -Part Time
The Art Institutes
Sunnyvale, CA, 94086

Fashion Faculty - Adjunct
The Art Institutes
Miami, FL, 33132

Fashion Instructor (Fashion Retail Management)
The Art Institutes
Nashville, TN, 37214

Appendix D– Ohio comparable programs to the proposed MFash/DFash

University of Akron:
M.A. in Clothing, Textiles and Interiors at the University of Akron. This Master's degree is focused on the consumers of these products rather than the development of the product itself.

From the University of Akron website description:
The focus of the Master's Degree in the School of Family and Consumer Sciences is on the individual, the family, and the relationship between families and the changing social, economic, and physical environments. This graduate program is based on scholarship, integrity, and the betterment of the human condition. Housed in Schrank Hall South, their facilities consist of modern, multipurpose seminar and lecture rooms, laboratories, enhanced technology classrooms, a computer laboratory, and the Center for Child Development, all of which are open to graduate students for study and research.

Quote from Contact: Teena Jennings-Rentenaar (tj9@uakron.edu)

> "Our graduate program is different from what I understand yours will be. Because all of the faculty working here in Clothing, Textiles and Interiors have a background in historical research as well as cultural research, our focus is towards material culture, social history with emphasis in fashion, and/or cultural anthropological studies.
>
> We emphasize textile science during our undergraduate degree by requiring three courses. This prepares students who return for a master's degree for subsequent work in textile conservation.
>
> What that means is that our graduate students, once they have completed our program which includes a thesis requirement, usually head off to curatorial/conservation work in a museum context, working in developing countries with co-operatives, or teaching.
>
> With a thesis as a requirement, it also means that from the time the students enter the program until they are finished they are usually here at least 4 years, some much longer. Each year we accept 3-5 new students. From this, you can see that we have between 15-20 in the pipeline at any time."

University of Cincinnati:
MDes at University of Cincinnati: in this program the students with a background in fashion design focus their degree in product development. The MDes at UC encompasses a wide range of design disciplines, but does not include applications in merchandising, branding, retail, historical or critical analysis, and is not specific to fashion as a unifying discipline.

From the University of Cincinnati website description:
The School of Design offers the Master of Design degree through a two-year program intended for students with undergraduate degrees and work experience in digital design, fashion design, graphic design, or industrial design. The School faculty support advanced work in each of these disciplines, and interdisciplinary graduate research is also encouraged.

The Master of Design is a post-professional terminal degree. There are two focus areas for graduate study:
Product Development for people with backgrounds in fashion design or industrial design.
Visualization for people with backgrounds in digital design or graphic design.

Interdisciplinary graduate seminars and studios provide an opportunity to explore issues of common concern to all professional design fields, such as sustainable design, universal design, design and identity, and design and consumerism.

Ohio State University, Columbus:
The M.S. and PhD in Consumer Sciences with a concentration in Fashion and Retail Studies at Ohio State University, focuses on social-psychological, behavioral and historical perspectives in the investigation of textiles and clothing. This graduate program has little to no emphasis on design creation and ideation and has less of a technology and industry-driven curriculum.

Quote from contact: Trish Cunningham (tcunningham@ehe.osu.edu)

> "Fashion and Retail Studies focuses on the investigation of textiles and clothing products and their use by people from historical, behavioral, and social-psychological perspectives. You will integrate the study of human behavior with the market activities of development, allocation, distribution, acquisition, and consumption of softgood products."

Bowling Green State University:
M.S. in Apparel, Textiles and Merchandising at Ohio University
BGSU used to have a Masters in textiles and clothing, but has been inactive since at least 2002.

Ohio University, Athens:
From Ohio University's catalog description:
Apparel, Textiles, and Merchandising (M.S.) - The Apparel, Textiles and Merchandising (ATM) program offers professional preparation with a scholarly foundation for students seeking industry positions in merchandising (such as buying, management, and product development) and teaching and research positions in academe. The program focuses on textile and apparel products, their processes of innovation, production, distribution, promotion, diffusion, and consumption. The ATM masters program provides a strong foundation for students who plan to continue with doctoral study.

Quote from contact: Ann Paulins (paulins@ohio.edu)

> "There is a need in the field to develop more graduate degreed professionals who will be successful seeking careers in academe… The Ohio University masters program is positioned as a feeder for doctoral programs offered at other institutions because it requires a thesis and offers a strong research foundation… Students in the ATM program select from areas of emphasis in historic clothing and textiles; merchandising; and social and psychological aspects of apparel consumption."

Appendix E – FDM Faculty proposed for the MFash/DFash degree programs:

FACULTY WITH MASTER'S OR HIGHER (DIRECTOR + 15); TERMINAL DEGREES (DIRECTOR + 8):

J.R. Campbell, MFA, PGCert. in Ph.D. Supervision
Professor and Director

Margarita Benitez, MFA
TT - Assistant Professor, Fashion Design

Hanna Hall, MDes (post-professional terminal degree)
TT - Assistant Professor, Fashion Design

Eun-Jung Lee, Ph.D.
TT - Assistant Professor, Fashion Merchandising

Catherine Leslie, Ph.D.
TT - Associate Professor, Fashion Merchandising

Linda Ohrn-McDaniel, MFA
TT - Associate Professor, Fashion Design

Noel Palomo-Lovinski, MFA
TT - Assistant Professor, Fashion Design

Vince Quevedo, MFA
TT - Associate Professor, Fashion Design

Sherry Schofield-Tomschin, Ph.D.
TT - Associate Professor, Fashion Design

Nancy Stanforth, Ph.D.
TT - Associate Professor, Fashion Merchandising

MASTER'S AND ABD (3):
Tameka Ellington, Ph.D. candidate (ABD)
NTT - Assistant Professor, Fashion Design

William Perrine, Ph.D candidate (ABD)
NTT - Instructor, Fashion Merchandising

Jong Hyun, Ph.D candidate (ABD)
NTT - Instructor, Fashion Merchandising

MASTER'S DEGREES (2)
William Hauck, MA
TT - Assistant Professor, Fashion Merchandising

Trista Grider, MS
NTT-- Assistant Professor, Fashion Merchandising

Young Kim, MA
NTT – Lecturer, NYC Studio

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date | Curriculum Bulletin _____
Effective Date Fall 2011 | Approved by EPC _____

Department Theatre and Dance
College CA - The Arts
Degree MA - Master of Arts
Program Name Theatre Studies Program Code THEA
Concentration(s) Concentration(s) Code(s)
Proposal ~~Inactivate Program~~ Suspension of admission to the MA, School of Theatre + Dance

Description of proposal:
Suspension of the admission to the MA program, School of Theatre and Dance

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

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
We are going to suspend the admission to the MA program, School of Theatre and Dance beginning the acadmic year 2011.

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

REQUIRED ENDORSEMENTS

Cynthia [signature] 11/21/10
Department Chair / School Director / Campus Dean

Ralph [signature] 12/17/10
College Dean

Mary [signature] 12/21/10
Dean of Graduate Studies (for graduate proposals)

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

KENT STATE
UNIVERSITY
College of the Arts
Dean's Administrative Office
Room 204 Taylor Hall
330-672-2760
FAX: 330-672-4706

INTER-DEPARTMENTAL CORRESPONDENCE

TO: **Therese Tillett, Director, Curriculum Services**

FROM: **Anne Reid, School of Art**

DATE: **December 15, 2010**

RE: **Proposal from the School of Theatre**

I am sending to you in this packet a proposal from the School of Theatre which was approved at the College of the Arts CCC meeting of December 10th.

Suspension of admission to MA program, School of Theatre and Dance

Also, the following new courses will be sent to you by Dean Lorenz on workflow:

THEA 41529, 61309, 63192, 64192, and 65192.

Proposal Summary:

Title: Suspension of the Admission to the MA program, School of Theatre and Dance

Due to the low enrollment to the MA program of the School of Theatre and Dance, the Graduate Studies Committee decided that the admission to the program will be suspended ~~indefinitely~~ for 3 years at which time the program will be revised or inactivated.

Significance: The suspension of the Admission to the MA program will allow the faculty to concentrate on the other important, and developing program—MFA in Acting and MFA in Design and Technology.

Concentration in the MFA Theatre Studies

Additional Materials

MA student enrollment

2000-2002	3
2001-2002	1
2002-2004	2
2003-2005	2
2004-2006	0
2005-2007	1
2007-2009	2
2009-2010	1

Timetable

- Graduate Studies Committee (October 2010)
- College Curriculum Committee (December 2010)
- EPC (January 2011)
- Effective (August 2011)

Catalog Copy 2011-12

Theatre Studies - M.A. and M.F.A.

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of the Arts > Graduate Programs > Theatre Studies

COLLEGE: College of the Arts
DEPARTMENT: School of Theatre and Dance
Theatre Division
B141 Music and Speech
E-mail: theatre@kent.edu
Tel: 330-672-2082 begin_of_the_skype_highlighting 330-672-2082 end_of_the_skype_highlighting
Fax: 330-672-2889
Web: www.theatre.kent.edu

- College Requirements
- University Requirements

DESCRIPTION:

The **Master of Fine Arts**, normally a three-year course of study, is offered in acting and in design/technology (with concentrations in costume design, scenic design, lighting design and technical direction).

End User Support Se..., 12/16/10 2:26 PM
Deleted: The **Master of Arts** in Theatre Studies, offers advanced work in theatre that will represent mastery of the field in general and of a specific area of theatre as well. The research and writing skills stressed in this track are intended to prepare the student, who so elects, to define and pursue a terminal degree.

-Suspended admissions through 2014

The acting concentration includes a returning professional's track in which students can receive credit for professional work previously completed as fulfillment of Kent State University course requirements (substitutions require course enrollment for credit). The M.F.A. is a terminal degree designed for those who intend to pursue a career in the profession as a creative artist or theatre technologist.

Acting Concentration prepares students who demonstrate a high degree of artistic potential and intellectual ability to enter the profession as practitioners. Intense practical training and scholarly activity culminate in a thesis project designed to measure the achievement of significant competence as artists and masters of their craft.

Design/Technology(Costume Design, Lighting Design, Scene Design, Technical Direction) prepares students who are seriously interested in achieving the artistry and skills necessary to qualify as practicing professionals in the entertainment industry and/or professional theatre educators.

- Costume Design prepares students who are interested in achieving the artistry and skills necessary to qualify them to be practicing professionals in the entertainment industry and/or professional theatre educators. Graduates of the program work successfully in regional, commercial and university theatres nationwide and internationally. They also work in commercial venues such as film, television, theme parks and cruise ship entertainment.
- Lighting Design prepares students who are seriously interested in achieving the artistry and skills necessary to qualify them to be practicing professionals in the entertainment industry and/or professional theatre educators. Students have the opportunity to work with current equipment and technology including intelligent lighting with different moving lighting consoles (i.e., Grand MA, ETC Congo and Strand) and design visualization software. Students also work on design projects in four very different theatre spaces: blackbox, large proscenium, thrust, and open outdoor. Graduates of the program work successfully in regional theatres and higher education.
- Scene Design prepares students who are seriously interested in achieving

the artistry and skills necessary to qualify them to be practicing professionals in the entertainment industry and/or professional theatre educators. Students have the opportunity to work with current equipment and technology including design visualization and design rendering software. Graduates of the program work successfully in regional theatres and higher education.

- Technical Direction prepares students who are seriously interested in achieving the artistry and skills necessary to qualify them to be practicing professionals in the entertainment industry and/or professional theatre educators. Students have the opportunity to work with current equipment and technology in fully equipped laboratories and shops. Graduates of the program work successfully in regional theatres and higher education.

ADMISSION REQUIREMENTS:

M.F.A.: Official transcript(s), three letters of recommendation, a résume, and audition (Acting) or portfolio review (Design/Technology). The M.F.A. requires a 3.0 GPA (GRE if GPA is below 3.0).

End User Support Se.... 12/16/10 2:27 PM
Deleted: M.A.: Official transcript(s), three letters of recommendation, a statement of career goals, a writing sample, and GRE scores – suspended through 0014

GRADUATION REQUIREMENTS:

M.F.A. General Requirements (Acting and Design/Technology): The program is an intensive, three-year, professional training program requiring the completion of 60-73 hours of graduate credit depending on the area of concentration. All M.F.A. students are required to take THEA 61000 during their first semester in the program, the graduate core courses THEA 61110 and THEA 61111, 6 hours of Graduate Practicum in their area of concentration (design/technology or acting), THEA 60992, 61992 and 60199-M.F.A. Thesis Project (Design/Tech) or THEA 61309 M.F.A. Comprehensive Project (Acting). Each student will be provided a graduate faculty advisor from his/her area of concentration to assure that curricular requirements in the area of specialty are met.

End User Support Se.... 12/16/10 2:27 PM
Deleted: M.A.: Curricular advising will be provided by the coordinator of graduate studies or area head prior to first enrollment. Unless they have successfully completed an equivalent course, Master of Arts students must take Introduction to Graduate Study (THEA 61000) during their first semester. Program requirements for the two-year program may be completed via one of the following options, which the student will elect in consultation with an advisor, chosen during the first semester in residence: suspended through 0014

THEA 60992 and THEA 61992 may be completed in one of three ways (all require the advisor's approval): (1) an internship with the Porthouse Theatre Company and an internship with another professional theatre company; or (2) internships with two professional theatre companies; or (3) two internships with the Porthouse Theatre Company.

All internships require an exit document by the on-site supervisor summarizing the duties performed, skill level attained and quality of the student's internship work. Where possible, internships should be undertaken during the summer. Absence on internship during a semester requires prior approval by the Graduate Studies Committee.

M.F.A. Thesis Project (Design/Technology): Students in design/technology begin the M.F.A. thesis project by presenting a two-page proposal to the advisor requesting that a specific design or project be accepted as the thesis project topic, and identifying a thesis project committee, consisting of a minimum of three graduate faculty, including the student's academic advisor. When deemed in submissive form, the advisor will present the proposed topic to the graduate faculty in the area of concentration. When approved by the graduate faculty in the area, the advisor will submit the proposal to the graduate coordinator for circulation to the Graduate Studies Committee and will present the thesis project topic to them as scheduled. The approval of this committee shall be final and a Notification of Approved M.F.A. Thesis Project Topic form will be filed with the school and the college. The student may then enroll in THEA 60199 for the semester in which the project will be undertaken.

As soon as the thesis project has been completed, the student will prepare and submit the thesis project paper or components to the advisor in accordance with regulations specified in the school's description of the M.F.A. Thesis Project Paper (available from the coordinator of graduate studies) and in the College Style Guide. When both are satisfied, the paper will be circulated to the members of the student's thesis project committee. When the committee deems the work is in appropriate

form, it will be made available to members of the graduate faculty in the school and presented at a public meeting. Upon successful completion of these procedures, the Report of Completion of M.F.A. Thesis Project will be signed and the thesis project placed in the student's file and deposited in the college office.

M.F.A. Comprehensive Project (Acting): Students in acting begin the comprehensive project during the second semester of study by identifying a graduate faculty advisor in the acting area. Each of the three roles in which the student is cast (from this point to the conclusion of the project) is presented to the area with the student's rationale that the role is challenging, significant and relevant to serve as part of the comprehensive project. The student will register for THEA 61309 M.F.A. Comprehensive Project for each role approved. The process is then documented in a format appropriate for the project and presented by the faculty advisor. After each role, the student will meet with the acting area for assessment and evaluation. Upon completion of the third role, the student will compile all appropriate documentation and create a comprehensive project summary to be approved by the acting area. After approval, the comprehensive project summary will be presented to the Graduate Studies Committee. The approval of this committee shall be final and the project summary shall be housed in the school office.

Students in the returning professional track in acting focus upon one task for the M.F.A. comprehensive project, approved according to the topic proposal and specified area of research and creativity. The returning professional project completion process follows the process outlined above. The advisor will clarify what documentation is appropriate for each project.

RESIDENCY: **M.F.A.**: Students are required to remain in residence for the three years needed to complete the program (excluding, if appropriate, the internship). At a minimum, acting students must audition for all main stage productions and accept the roles assigned to them, and design/technology students must complete one production assignment and work on one other production per semester. Students may not undertake any work outside the School of Theatre and Dance without petitioning the appropriate area faculty and receiving written permission prior to auditioning/interviewing. (Returning professionals in acting are exempt from this requirement but need to keep the school advised of absences.)

THESIS/ COMPREHENSIVE PROJECT: **M.F.A.**: Students in the program must successfully complete a Comprehensive Project (Performance) or M.F.A. Thesis Project (Production) to demonstrate mastery of skills and artistry commensurate with entrance into the profession. The scope of the project will be determined and reviewed by the area of specialty and may be fulfilled within the School of Theatre and Dance, through Porthouse and/or professional production assignments. The Comprehensive Project will consist of performance or exhibition of work, documentation of that work in a format appropriate for each area and project, and an exit interview.

End User Support Se..., 12/16/10 4:11 PM
Deleted: NON-THESIS/

End User Support Se..., 12/16/10 4:11 PM
Deleted: M.A.: Students may take the Thesis option or the Non-Thesis Option. The Thesis option includes 6 hours of Thesis I (THEA 61199) and Thesis II (THEA 61299). A description of the thesis process may be obtained from the school.

Suspended through 2014

LANGUAGE REQUIREMENT: None

PROGRAM FEE: None

ACCREDITATION: NAST

STUDENT ORGANIZATIONS: Graduate student theatre forum

As one of Ohio's top universities, Kent State offers the resources and facilities of a large university with the friendly, casual atmosphere of a liberal arts college. Enroll today to start pursuing your future at one of the best colleges in Ohio. We've been educating successful graduates for over 100 years; join us today.

Copyright 2010 Kent State University Kent, Ohio 44242 Phone: 330-672-3000
begin_of_the_skype_highlighting 330-672-3000 end_of_the_skype_highlighting

DELANEY, LISA

From: LORENZ, RALPH
Sent: Monday, January 03, 2011 4:23 PM
To: DELANEY, LISA; REID, ANNE
Subject: Re: Suspension of admission for MA in THEA

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Lisa,

Let's state it as 3 years (that would be great if you could make the change and email me a copy for review). Sorry I didn't catch that.

Thanks,

Ralph

Ralph Lorenz, Ph.D.
Associate Dean, College of the Arts
204 Taylor Hall
Kent State University
Kent OH 44242-0001
rlorenz@kent.edu
330-672-8383 (office)
330-672-4706 (fax)

On 1/3/11 4:20 PM, "DELANEY, LISA" <lheiland@kent.edu> wrote:

Hi, Anne and Ralph,

I have read the proposal summary for the above referenced curricular action. We cannot suspend a program indefinitely; our policy is for a maximum of 3 years at which time the department must either inactivate or revise the program. Also, in the catalog we will indicate that the program is suspended rather than deleting the verbiage entirely.

Would you like to withdraw the proposal? Would you like me to change the wording on the proposal (I can email a copy back for your review)? Would you like to inactivate the program?

Please do not hesitate to contact me should you have any questions or concerns.

Thank you,

Lisa

Lisa N.H.Delaney, M.Ed. I Academic Program Coordinator
Curriculum Services I Office of the Provost
Adjunct Faculty I Undergraduate Studies
Kent State University EXCELLENCE in *Action*
lheiland@kent.edu I 384-D Library
PH: 330-672-8559 I Fax: 330-672-2645

DELANEY, LISA

From: LORENZ, RALPH
Sent: Monday, January 03, 2011 4:34 PM
To: DELANEY, LISA; REID, ANNE
Subject: Re: Suspension of admission for MA in THEA

Lisa,

Yes, this is good. Thanks so much!

Ralph

Ralph Lorenz, Ph.D.
Associate Dean, College of the Arts
204 Taylor Hall
Kent State University
Kent OH 44242-0001
rlorenz@kent.edu
330-672-8383 (office)
330-672-4706 (fax)

On 1/3/11 4:31 PM, "DELANEY, LISA" <lheiland@kent.edu> wrote:

> Ralph and Anne,
>
> Attached please find the scanned copy of the proposal after your
> requested corrections. Please let me know if they are acceptable.
>
> Thank you,
> Lisa
>
> -----Original Message-----
> From: C500@kent.edu [mailto:C500@kent.edu]
> Sent: Monday, January 03, 2011 4:30 PM
> To: DELANEY, LISA
> Subject:
>
>
>
> The following document has been scanned on the Fiery and attached to
> this email:
> C5002342.pdf
>

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date: 10/12/10 Curriculum Bulletin:

Effective Date: Fall 2011 Approved by EPC:

Department: Department of Sociology ~~Paralegal Studies/ Interdisciplinary Program in the College of Arts & Sc.~~

College: Arts & Sciences

Degree: post-baccalaureate certificate ~~Post BA Certificate in Paralegal Studies~~

Program Name: Paralegal Studies Program Code: ~~PLST~~ C624

Concentration(s): n/a Concentration(s) Code(s): n/a

Proposal: Establish a Post BA Certificate Program in PLST

Description of proposal: Establishment of a Post BA Certificate in Paralegal Studies.

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

If yes, ___ current total credit hours 30 proposed total credit hours

Describe impact on other programs, policies or procedures:

There are no encroachment or duplication issues as we are not proposing the creation of any new Paralegal Studies (PLST) courses, relying entirely upon already established PLST courses and are the only Paralegal Studies degree program on campus. Additionally, the proposal requires no additional staffing as it relies on already existing courses regularly offered in the PLST major and minor. As PLST courses teach applied skills, the certificate will be attractive to students who wish to continue their education and enhance and update their skills to pursue a career in the legal field. Further, those students who have an undergraduate degree from institutions other than Kent State will be able to enter the program and obtain their Post BA Certificate in PLST. For a number of years, the Kent State Kent Campus has been offering an ABA approved Post BA Program option in Paralegal Studies. Through the curricular process, at the request of College of Arts & Sciences, Paralegal Studies is moving forward to officially establish an ABA approved Post BA Certificate in Paralegal Studies. The formal establishment of the Post BA Certificate will facilitate the admission process for the incoming students and will further establish and formalize what has been offered since 1991. Having an established ABA approved Post BA Certificate Program will also further enhance enrollment, maximize visibility and market an already existing program option.

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

None. This is not a proposal for the creation of a new Paralegal Studies (PLST) course(s) or program. The proposal it is to formerly establish what is currently being offered as a program option. Further, there are no encroachment or duplication issues as this is the only Paralegal Studies focused degree program on campus.

REQUIRED ENDORSEMENTS

[signature] 10/12/10

Department Chair / School Director / Campus Dean

Mary Ann Haley 12/22/10

College Dean

___/___/___

Dean of Regional Campuses / Dean of Graduate Studies

___/___/___

Provost

AS(PLST)5

Impact on other programs:
There is no encroachment, duplication or other impact on other programs. This is because we are not proposing the creation of any new PLST courses, but only relying entirely upon already established PLST courses. Further, we are the only ABA approved PLST degree program on campus.

Enrollment and staffing considerations:
There are no enrollment and staffing issues. The is no creation of new PLST courses. Moreover, the program is relying entirely upon already established PLST courses, which our present faculty regularly delivers as part of the PLST major, minor and Post BA Program option.

Need and audience:
We were originally encouraged by the College of Arts & Sciences office to consider offering a formally established Post BA Certificate in Paralegal Studies. The Post BA Program option has been available to students since 1991. Originally this option was only available to the graduates of Kent State University. However, in 2008, under the direction of the College of Arts & Sciences, we made the Post BA option available to students who had graduated from other universities. This option was realized due to demand from students that had graduated from other universities. However, this was not a formally established Certificate program. The establishment of the Post BA Certificate Program through curricular process will facilitate the admission process for interested students. For the past two years, the Paralegal Studies Program has had a number of students that have completed this program option and are currently working in the paralegal field. Again, the formal establishment of the Post BA Certificate will not only make this program option at Kent State more visible, it will further attract and enhance enrollment in the program. These results will make Kent State more competitive in its PLST offering in the metropolitan area. Moreover, the formal establishment of the Post BA Certificate will be beneficial to students by facilitating their entry into the job market by providing them with a Certificate from an ABA approved program.

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 Paralegal Studies course serves as a prerequisite for two of the required courses in PLST Major, Minor and Post BA program option. Likewise, this course serves as the prerequisite for all the other legal specialty courses. Further, the Introduction to Paralegal Studies course is likewise a required prerequisite for the Post BA Certificate in PLST. We generally offer 9-10 PLST courses per semester and between 4-5 courses through other programs that can be used to accommodate the "law-related" courses.

Teacher education licensure:
There are no such issues.

KENT STATE
UNIVERSITY

PARALEGAL STUDIES PROGRAM

Interdepartmental Correspondence

TO: Mary Ann Haley, Assistant Dean for Curriculum
College of Arts & Sciences

CC: Timothy Moerland, Dean, College of Arts & Sciences
Richard Serpe, Chair, Department of Sociology

FROM: Hedi Nasheri, Director
Paralegal Studies

DATE: October 11, 2010

SUBJECT: Post BA Certificate in PLST- -Curricular Revisions Proposed for Fall 2011

For a number of years the Paralegal Studies Program (PLST) at the Kent Campus has been offering an ABA approved Post BA Program option. Through the curricular process, at the request of the College of Arts & Sciences, Paralegal Studies is moving forward to officially establish an ABA approved Post BA Certificate in Paralegal Studies. The formal establishment of the Post BA Certificate will facilitate the admission process for incoming students and will further establish and formalize what has been offered since 1991. Additionally, having an established ABA approved Post BA Certificate Program will further enhance enrollment, maximize visibility and market an existing program option.

AS (PLST) 4

Core Requirements:
The certificate will include four (4) required 3-credit courses: Total: 12 credits

PLST
JUS 18000 Intro to Paralegal Studies
JUS 28001 Legal Research & Writing
JUS 28004 Principles & Practice of Litigation
JUS 36792 Internship in Paralegal

Legal Specialty Courses:
Students must choose 4 courses from the following: Total: 12 credits

PLST
JUS 28003 Family Law & Procedure
JUS 28007 Estate & Probate Administration
JUS 38002 Contract Law
JUS 38003 Administrative Law and Process
JUS 38004 Legal Ethics and Professional Responsibility
JUS 38005 Tort Law
JUS 38006 Applied Legal Research & Litigation
JUS 47111 Civil Law & Procedure
JUS 48300 Laws of Corporations and Other Associations
JUS 48400 Intellectual Property Law

Law Related Electives:
Students must complete 2 courses from the following law-related courses: Total: 6 credits
ACCT 33000 Fundamental Tax Procedures
FIN 26070 Introduction to Law — FIN 26074 Legal Environment of Business
JUS 22100 Basic Interviewing
JUS 26704 Issues in Law and Society
JUS 33200 Criminal Law
JUS 34200 Criminal Procedures & Evidence
JUS 38007 Human Service Agencies and the Law
JUS 47211 Court Functions
PHIL 31035 Philosophy & Justice
PHIL 41025 Philosophy of Law
POL 30130 Courts
POL 30301 Intro to Public Administration
POL 40182 Const Law: Government Powers
POL 40183 Const Law: Civil Rights & Liberties

Total Credit hours for the Post BA Certificate: 30 hours

AS(PLST) 7

Post-BA Certificate in Paralegal Studies

Paralegal Studies Program
Department of Sociology
College of Arts and Sciences
113 Bowman Hall
Tel: 330-672-2775
Fax: 330-672-5394
Web: http://www.kent.edu/sociology/paralegal/index.cfm

Hedi Nasheri, Director

The paralegal studies Post-BA Certificate in Paralegal Studies at the Kent Campus has been approved by the American Bar Association.

PARALEGAL STUDIES POST BA REQUIREMENTS (30 credits)

Course		Title	Credits
Category I Requirements			
Must complete the following sequence of specialty courses:			
PLST ~~JUS~~	18000	Introduction to Paralegal Studies	3
	28001	Legal Research and Writing	3
	28004	Principles and Practice of Litigation	3
	36792	Internship in Paralegal	3
Choose from the following:			12
PLST ~~JUS~~	28003	Family Law and Procedure (3)	
	28007	Estate and Probate Administration (3)	
	38003	Administrative Law and Process (3)	38002 Contract Law
	38004	Legal Ethics and Professional Responsibility (3)	
	38005	Tort Law (3)	
	38006	Applied Legal Research and Litigation (3)	
	47111	Civil Law and Procedure (3)	
	48300	Laws of Corporations and Other Associations (3)	
	48400	Intellectual Property Law (3)	
Category II Requirements			
Choose from the following law-related courses:			**6**
ACCT	33000	Fundamental Tax Procedures (3)	
FIN	26070	Introduction to Law (3)	
	26074	Legal Environment of Business (3)	
JUS	22100	Basic Interviewing (3)	
	26704	Issues in Law and Society (3)	
	33200	Criminal Law (3)	
	34200	Criminal Procedures and Evidence (3)	
	38007	Human Service Agencies and the Law (3)	
	47211	Court Functions (3)	

AS (PLST) 8

PHIL	31035	Philosophy and Justice (3)
	41025	Philosophy of Law (3)
POL	30301	Introduction to Public Administration (3)
	30130	Courts (3)
	40182	Constitutional Law: Government Powers (3)
	40183	Constitutional Law: Civil Rights and Liberties (3)

Any course listed above not used to complete the specialty minor.

TOTAL 30

Paralegals may not provide legal services directly to the public except as permitted by law.

Minimum cumulative 2.00 GPA required for entering the Program.

AS (PLST) 9

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department Sociology

College AS - Arts and Sciences

Degree MA - Master of Arts

Program Name **Justice Studies** Program Code **JUS**

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

Proposal select one

Description of proposal:

Temporarily suspend admissions in to the MA Justice Studies program (MA JUS)

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

Current total credit hours: Proposed total credit hours

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

None

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

None

REQUIRED ENDORSEMENTS

_____ 11/15/10

Department Chair / School Director / Campus Dean

_____ 12/23/10

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

SOC 12

Justice Studies - M.A.

Admissions suspended until 2013

COLLEGE: College of Arts and Sciences

DEPARTMENT: Department of Sociology
215 Merrill Hall
Tel: 330-672-2562
Fax: 330-672-4724
Web: http://www.kent.edu/cas/sociology/

DESCRIPTION: The Master of Arts in Justice Studies prepares students for staff and administrative careers in fields related to the prevention, treatment and control of crime and delinquency. It also offers opportunities for agency personnel to broaden their education and upgrade their skills. An important purpose of the program is preparation for advanced study at the doctoral level.

ADMISSION REQUIREMENTS: Official transcript(s), 3.2 GPA, GRE, goal statement and three letters of recommendation (preferably academic).

GRADUATION REQUIREMENTS: Requirements for the degree are 33 semester hours. These requirements include 15 hours of required core courses, 12 hours of electives, and 6 hours of thesis, internship and research paper, or an additional course and research.

THESIS/ DISSERTATION: Students have three options for the final culminating research requirement. The first option is the thesis requirement. The second option is an internship and research paper. The third option is to complete one additional elective course and write a research paper.

If a student chooses the thesis option, the thesis topic must be approved by the student's thesis committee. A completed thesis must show evidence of original research and meet the standards set by the university.

If a student chooses the internship and research option, the internship arrangements can be made with a wide variety of juvenile and adult federal, state and county justice agencies. Students must also write a monograph over the internship experience. In addition to the internship, the student must complete an original research paper and oral examination on the research paper.

If a student chooses the additional elective course and research paper, the student can select any 60000-level course, except JUS 66796 Individual Investigation. The student must also complete an original research paper and oral examination on the research paper.

PROGRAM FEE: None

SOC 13

Justice Studies - M.A. Program Requirements

JUSTICE STUDIES PROGRAM REQUIREMENTS (33 credit hours)			
Course		**Title**	**Credits**
JUS	66762	Proseminar in Issues in Contemporary Justice	3
	66763	Theories of Crime and Delinquency	3
	66767	Justice Administration	3
	66768	Research Methods in Justice Studies	3
	66775	Research Methods in Justice Studies II	3
Elective*			12
Choose from the following:			**6**
JUS	66199	Thesis I (6)	
	66792 66798	Internship in Justice Studies (4) and Research (2)	
	66798 6xxxx	Research (3) and 60000 level Justice Studies elective course (3)**	
		TOTAL	**33**

*Elective courses should be selected in consultation with the faculty advisor
**Excluding JUS 66796.

SOC 14

CELEBRATE CENTENNIAL
KENT STATE
UNIVERSITY
1910·2010

Department of Sociology

To: Dr. John Stalvey, Dean of Arts & Sciences

From: Dr. Will Kalkhoff, Graduate Coordinator

Re: Memo for suspension of the master's program in sociology with a concentration in gerontology (gerontology certificate)

Date: November 10, 2010

This memo concerns a request to temporarily suspend the master's program in sociology *with a concentration in gerontology*. While Sociology still *officially* participates in the cross-disciplinary gerontology certificate program (i.e., as indicated in the Graduate Catalog), it does not do so in practice. Sociology wishes to take some time to evaluate its gerontology concentration and certificate program. At present we have only one student working toward this degree concentration/certificate, and we had no new applicants in 2010. Neither the current student working toward completion of the degree nor any faculty with teaching responsibilities related to the degree will be adversely impacted by the proposed suspension.

The Department of Sociology requests a two-year suspension of its master's degree concentration in gerontology until the spring of 2013, at which time we will begin to reoffer the concentration and certificate. This memo and the included Proposal Summary have been reviewed and approved by the faculty of the Sociology Department, as well as the Sociology Department's Graduate Education Committee, Faculty Advisory Committee, and Curriculum Committee.

October 18, 2010

Proposal Summary

Department of Sociology
Suspension of the Gerontology Concentration/Certificate

a. Subject Specification

The intent of this proposal is to provide basic details for a proposed two-year suspension of the master's program in sociology *with a concentration in gerontology* (gerontology certificate program). (MA SOC GERO)

b. Background Information

(1) Temporary suspension of the master's program in sociology with a concentration in gerontology is being proposed for four main reasons. **First**, Sociology must better articulate the certificate program in collaboration with participating faculty from the College and Graduate School of Education, Health, and Human Services (EHHS). Several faculty members from the Sociology Department and from EHHS met last August to discuss the future of the Sociology Department's role in the gerontology certificate program, and we all agreed that pursuing revitalization of the program is worth pursuing collaboratively. **Second**, with only one sociology graduate student currently pursuing a master's degree with a concentration in gerontology, and with no new applications in 2010, the gerontology certificate program offered through the Sociology Department is next to inactive in practice. **Third**, most of the Sociology Department faculty originally involved in the gerontology certificate program left before 2005, but now the Department has two tenure-track faculty who have a strong interest in revitalizing the program. **Fourth**, given recent significant changes in the Sociology Department (including the recent incorporation of Justice Studies as well as fairly major curriculum changes affecting our joint doctoral program with the University of Akron), we must carefully consider how to configure the gerontology certificate within our current graduate program, including possible expansion of the program to include a new substantive concentration and comprehensive exam at the doctoral level.

(2) The Sociology Department proposes suspension/revision of the gerontology concentration/certificate (rather than inactivation) because, along with our colleagues in EHHS, we foresee expanded opportunities for graduate students (which should positively affect enrollment) as well as interdisciplinary collaborative opportunities that could lead to externally

funded research. Furthermore, we believe a case can be made for a coordinated hire (or hires) involving EHHS faculty, sociology faculty, psychology faculty, and possibly faculty from the College of Public Health to attract new, tenure-track faculty with an interest in health issues of aging, social gerontology, delivery of gerontology services, etc.

(3) Suspension of the gerontology concentration/certificate in the Sociology Department will have no effect on its accreditation review and approval.

(4) No courses related to the gerontology concentration/certificate program will be eliminated.

(5) As mentioned above, there is only graduate student currently working toward completion of the master's program in sociology with a concentration in gerontology, and we did receive any new applications to this specialized program in 2010. The program is next to inactive in practice and must be redesigned to increase enrollment.

(6) Because related coursework will not be eliminated, suspension of the gerontology concentration/certificate program in the Sociology Department will not adversely affect the one graduate student currently pursuing the degree (see #4 above). Furthermore, staff duties and faculty teaching responsibilities will not be adversely affected by the suspension.

(7) All faculty members in the Sociology Department are aware of the proposed suspension and of our recent and planned future efforts to redesign the program in collaboration with gerontology faculty from EHHS. As mentioned in the transmittal memo, all faculty members in the Sociology Department have reviewed and approved the decision to suspend the program. In addition, the suspension plan has been vetted and approved by the Sociology Department's Graduate Education Committee, Faculty Advisory Committee, and Curriculum Committee. Furthermore, the one graduate student currently pursuing a master's degree with a concentration in gerontology will receive a written communication that describes the suspension and provides assurance that completion of the degree requirements (including coursework) will be supported by the Sociology Department and EHHS.

(8) The proposed suspension will have no fiscal or staffing impact.

(9) As mentioned above, in order to resume offering of the master's degree in sociology with a concentration in gerontology, the Sociology Department must take time to develop a collaborative plan with EHHS. This will be accomplished in consultation with the chair, other relevant departmental committees (e.g., the Faculty Advisory and Curriculum committees), and the full faculty as well.

c. Alternatives and Consequences

At this time we are not considering other alternatives (e.g., permanent inactivation). In our view, it is clearly worthwhile to seize an opportunity to make improvements to the gerontology certificate program in order to expand opportunities for graduate students (which should positively affect enrollment) as well as opportunities for interdisciplinary research, including the development of collaborative proposals for externally funded projects.

d. Specific Recommendation and Justification

To repeat succinctly what has been described in more detail above, the Department of Sociology wishes to suspend the master's program in sociology with a concentration in gerontology in order to improve the degree, expand academic and research-related opportunities, and increase enrollment.

e. Timetable of Actions

We believe we can accomplish our objectives within two years and begin reviewing applications for an improved degree/certificate program by spring 2013.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Sociology
College	AS - Arts and Sciences
Degree	MA - Master of Arts
Program Name	**Sociology** Program Code **SOC**
Concentration(s)	Gerontology Concentration(s) Code(s) GERO
Proposal	select one

Description of proposal:

Temporarily suspend admissions in to the MA Sociology with a concentration in Gerontology program (MA SOC GERO)

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

Current total credit hours: Proposed total credit hours

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

None, few students have been admitted into the program. SOC is working with EHHS to revise the program.

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean — 11/15/10

College Dean — 12/23/10

Dean of Graduate Studies (for graduate proposals) — ___/___/___

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

Soc 5

Sociology - M.A. and Ph.D.

COLLEGE: College of Arts and Sciences
DEPARTMENT: Department of Sociology
215 Merrill Hall
Tel: 330-672-2562
Fax: 330-672-4724
Web: http://www.kent.edu/cas/sociology/

DESCRIPTION:

The **Master of Arts** in Sociology consists of two concentrations: Sociology and Gerontology.

Sociology offers specializations in crime, deviance, and criminal justice, health and health care (including mental health), social inequalities (race, class, gender), and social psychology, and provides a foundation for a variety of career lines for further graduate study.

Admissions suspended until Spring 2013

Sociology–Gerontology provides a foundation for a variety of career lines for further graduate study. Students concentrate in the substantive and interdisciplinary area of gerontology.

The **Ph.D.** in Sociology prepares students for research and teaching careers in higher education and for research-based careers in both the public and private sectors. The program offers four specialties: criminology and deviance, health and health care (including mental health), social inequalities (race, class, gender), and social psychology,

ADMISSION REQUIREMENTS:

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.

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.

GRADUATION REQUIREMENTS:

M.A.: Sociology - Requirements for the degree are 34 semester hours. This includes 10 hours of required courses, 6 hours for the project (see below) and 18 hours of electives.

The curriculum consists of a core of required courses: SOC 62002, 62100, 62211, 62217, and 62199 or 62885; elective courses and an individualized project that may be in either thesis or non-thesis format. The required courses provide foundations in social theory, research methods, data analysis and college teaching. For electives, no more than 12 hours may be taken in any outside department for credit toward the M.A. degree. Further, only one 50000-level course may be applied toward the M.A. degree. The individualized project may be an empirical research study, theoretical project, or student-contracted field internship in an agency.

Ph.D.: In addition to meeting the general requirements of the university, students working toward the Doctor of Philosophy degree program in sociology must meet these requirements:

- One doctoral-level course in theory: SOC 72105.
- One doctoral-level course in methods/statistics: SOC 72218.
- Complete courses in the student's specialty areas.
- Take the following doctoral-level courses: SOC 72002 and 72894.
- Complete a minimum total of 34 semester hours of coursework.
- Pass the doctoral comprehensive examination. This examination will include an evaluation of theory, methodology, analysis, and other topics relevant to the student's specialty areas.
- Register for 30 credit hours of Dissertation I (SOC 82199).

THESIS/ DISSERTATION: Complete a dissertation and successfully defend it in an oral examination.

RESEARCH OPPORTUNITIES: Graduate assistantships, Group Processes Research Laboratory, Survey Research Laboratory

PROGRAM FEE: None

STUDENT ORGANIZATIONS: Alpha Kappa Delta, Graduate Student Senate, Pi Gamma Mu, Sociologists for Women in Society

SOC 6

Sociology - M.A. Program Requirements

GERONTOLOGY CONCENTRATION REQUIREMENTS			
Course		**Title**	**Credits**
BSCI	50020	Biology of Aging (3)	
		or	3
ELS	60610	Physiology of Aging (3)	
GCOL	**60120**	**?**	**3**
PSYC	60610	Psychology of Adulthood and Aging	3
SOC	62002	Pro-Seminar in Sociology	1
	62100	Early Sociological Theory	3
	62211	Research Design and Methods	3
	62217	Multivariate Techniques in Sociology	3
	62877	Social Gerontology	3
	62894	College Teaching of Sociology	3
		TOTAL	**25**

A master's thesis encompassing original research will be presented and defended before a committee of graduate faculty members, at least two of whom will be members of the faculty in gerontological studies. There is no non thesis option. The thesis and its defense must also meet the requirements of the department.

SOC 7

Department of Sociology

To: Dr. John Stalvey, Dean of Arts & Sciences

From: Dr. Will Kalkhoff, Graduate Coordinator

Re: Memo for suspension of admissions for MA-JUS

Date: November 10, 2010

This memo concerns a request to temporarily suspend admissions (effective immediately) to the M.A. in Justice Studies graduate program. The master's in Justice Studies is now offered by the Department of Sociology, and Sociology wishes to take some time to evaluate the degree and degree delivery in order to make the degree more marketable, improve enrollment, and allow time to hire necessary faculty. At present the number of active MA-JUS students is very small (well under a dozen students). We are working with current students in the program to ensure that they are able to meet the requirements for the degree, including coursework, and faculty teaching responsibilities will not be adversely impacted by this suspension.

The Department of Sociology requests a two-year suspension of the MA-JUS program until the spring of 2013, at which time we will begin reviewing applications for new students. This memo and the included Proposal Summary have been reviewed and approved by the faculty of the Sociology Department, as well as the Sociology Department's Graduate Education Committee, Faculty Advisory Committee, and Curriculum Committee.

October 18, 2010

Proposal Summary

Department of Sociology
Suspension of Admissions for MA-JUS

a. Subject Specification

The intent of this proposal is to provide basic details for a proposed two-year suspension of admissions to the M.A. in Justice Studies graduate program.

b. Background Information

(1) The temporary suspension of MA-JUS is being proposed for two main reasons. **First**, enrollment in the program is very low. There are currently fewer than a dozen active students in the program, and based on only two applications last year, one new student was admitted into the program for fall 2010. **Second**, prior to merging with Sociology, Justice Studies lost eight of fourteen faculty capable of supporting the MA-JUS degree program.

(2) The Sociology Department proposes suspension of the MA-JUS degree program (rather than inactivation) in order to reevaluate the degree and its delivery, including issues concerning face-to-face delivery versus online delivery, or some combination of the two. Currently the program does not offer online delivery for any of its required or elective courses. Restructuring the degree in competitive ways (e.g., incorporating online delivery) will make it more marketable and improve enrollment. Further, a two-year suspension will provide time for the Sociology Department to hire faculty needed for successful delivery of the degree.

(3) Suspension of MA-JUS will have no effect on its accreditation review and approval because the program is not accredited.

(4) We have been working with current students (and will continue to work with them) on a case-by-case to ensure that each is able to complete the MA-JUS degree through coursework offered by the Sociology Department and cognate disciplines, namely political science and psychology.

(5) As mentioned above, there are currently fewer than a dozen active students in the program, and based on only two applications last year, one new student was admitted into the program for fall 2010. The program is not competitive and must be restructured to increase enrollment.

(6) Suspension of MA-JUS will have no adverse effect on students currently enrolled in the program (see #4 above). Further, staff duties and faculty teaching responsibilities will not be adversely affected by the suspension.

(7) All faculty in the Sociology Department (including former Justice Studies faculty) are aware of the proposed suspension. As mentioned in the transmittal memo, the faculty have reviewed and approved the decision to suspend the program. In addition, the suspension plan has been vetted and approved by the Sociology Department's Graduate Education Committee, Faculty Advisory Committee, and Curriculum Committee. Further, while some of the MA-JUS students are informally aware of the proposed suspension, all will receive a written communication informing them of the suspension and assuring them that completion of their degree requirements will be supported by the Sociology Department.

(8) The proposed suspension will have no fiscal or staffing impact.

(9) As mentioned above, in order to resume offering of the MA-JUS degree program, the Sociology Department must take time to (1) carefully consider and come up with a definitive plan for instituting steps to improve the degree and its delivery (including online options and other curriculum enhancements), and (2) replace lost faculty. Specific initiatives will be developed by the Graduate Education Committee through consideration of available resources (e.g., the " Report of the ASA Task Force on Sociology and Criminology Programs," http://www.asanet.org/teaching/ASA%20TF%20Report%20FINAL.pdf), and through consultation with the chair, other relevant departmental committees (e.g., the Faculty Advisory and Curriculum committees), and the full faculty.

c. Alternatives and Consequences

At this time we are not considering other alternatives (e.g., inactivation). In our view, it is obviously worthwhile to seize an opportunity to make improvements to the MA-JUS degree. For one thing, the Justice Studies undergraduate program currently has over 500 majors. Considering this pool of potential applicants alone, there are clear academic and financial benefits that would result from having a viable graduate degree program in Justice Studies. Also, looking beyond our own undergraduates, there exist large, currently unserviced populations of potential applicants whose enrollment would contribute to the strength of a master's program in Justice Studies (e.g., continuing education professionals and full-time employees in justice-related occupations seeking part-time options for completing a master's degree in their field).

d. Specific Recommendation and Justification

To repeat succinctly what has been described in more detail above, the Department of Sociology wishes to suspend the MA-JUS graduate degree program in order to take the needed time to re-evaluate the degree and its delivery in order to make the degree more marketable, improve enrollment, and allow time to hire necessary faculty.

e. Timetable of Actions

We believe we can accomplish our objectives within two years and begin reviewing applications for an improved MA-JUS degree program by spring 2013.

From: ZUCCA, LINDA
Sent: Monday, November 15, 2010 4:30 PM
To: TILLETT, THERESE
Subject: RE: PhD in Acct, admissions help needed

Therese—

We have completed the strategic planning process (in Fall 2009) and are currently working on the action plan generated by that process. Part of the action plan includes a review of the PhD program curriculum which will be completed this semester so that changes are in place for Fall 2011. We have hired a new faculty member, Dr. Tim Miller, who joined our faculty this fall and are currently recruiting for two additional faculty members to start Fall 2011. In addition, we successfully achieved AACSB Accounting Accreditation in April 2010, which includes accreditation of our doctoral program.

Please let me know if you need any additional information.

Linda

Linda J. Zucca, CPA, Ph.D.
Associate Professor and Chair
Department of Accounting
Kent State University
550 BSA
330-672-1117
330-672-2548 (fax)

From: TILLETT, THERESE
Sent: Monday, November 15, 2010 2:26 PM
To: ZUCCA, LINDA
Subject: FW: PhD in Acct, admissions help needed

Hello, Linda,

I need you to respond to your original letter about why you decided to suspend admissions (see attached). For example, in the original letter, you said that re-opening admissions is contingent upon strategic planning outcomes and faculty hiring. What were those outcomes? E-mail response is fine.

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: ZUCCA, LINDA
Sent: Wednesday, November 10, 2010 10:55 AM
To: TILLETT, THERESE
Subject: FW: PhD in Acct, admissions help needed

Therese—
I just learned from Louise Ditchey that you need some correspondence from me in order to "reactivate" the admission process for the PhD in Business Administration program with a Concentration in Accounting. Could you please tell me exactly what you need? Is this e-mail sufficient to ask for reactivation of admissions?

Linda

Linda J. Zucca, CPA, Ph.D.
Associate Professor and Chair
Department of Accounting
Kent State University
550 BSA
330-672-1117
330-672-2548 (fax)

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: November 22, 2010

I am forwarding to you for inclusion on the next EPC-Graduate Council agenda supporting materials for the following program proposal:

IAKM – Establish a certificate program in Health Informatics

There are four CCU's related to this proposal:

IAKM 60401

IAKM 80401

IAKM 60402

IAKM 80402

These proposals were approved by the SLIS FAC on October 15, 2010 and by the CCI CCC on November 19, 2010.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 26-Oct-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	School of Library and Information Science
College	CI - Communication and Information
Degree	CER6 - Post-Baccalaureate Certificate
Program Name	Certificate in Health Informatics ~~Information Architecture and Knowledge Management~~ Program Code CL6ZC ~~IAKM~~
Concentration(s)	Health Informatics Concentration(s) Code(s) HIMA
Proposal	Establish Program

Description of proposal:

Establish a Certificate Program in Health Informatics

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

Current total credit hours: Proposed total credit hours 18

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

Limited impact on other programs, policies, or procedures

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

The following Colleges have been informed of the proposed establishment of the Certificate: Nursing, Public Health, Business and University Library. The following Departments have been notified of the establishment of the Certificate: Communication Studies, Computer Science, Visual Communication Design, and Journalism and Mass Communication.

REQUIRED ENDORSEMENTS

Don A. Wicen — 10/27/10

Department Chair / School Director / Campus Dean

[illegible] — 11/22/10

College Dean

___/___/___

Dean of Graduate Studies (for graduate proposals)

___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

1. Official, full name of the program: **Certificate in Health Informatics**
2. Purpose of the program: As information technology becomes more integral to healthcare, the demand for health professionals who can fully utilize and add value to clinical health data is growing. Professionals with health informatics skills understand how the acquisition, storage, retrieval and use of information can play a critical role in enhancing the quality of care and reducing the costs of delivery. This 18 credit Health Informatics (HI) Certificate Program provides a meaningful option for working professionals who can't commit to a full-time health informatics master's degree program or who need to get up to speed quickly.
3. Goals of the Program:
   a. Gain the knowledge and skills needed to contribute to the successful implementation and maintenance of healthcare data systems.
   b. Learn how data are used to improve clinical care and population health.
   c. Prepare yourself to transition to a new role as a health care informaticist, EMR Project Manager, or a senior manager in a hospital Information Technology department.
   d. Gain insights into the change management principles necessary for successful technology adoption at the organizational level.
   e. Interact with practicing professionals with experience in a variety of clinical settings.
4. Need for the program: The Federal Government is committed to provide every American with access to an electronic medical record by 2014. Billions of dollars will flow to doctors and hospitals who comply with new regulations setting standards and providing financial incentives for the use of electronic records. Recent interviews with Chief Information Officers and clinicians in the greater Akron area confirm the need for adequately prepared HI professionals. Universities across the country are now offering HI Certificates in response to this demand. Our HI Certificate would be one of the first to be offered in the state of Ohio, but certainly won't be the last.
5. Admission procedures: In addition to the regular application requirements of the university, admission to the Certificate in Health Informatics program in IAKM requires the following:
   a. A minimum undergraduate grade point average of 3.0 (A=4.0).
   b. Three letters of recommendation from those in a position to evaluate academic performance and potential for completion of the Certificate.
   c. A current resume.
   d. A statement of purpose about how the Certificate will enable the applicant to achieve their career goals.
   e. Healthcare experience is preferred, but is not an absolute requirement.

   An applicant's record and experience will be assessed with respect to computer literacy. If the level of literacy does not appear adequate to the demands of the course of study, the applicant's advisor will suggest workshops, courses or other appropriate methods to remedy significant deficiencies. Credits for workshops or

courses for satisfying such background requirements will not apply to the Certificate.

6. Requirements for successful completion of the program, including required and elective coursework: Students will receive the HI Certificate following the successful completion of six 3-credit courses. Five of the courses will be required, and the student will be able to select one of four electives to fulfill the six course format. All classes will be offered online. We are changing two course names, and not the underlying curriculum, using the CCU Workflow process. The first course name to be changed is IAKM 60401 Health Information Management to Health **Informatics** Management. The second course name to be changed is IAKM 60402 Legal Issues in Health Information Management to Legal Issues in Health **Informatics.**
7. Evidence of need and sustainability: There is both a near term and longer term demand for professionals who can contribute to the design, installation, and maintenance of digital records and clinical decision support systems.
8. Fiscal and staffing impact: By itself, the Certificate program will have no fiscal or staffing impact. The financial and staffing impacts are tied, in the first instance, to the implementation of the MS concentration in HI. Adjunct faculty will need to be retained to design and teach four HI courses for the MS. Professor Bice will design and teach two of the HI courses. These same six HI courses are included in the HI Certificate, as either required or elective offerings.

Certification of Curriculum Proposal (CCP): See attached CCP form.

Catalog copy and course requirement sheet:

Certificate in Health Informatics

The Certificate in Health Informatics provides competencies and knowledge in health information systems, health records management, clinical decision support systems and other areas relevant to developing and refining competencies in health informatics. Admission requirements are the same as for the full degree. Students must complete 6 courses totaling 18 credits to successfully complete the Certificate program, five of which are required.

Five Required Courses: 15 hours

IAKM 60401 Health Informatics Management..... 3

IAKM 60403 Health Information Systems..... 3

IAKM 60410 Health Records Management..... 3

IAKM 61081 Capstone: Leadership Studies.....3

IAKM 61095 Selected Topics: Clinical Decision Support Systems.....3

One Elective Course: 3 hours (Choose one of the following):

IAKM 60002 Knowledge Organization Structures, Systems and Services..3

IAKM 60311 Business Process Management.....3

IAKM 60402 Legal Issues in Health Informatics.....3

IAKM 604XX Course Specifically Approved by Your HI Advisor.....3

Students working on the Certificate are permitted to enroll in the full program, and can use the courses taken to apply to the Master's degree.

Saturday, October 23, 2010

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Jan-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	NURS	
College	NU - Nursing	
Degree	CER8 - Post-Master's Certificate	
Program Name	**Post-Master's Certificate Psychiatric Mental Health Adult Nurse Practitioner** Program Code	
Concentration(s)	PM Psychiatric Mental Health Adult Nurse Practitioner	Concentration(s) Code(s) C805
Proposal	Revise Program Requirement	

Description of proposal:

The intent of this proposal is to add a third practicum ~~is also add~~ and 4 prerequisites. The credit hours of the post-master's certificate will remain the same at ~~20~~ 16 hours.

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

Current total credit hours: 16 Proposed total credit hours 16

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

No impact on other programs, policies or procedures. Enrollment will remain the same. Although a third practicum is added, the total nubmer of semester hours remains unchanged. Staffing will be required for the second practicum (1 semester hour) during the summer semester; however, the workload equivalents for factuly teaching the practicums are unchanged and will be divided among 3 semesters versus 2 semesters. Students will need to complete the two revised practica before taking the new third practicum.

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

College of Nursing

REQUIRED ENDORSEMENTS

Karen M. Budd 01/06/11

Department Chair / School Director / Campus Dean

1/7/11

College Dean

___/___/___

Dean of Graduate Studies (for graduate proposals)

___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

Title: Revision of the Post-Masters Certificate Psychiatric Mental Health (PMH) Adult Nurse Practitioner (NP)

Subject Specification: The intent of this proposal is to add a third practicum. The credit hours for this post-masters certificate will remain the same at 16 hours.

Background Information:
The PMH Adult 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 completing a post-masters certificate as a PMH Adult NP qualify for the PMH Adult NP certification exam through the American Nurses Credentialing Center (ANCC).

The scope of practice of the PMH NP is continually diversifying as the environment of PMH practice, the need for patient access to holistic care, and scientific and nursing knowledge bases evolve. Findings from a recent survey performed by the American Psychiatric Nurses Association showed that over two-thirds of practicing PMH advanced practice nurses prescribe psychotropic medications as part of their practice (Drew & Delaney, 2009). Also, ongoing feedback from students in the PMH Adult NP concentration indicate that students desire more clinical time working with a PMH prescriber. The PMH Adult NP post-masters certificate will be revised to include a third clinical practicum (105 hours), which will focus primarily on students gaining experience working with a PMH prescriber. This type of experience was lacking in the current PMH Adult NP post-masters curriculum. Addition of a third practicum will change the clinical and credit hours of the first two practica (N64492 and N65592), as well as the course objectives of the second practicum (N65592).

Specifically, this proposal involves: (a) Adding three (3) pre-requisite courses: NURS60045 Advanced Pathophysiology for Advanced Practice Nurses, NURS60041 Advanced Assessment of Adult Clients, and NURS60441 Pharmacology for APNs. (b) Revising required clinical hours for N64492 PMH Nursing Practicum I from 175 hours to 140 hours. The focus of this practicum is learning mental health assessment, diagnosis, and individual psychotherapy skills; (c) Revising required clinical hours for N65592 PMH Nursing Practicum II and course objectives. Clinical hours will be reduced from 175 hours to 105 hours. The semester hours will be reduced from 2 semester hours to 1 semester hour. This practicum will be offered during an 8-week summer semester. In addition to continuing to work on gaining expertise in individual psychotherapy, students in this practicum will practice family assessment and family psychotherapy skills. An advantage of moving N65592 PMH Nursing Practicum II to the summer (directly after finishing N64492 PMH Nursing Practicum I) is to allow for continuity with agencies, preceptors, and clients, since most students remain in the same agency for PMHN Practicum I and II. Obtaining skills in group psychotherapy will be moved from this practicum to the newly proposed third PMH Nursing practicum; (d) Adding a third PMH Nursing practicum, which will require students to complete 105 hours. The focus of this practicum will be to learn group psychotherapy skills and to gain experience working with a PMH prescriber.

Table 1. Titles and Credit Hours of Current and Proposed Adult PMH NP Courses

	Title	Credit Hours	Practicum Hours
Current	N64492 PMH Nursing Practicum I	2	175
Proposed	N64492 PMH Nursing Practicum I	2	140
Current	N65592 PMH Nursing Practicum II	2	175
Proposed	N65592 PMH Nursing Practicum II	1	105
Current	None	0	0
Proposed	N6xxxx PMH Nursing Practicum III	1	105

Alternatives and Consequences: There is no alternative. It is anticipated that this curricular change will better prepare graduates for advanced nursing practice and ensure their ability to sit for certification through the ANCC.

Timetable and Actions Required:

College of Nursing Graduate Curriculum Committee	November 8, 2010
College of Nursing College Advisory Committee	November 22, 2010
University Educational Policy Council	January 24, 2011

Implementation: Fall 2011

Drew, B.L & Delaney, K.R. (2009). A national survey of psychiatric mental health advanced practice nursing: Development, process, and finding. *Journal of the American Psychiatric Nurses Association, 15,* 101-110.

Graduation Requirement Sheet:

Pre-requisites	NURS60045 Pathophysiology for Advanced Practice Nurses NURS60041 Advanced Assessment of Adult Clients NURS60042 Adult Primary Health Care I NURS60441 Pharmacology for APNs	3 3 5 3
	Total Pre-requisites	**14**
Year 1	**Fall Semester**	**CHRS**
NURS60201	Theory for Adv. Psych Mental Health Nursing	3
NURS61003	Neurobiology and Psychopharmacology of Major Psychiatric Disorders	3
	Total	**6**
Year 1	**Spring Semester**	**CHRS**
NURS60001	PMH APN Adult I: Individual and Family	3
NURS64492	PMHN Practicum I (140 hours)	2
	Total	**5**
Year 1	**Summer Semester**	
NURS65592	PMHN Practicum II (105 hours)	1
	Total	**1**
Year 2	**Fall Semester**	**CHRS**
NURS60002	PMH APN Adult II: Group, Organization, and Community	3
NURS6xxxx	PMHN Practicum III (105 hours)	1
	Total	**4**
	Total Post Master's NP Certificate Credit Hours	**16**

Kent State University Catalog 2010 - 2011

Psychiatric Mental Health Nurse Practitioner-C805

CERTIFICATE REQUIREMENTS (credits)			
Course		**Title**	**Credits**
BSCI	60446	Advanced Human Physiology	3
NURS	60040	Primary Health Care for Psychiatric-Mental Health Clients	inact 2009
	60041	Advanced Assessment of Adult Clients	3
	60441	Pharmacology for advanced Practice Nursing	3
		TOTAL	

Never published due to inactive course; replace with proposed requirement sheet

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Jan-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	NURS
College	NU - Nursing
Degree	CER8 - Post-Master's Certificate
Program Name	**Post-Master's Certificate Psychiatric Mental Health Adult Nurse Specialist (CNS)** Program Code
Concentration(s) C821	PM Psychiatric Mental Health Adult Nurse Specialist (CNS) Concentration(s) Code(s)
Proposal	Revise Program Requirement

Description of proposal:

The intent of this proposal is to add three (3) pre-requisite graduate course for the Post-Master's Certificate PMH Adult Nurse CNS. An additional practicum is also add. ~~The credit hours of the post-master's certificate will remain the same at 20 hours.~~

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

Current total credit hours: ~~20~~ 24 Proposed total credit hours 20

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

No impact on other programs, policies or procedures. Enrollment will remain the same. Although a third practicum is added, the total nubmer of semester hours remains unchanged. Staffing will be required for the second practicum (1 semester hour) during the summer semester; however, the workload equivalents for factuly teaching the practicums are unchanged and will be divided among 3 semesters versus 2 semesters. Students will need to complete the two revised practica before taking the new third practicum.

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

College of Nursing

REQUIRED ENDORSEMENTS

Karen M. Budd — 01/06/11

Department Chair / School Director / Campus Dean

[illegible] — 1/7/11

College Dean

_____ — ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ — ___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

Title: Revision of the Post-Masters Certificate Psychiatric Mental Health (PMH) Adult Nurse Specialist (CNS)

Subject Specification: The intent of this proposal is to add three (3) pre-requisite graduate courses for the Post-Masters Certificate PMH Adult CNS. A third practicum will also be added. The credit hours for this post-masters certificate will remain the same at 20 hours.

Background Information:
The PMH Adult CNS post-masters certificate prepares nurses to provide advanced care and treatment to individuals, families, and/or groups with complex psychiatric mental health problems. Students completing a post-masters certificate as a PMH Adult CNS qualify for the PMH Adult CNS certification exam through the American Nurses Credentialing Center (ANCC).

In order to sit for certification, the ANCC is mandating that all applicants have the following three (3) distinct, separate courses, which cover all physiological systems, before they will be allowed to sit for any advanced practice certification exam: advanced pathophysiology, advanced health assessment, and advanced pharmacology. This will be effective August 31, 2011. Students who apply for entrance into the College of Nursing (CON) post-masters certificate programs receive their initial advanced practice nursing degree from a variety of universities with different curriculum requirements. In order to ensure that students graduating with a post-masters certificate as a PMH Adult CNS form Kent State University CON can sit for certification through ANCC, we must be certain that they have had these three courses prior to being accepted the certificate program.

The scope of practice of the PMH CNS is continually diversifying as the environment of PMH practice, the need for patient access to holistic care, and scientific and nursing knowledge bases evolve. Findings from a recent survey performed by the American Psychiatric Nurses Association showed that over two-thirds of practicing PMH advanced practice nurses prescribe psychotropic medications as part of their practice (Drew & Delaney, 2009). Also, ongoing feedback from students in the PMH Adult CNS concentration indicate that students desire more clinical time working with a PMH prescriber. The PMH Adult CNS post-masters certificate will be revised to include a third clinical practicum (105 hours), which will focus primarily on students gaining experience working with a PMH prescriber. This type of experience was lacking in the current PMH Adult CNS post-masters certificate curriculum. Addition of a third practicum will change the clinical and credit hours of the first two practica (N64492 and N65592), as well as the course objectives of the second practicum (N65592).

Specifically, this proposal involves: (a) Adding three (3) pre-requisite courses: NURS60045 Advanced Pathophysiology for Advanced Practice Nurses, NURS60041 Advanced Assessment of Adult Clients, and NURS60441 Pharmacology for APNs. (b) Revising required clinical hours for N64492 PMH Nursing Practicum I from 175 hours to 140 hours. The focus of this practicum is learning mental health assessment, diagnosis, and individual psychotherapy skills; (c) Revising required clinical hours for N65592 PMH Nursing Practicum II and course objectives. Clinical hours will be reduced from 175 hours to 105 hours. The semester hours will be reduced from 2 semester hours to 1 semester hour. This practicum will be offered during an 8-week summer semester. In addition to continuing to work on gaining expertise in individual psychotherapy, students in this practicum will practice family assessment

and family psychotherapy skills. An advantage of moving N65592 PMH Nursing Practicum II to the summer (directly after finishing N64492 PMH Nursing Practicum I) is to allow for continuity with agencies, preceptors, and clients, since most students remain in the same agency for PMHN Practicum I and II. Obtaining skills in group psychotherapy will be moved from this practicum to the newly proposed third PMH Nursing practicum; (d) Adding a third PMH Nursing practicum, which will require students to complete 105 hours. The focus of this practicum will be to learn group psychotherapy skills and to gain experience working with a PMH prescriber.

Table 1. Titles and Credit Hours of Current and Proposed Adult PMH CNS Courses

	Title	Credit Hours	Practicum Hours
Current	N64492 PMH Nursing Practicum I	2	175
Proposed	N64492 PMH Nursing Practicum I	2	140
Current	N65592 PMH Nursing Practicum II	2	175
Proposed	N65592 PMH Nursing Practicum II	1	105
Current	None	0	0
Proposed	N6xxxx PMH Nursing Practicum III	1	105

Alternatives and Consequences: There is no alternative. It is anticipated that this curricular change will better prepare graduates for advanced nursing practice and ensure their ability to sit for certification through the ANCC.

Timetable and Actions Required:

College of Nursing Graduate Curriculum Committee	November 8, 2010
College of Nursing College Advisory Committee	November 22, 2010
University Educational Policy Council	January 24, 2011

Implementation: Fall 2011

Drew, B.L & Delaney, K.R. (2009). A national survey of psychiatric mental health advanced practice nursing: Development, process, and finding. *Journal of the American Psychiatric Nurses Association, 15,* 101-110.

Graduation Requirement Sheet:

Pre-requisites	NURS60045 Pathophysiology for Advanced Practice Nurses NURS60041 Advanced Assessment of Adult Clients NURS60441 Pharmacology for APNs	3 3 3
	Total Pre-requisites	**9**
Year 1	**Fall Semester**	**CHRS**
NURS60201	Theory for Adv. Psych Mental Health Nursing	3
NURS61003	Neurobiology and Psychopharmacology of Major Psychiatric Disorders	3
	Total	**6**
Year 1	**Spring Semester**	**CHRS**
NURS60001	PMH APN Adult I: Individual and Family	3
NURS64492	PMHN Practicum I (140 hours)	2
	Total	**5**
Year 1	**Summer Semester**	
NURS65592	PMHN Practicum II (105 hours)	1
	Total	**1**
Year 2	**Fall Semester**	**CHRS**
NURS60002	PMH APN Adult II: Group, Organization, and Community	3
NURS6xxxx	PMHN Practicum III (105 hours)	1
60092	**Total**	**4**
Year 2	**Spring Semester**	**CHRS**
NURS60332	Clinical Specialization in Psychiatric Mental Health Nursing (150 hours)	4
	Total	**4**
	Total Post Master's CNS Certificate Credit Hours	**20**

Kent State University Catalog 2010 - 2011

Psychiatric Mental Health Adult Clinical Nurse Specialist-C821

CERTIFICATE REQUIREMENTS (25 credits) NURS 60015, NURS 60011, NURS 60411

Prerequisite: ~~Master of Science in Nursing in advanced nursing practice.~~

Course		Title	Credits
NURS	60001	Individual Psychotherapy in Nursing	3
	60002	Family Psychotherapy in Nursing	3
	60201	Theories for Advanced Psychiatric Mental Health Nursing	3
	60332	Clinical Specialization in Psychiatric Mental Health Nursing	4
	61003	Psychopharmacology of Major Psychiatric Disorders	~~4~~ 3
	64492	Psychiatric Mental Health Nursing Practicum I	~~1~~ 2
	65592	Psychiatric Mental Health Nursing Practicum II	~~1~~ 1
	65692 PMHN Prac III	1 TOTAL	~~25~~ 20

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Jan-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department NURS

College NU - Nursing

Degree CER8 - Post-Master's Certificate

Program Name **Post-Master's Certificate Psychiatric Mental Health Child/Adolescent Clinical Nurse Specialist (CNS) for Non-PMH APNs** Program Code

Concentration(s) PM Psychiatric Mental Health Child/Adolescent Clinical Nurse Specialist (CNS) for Non-PMH APNs Concentration(s) Code(s) C823

Proposal Revise Program Requirement

Description of proposal:

The intent of this proposal is to add three (3) pre-requisite graduate coures and a third practicum. The credit hours of the post-master's certificate will remain the same at 20 hours

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

Current total credit hours: 20 Proposed total credit hours 20

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

No impact on other programs, policies or procedures. Enrollment will remain the same. Although a third practicum is added, the total nubmer of semester hours remains unchanged. Staffing will be required for the second practicum (1 semester hour) during the summer semester; however, the workload equivalents for factuly teaching the practicums are unchanged and will be divided among 3 semesters versus 2 semesters. Students will need to complete the two revised practica before taking the new third practicum.

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

College of Nursing

REQUIRED ENDORSEMENTS

Karen M. Budd 01 / 06 / 11

Department Chair / School Director / Campus Dean

1 / 7 / 11

College Dean

___/___/___

Dean of Graduate Studies (for graduate proposals)

___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

Title: Revision of the Post-Masters Certificate Psychiatric Mental Health (PMH) Child/Adolescent Clinical Nurse Specialist (CNS) for Non-PMH APNs

Subject Specification: The intent of this proposal is to add three (3) pre-requisite graduate courses for the Post-Masters Certificate PMH Child/Adolescent CNS. A third practicum will also be added. The credit hours for this post-masters certificate will remain the same at 20 hours.

Background Information:
The PMH Child/Adolescent CNS post-masters certificate prepares nurses to provide advanced care and treatment to individuals, families, and/or groups with complex psychiatric mental health problems. Students completing a post-masters certificate as a PMH Child/Adolescent CNS qualify for the PMH Child/Adolescent CNS certification exam through the American Nurses Credentialing Center (ANCC).

In order to sit for certification, the ANCC is mandating that all applicants have the following three (3) distinct, separate courses, which cover all physiological systems, before they will be allowed to sit for any advanced practice certification exam: advanced pathophysiology, advanced health assessment, and advanced pharmacology. This will be effective August 31, 2011. Students who apply for entrance into the College of Nursing (CON) post-masters certificate programs receive their initial advanced practice nursing degree from a variety of universities with different curriculum requirements. In order to ensure that students graduating with a post-masters certificate as a PMH Child/Adolescent CNS form Kent State University CON are able to sit for certification through ANCC, we must be certain that they have had these three courses prior to being accepted the certificate program.

The scope of practice of the PMH CNS is continually diversifying as the environment of PMH practice, the need for patient access to holistic care, and scientific and nursing knowledge bases evolve. Findings from a recent survey performed by the American Psychiatric Nurses Association showed that over two-thirds of practicing PMH advanced practice nurses prescribe psychotropic medications as part of their practice (Drew & Delaney, 2009). Also, ongoing feedback from students in the PMH Child/Adolescent CNS concentration indicate that students desire more clinical time working with a PMH prescriber. The PMH Child/Adolescent CNS post-masters certificate will be revised to include a third clinical practicum (105 hours), which will focus primarily on students gaining experience working with a PMH prescriber. This type of experience was lacking in the current PMH Child/Adolescent CNS curriculum. Addition of a third practicum will change the clinical and credit hours of the first two practica (N64492 and N65592), as well as the course objectives of the second practicum (N65592).

Specifically, this proposal involves: (a) Adding three (3) pre-requisite courses: NURS60045 Advanced Pathophysiology for Advanced Practice Nurses, NURS62021 Advanced Pediatric Assessment & Health Promotion, and NURS60441 Pharmacology for APNs. (b) Revising required clinical hours for N64492 PMH Nursing Practicum I from 175 hours to 140 hours. The focus of this practicum is learning mental health assessment, diagnosis, and individual psychotherapy skills; (c) Revising required clinical hours for N65592 PMH Nursing Practicum II and course objectives. Clinical hours will be reduced from 175 hours to 105 hours. The semester hours will be reduced from 2 semester hours to 1 semester hour. This practicum will be offered during an 8-week summer semester. In addition to continuing to work on gaining expertise in individual psychotherapy, students in this practicum will practice family assessment

Graduation Requirement Sheet:

Pre-requisites	NURS60045 Pathophysiology for Advanced Practice Nurses NURS62021 Advanced Pediatric Assessment & Health Promotion NURS60441 Pharmacology for APNs	3 3 3
	Total Pre-requisites	**9**
Year 1	**Fall Semester**	**CHRS**
NURS60208[W]	Theory for Advanced PMH Nursing	3
NURS61006[W]	Neurobiology and Psychopharmacology of Major Psychiatric Disorders: Child/Adolescent Focus	3
	Total	**6**
Year 1	**Spring Semester**	**CHRS**
NURS60004	PMH APN Child/Adolescent I: Individual and Family	3
NURS64492	PMHN Practicum I (140 hours)	2
	Total	**5**
Year 1	**Summer Semester**	**CHRS**
NURS65592	PMHN Practicum II (105 hours)	1
	Total	**1**
Year 2	**Fall Semester**	**CHRS**
NURS60005	PMH APN Child/Adolescent II: Group, Organization, Community	3
NURS6xxxx	PMHN Practicum III (105 hours)	1
65692	**Total**	**4**
Year 2	**Spring Semester**	**CHRS**
NURS60332	Clinical Specialization in Psychiatric Mental Health Nursing (150 hours)	4
	Total	**4**
	Total Post Master's CNS Certificate Credit Hours	**20**

Kent State University Catalog 2010 - 2011

Advance Practice Nurses with Non-PMH Master's Degree Psychiatric Mental Health Nursing of Children and Adolescents: Clinical Nurse Specialist - C823

CERTIFICATE REQUIREMENTS (20 credits)			
Prerequisite: ~~Master of Science in Nursing in Advanced Nursing Practice~~ NURS 60005; NURS 60411; NURS 60221			
Course		**Title**	**Credits**
NURS	60004	Psychiatric Mental Health Advanced Practice Nursing Child/Adolescent I: Individual and Family	3
	60005	Psychiatric Mental Health Advanced Practice Nurse Child/Adolescent Ii: Group, Organize and Community	3
	60208	Theory for Advanced Psychiatric Mental Health Nursing, Child and Adolescent Focus	3
	60332	Clinical Specialization in Psychiatric Mental Health Nursing	4
	61006	Neurobiology and Psychopharmacology of Major Psychiatric Disorders: Child/Adolescent Focus	3
	64492	Psychiatric Mental Health Nursing Practicum I	2
	65592	Psychiatric Mental Health Nursing Practicum II	~~2~~ 1
	64492	Psychiatric Mental Health Nursing Practicum III	
		TOTAL	**20** 1

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Jan-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department NURS

College NU - Nursing

Degree CER8 - Post-Master's Certificate

Program Name **Post-Master's Certificate Psychiatric Mental Health Child/Adolsecent Clinical Nurse Specialist (CNS) for PMH APNs** Program Code

Concentration(s) Psychiatric Mental Health Child/Adolsecent CNSfor PMH APNs Concentration(s) Code(s) C824

Proposal Revise Program Requirement

Description of proposal:

The intent of this proposal is to add three (3) pre-requisite graduate course for the Post-Maste's Certificate PMH Child/Adolescent CNS. An additional practicum is also added, which will increase the crdit hours of the post-master's certificate from ~~9~~ 12 to ~~10~~ 13 hours

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

Current total credit hours: ~~10~~ 12 Proposed total credit hours ~~10~~ 13

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. Enrollment will remain the same. Although a third practicum is added, the total nubmer of semester hours remains unchanged. Staffing will be required for the second practicum (1 semester hour) during the summer semester; however, the workload equivalents for factuly teaching the practicums are unchanged and will be divided among 3 semesters versus 2 semesters. Students will need to complete the two revised practica before taking the new third practicum.

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

REQUIRED ENDORSEMENTS

Karen W. Budd _____ 01/26/11

Department Chair / School Director / Campus Dean

_____ 1/7/11

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Proposal Summary

Title: Revision of the Post-Masters Certificate Psychiatric Mental Health (PMH) Child/Adolescent Clinical Nurse Specialist (CNS) for PMH APNs

Subject Specification: The intent of this proposal is to add three (3) pre-requisite graduate courses for the Post-Masters Certificate PMH Child/Adolescent CNS. Another practicum will also be added, which will increase the credit hours of the post-masters certificate from 9 to 10 hours.

Background Information:
The PMH Child/Adolescent CNS post-masters certificate prepares nurses to provide advanced care and treatment to individuals, families, and/or groups with complex psychiatric mental health problems. Students completing a post-masters certificate as a PMH Child/Adolescent CNS qualify for the PMH Child/Adolescent CNS certification exam from the American Nurses Credentialing Center (ANCC).

In order to sit for certification, the ANCC is mandating that all applicants have the following three (3) distinct, separate courses, which cover all physiological systems, before they will be allowed to sit for any advanced practice certification exam: advanced pathophysiology, advanced health assessment, and advanced pharmacology. This will be effective August 31, 2011. Students who apply for entrance into the College of Nursing (CON) post-masters certificate programs receive their initial advanced practice nursing degree from a variety of universities with different curriculum requirements. In order to ensure that students graduating with a post-masters certificate as a PMH Child/Adolescent CNS form Kent State University CON are able to sit for certification through ANCC, we must be certain that they have had these three courses prior to being accepted the certificate program.

The scope of practice of the PMH CNS is continually diversifying as the environment of PMH practice, the need for patient access to holistic care, and scientific and nursing knowledge bases evolve. Findings from a recent survey performed by the American Psychiatric Nurses Association showed that over two-thirds of practicing PMH advanced practice nurses prescribe psychotropic medications as part of their practice (Drew & Delaney, 2009). Also, ongoing feedback from students in the PMH Child/Adolescent CNS concentration indicate that students desire more clinical time working with a PMH prescriber. The PMH Child/Adolescent CNS post-masters certificate will be revised to include a third clinical practicum (105 hours), which will focus primarily on students gaining experience working with a PMH prescriber.

Specifically, this proposal involves: (a) Adding three (3) pre-requisite courses: NURS60045 Advanced Pathophysiology for Advanced Practice Nurses, NURS62021 Advanced Pediatric Assessment & Health Promotion, and NURS60441 Pharmacology for APNs. (b) Revising required clinical hours for N64492 PMH Nursing Practicum I from 175 hours to 140 hours. The focus of this practicum is learning mental health assessment, diagnosis, and individual psychotherapy skills; (d) Adding a third PMH Nursing practicum, which will require students to complete 105 hours. The focus of this practicum will be to learn group psychotherapy skills and to gain experience working with a PMH prescriber.

Table 1. Titles and Credit Hours of Current and Proposed Child/Adolescent PMH CNS Courses

	Title	Credit Hours	Practicum Hours
Current	N64492 PMH Nursing Practicum I	2	175
Proposed	N64492 PMH Nursing Practicum I	2	140
Current	None	0	0
Proposed	N6xxxx PMH Nursing Practicum III	1	105

Alternatives and Consequences: There is no alternative. It is anticipated that this curricular change will better prepare graduates for advanced nursing practice and ensure their ability to sit for certification through the ANCC.

Timetable and Actions Required:

College of Nursing Graduate Curriculum Committee	November 8, 2010
College of Nursing College Advisory Committee	November 22, 2010
University Educational Policy Council	January 24, 2011

Implementation: Fall 2011

Graduation Requirement Sheet:

Pre-requisites	NURS60045 Pathophysiology for Advanced Practice Nurses NURS62021 Advanced Pediatric Assessment & Health Promotion NURS60441 Pharmacology for APNs	3 3 3
	Total Pre-requisites	**9**
Year 1	**Fall Semester**	**CHRS**
NURS60208[W]	Theory for Advanced PMH Nursing (Optional)	3
	Total	**3**
Year 1	**Spring Semester**	**CHRS**
PSYC60376	Child Psychotherapy	3
NURS64492	PMHN Practicum I (140 hours)	2
	Total	**5**
Year 2	**Fall Semester**	**CHRS**
NURS6xxxx	PMHN Practicum III (105 hours)	1
	Total	**1**
Year 2	**Spring Semester**	**CHRS**
NURS60332	Clinical Specialization in Psychiatric Mental Health Nursing (150 hours)	4
	Total	**4**
	Total Post Master's CNS Certificate Credit Hours	**~~12~~ (13)**

Kent State University Catalog 2010 - 2011

Advance Practice Nurses with PMH Master's Degree Psychiatric Mental Health Nursing of Children and Adolescents: Clinical Nurse Specialist - C824

CERTIFICATE REQUIREMENTS (12 credits)			
~~Prerequisite: Master of Science in Nursing in Psychiatric Mental Health Clinical Nurse Specialist or Nurse Practitioner~~ NURS 60045; NURS 60441; NURS 62021			
Course		**Title**	**Credits**
NURS	60208	Theory for Advanced Psychiatric Mental Health Nursing, Child and Adolescent Focus	3
	60332	Clinical Specialization in Psychiatric Mental Health Nursing	4
	64492	Psychiatric Mental Health Nursing Practicum I	2
PSYC	60376	Child Psychotherapy	3
		TOTAL	**12**

NURS 65692 Psychiatric Mental Health Nursing Practicum III 1

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-Jan-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	NURS		
College	NU - Nursing		
Degree	CER8 - Post-Master's Certificate		
Program Name	**Post-Master's Nursing and Healthcare Management**	Program Code	
Concentration(s)	Post-Master's Nursing Healthcare Management	Concentration(s) Code(s)	C825
Proposal	Revise Program Requirement		

Description of proposal:

This proposal describes curriculum changes to the Post-Master's Nursing and Healthcare Management. Changes identified in this document have originated from the need to replace current course options in accounting and budgeting with a new course specifically designed for nurse managers and leaders.

Accounting and budgeting requirement: Currently graduate nursing students take two 3-credit hour courses in budgeting/accounting in either Business or Public Administration. We have proposed to EPC a new nursing course required in the two above-mentioned programs that will replace current courses in budgeting and accounting (Budgetary and Fiscal Management for Nurses, NURS 60315). Current courses offered by the Business and Public Administration programs are not specifically geared to the bugeting and financial knowledge domains of nurses in management positions, and, hence, have not met the educational needs of these graduate students. With the introduction of the new course, program credit hour requirements will be reduced by 3, allowing for a replacement elective, and will provide nursing students with the specific knowledge they need in management positions. The new course will effectively meet the educational needs of graduate students in the Nursing and Healthcare Management MSN Programs.

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

Current total credit hours: 15-19 Proposed total credit hours 15-19

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

MSN students rarely select the Business School course, Management Information Systems, so removing it as an option will have a negligible impact on Business enrollments. Additionally, a growing number of nurses are interested in masters programs in informatics.

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

Health Information/IAKM

REQUIRED ENDORSEMENTS

Karen M. Budd 1/7/11

Department Chair / School Director / Campus Dean

1/7/11

College Dean

_____ _____/_____/_____

Dean of Graduate Studies (for graduate proposals)

_____ _____/_____/_____

Provost and Senior Vice President for Academic Affairs

Kent State University
Certification of Curriculum Proposal
(for Non-Course Proposals)

Preparation Date: 1/4/2011
Curriculum Bulletin:
Effective Date: Fall 2011
Approved by EPC:

Department: N/A
College: College of Nursing
Degrees: Post-Masters Certificate Program in Nursing & Healthcare Management
Program Name: Post-Masters Certificate Program in Nursing & Healthcare Management
Concentration: Nursing and Health Care Management
Concentration Codes: C825
Proposal: Revised program

Description of proposal:

This proposal describes curriculum changes in the Post-Masters Certificate Program in Nursing & Healthcare Management. Changes identified in this document have originated from the need to replace current course options in accounting and budgeting with a new course specifically designed for nurse managers and leaders.

Accounting and budgeting requirement: Currently graduate nursing students take two 3-credit hour courses in budgeting/accounting in either Business or Public Administration. We have proposed to EPC a new nursing course required in the two above-mentioned programs that will replace current courses in budgeting and accounting (Budgetary and Fiscal Management for Nurses, N6XXXX). Current courses offered by the Business and Public Administration programs are not specifically geared to the bugeting and financial knowledge domains of nurses in management positions, and, hence, have not met the educational needs of these graduate students. With the introduction of the new course, program credit hour requirements will be reduced by 3, allowing for a replacement elective, and will provide nursing students with the specific knowledge they need in management positions. The new course will effectively meet the educational needs of graduate students in the Post-Masters Certificate in Nursing and Healthcare Management Programs.

Does proposed revision change program's total credit hours? ___Yes __X_No

Impact: MSN students rarely select the Business School course, Management Information Systems, so removing it as an option will have a negligible impact on Business enrollments. Additionally, a growing number of nurses are interested in masters programs in informatics.

Units consulted: Health Information/IAKM

Requirements for Post-Masters Certificate Program in Nursing & Healthcare Management Program:

Course #	Current Nursing & Healthcare Management Certificate Courses	Course #	Future Nursing & Healthcare Management Certificate Courses
BAD 64271	Human Resource Management (3)		Unchanged (3)
PADM 60373	Public Budgeting (3)	N6XXXX	Budgetary and Fiscal Management for Nurses (3)
BAD 64270	Organizational Analysis & Design (3)		Unchanged (3)
N65092	Nursing & Health Care Management Practicum 1 (3-5)		Unchanged (3+)
N65192	Nursing & Health Care Management Practicum 2 (3-5)		Unchanged (3+)
Total Credit Hours:	15-19		15-19

Approved by Graduate Curriculum Committee 12/13/2011
Approved by Nursing Advisory Committee 12/13/2011
Approved by Educational Policy Council 1/24/2011

Kent State University Catalog 2010 - 2011

Nursing and Health Care Management-C825

Courses are focused on management knowledge, skills and functions. Courses augment knowledge gained from undergraduate and graduate nursing courses by adding new material specific to the management role: budgeting; human resource management; understanding organizational structures, processes, and design, including strategy formulation, organizational theory and culture, inter-organizational relationships, technology, and managing organizational change; interpersonal relationships, group dynamics, and leadership; managing organizational politics and conflict; and practice/mentoring practicum experiences with selected health care leaders.

CERTIFICATE REQUIREMENTS (15-19 credits)			
Course		**Title**	**Credits**
BAD	64270	Organizational Analysis	3
	64271	Human Resource Management	3
NURS	65092	Nursing and Health Care Management Practicum I	3-5
	65192	Nursing and Health Care Management Practicum II	3-5
~~PADM~~	~~60373~~	~~Public Budgeting~~	3
NURS	60315	Budgetary and Fiscal Management for Nurses	
		TOTAL	15-19

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

1. 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

1. 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

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 student’s first bachelor's degree from any college or university.”
Effective Fall 2010

College of Public Health

2. 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

Key for course changes:

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

Effective Fall 2010

HONR 13597 Colloquium: The Western Identity (3) ..... New

MUS 41299 Senior Project: Music Composition (3) to: (2) ..... H

PH 44000 Health Disparities (3) [WIC] ..... Wc

TECH 41052 Technology Education for Elementary School (3) to:
Technology and Engineering for K to 8 STEM ..... Ta

TECH 51052 Technology Education for Elementary School (3) to:
Technology and Engineering for K to 8 STEM ..... Ta

Effective Spring 2011

CULT 69569 International Education: Foundational Issues (3) ..... New

CULT 79569 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 2010, Agenda

Effective Fall 2010

BSCI 50150 Molecular Mechanisms of Disease: Cancer (3) ..... *omitted* ..... New

BSCI 70150 Molecular Mechanisms of Disease: Cancer (3) ..... *omitted* ..... New

CHDS 68126 Principles of Measurement and Appraisal (3) ..... *omitted action* ..... PD

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 ..... *omitted* ..... Tas

CHDS 77698 Individual Research in Community Counseling (1-9)
Individual Research in Clinical Mental Health Counseling ..... *omitted* ..... Tas

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 Care (3) to:
EXPH 55040 Pathology and Pharmacology for Allied Health Care ..... *omitted* ..... SPCcO

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

IAKM 61095 Selected Topics in Information Architecture, Information Use or
Knowledge Management (1-3) to:
Special Topics in Information Architecture and Knowledge Management ..... *correction* ..... TaDC

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

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
Monday, 24 January 2011

EPC UNDERGRADUATE COUNCIL

Ex-officio Members present: Provost and Senior Vice President for Academic Affairs Robert G.Frank; Faculty Senate Chair Donald M. Hassler; Deans James K. Bracken, Donald L. Bubenzer, John R. Crawford, Laura Cox Dzurec, Mark A. James, Timothy S. Moerland, Douglas L. Steidl, Wanda E. Thomas, Stanley T. Wearden, Donald R. Williams; Associate Deans Joanne M. Arhar, Richard H. Kolbe

Ex-officio Members not present:

Faculty Senate-Appointed Representatives present: Jessie Carduner, Bruce J. Gunning, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Min He, Daivid A. Kessler, Tracy A. Laux, Erica B. Lilly, Linda L. Williams

Council Representatives present: Gregory M. Blase, Thomas W. Brewer, Pamela K. Evans, Diana L. Fleming, Todd S. Hawley, Richard L. Mangrum, Sarah E. Rilling

Council Representatives not present: Phillip D. Buntin, Kristen A. Riegelmayer

Observers Present not present: Brett Fodor

Consultants and Guests present: Charles H. Baker, Deborah L. Barber, Stephane E. Booth, Beth A. Bilek-Golias, Sebastian A. Birch, Dana A. Brown, Jeffrey Child, Kevin L. Deemer, Larry G. Froehlich, Kerry G. Glann, James T. Gleeson, Lynne M. Guillot-Miller, Mary Ann Haley, Paul Haridakis, Javed I. Khan, Eboni J. Pringle, Linnea Carlson Stafford, Jennifer Sandoval, Barbara M. Scheule, Denise A. Seachrist, Richard T. Serpe, Susan J. Stocker, Therese T. Tillett, Robert A. Walker

---

Provost Robert G. Frank called to order both councils—Undergraduate and Graduate—at 3:20 p.m., on Monday, 24 January 2011, in room 204 of the Kent Student Center. The two councils met for part of the meeting to together discuss and vote upon Action Items 1, 2, 3 and 24 (9 on EPC Graduate Council agenda).

Curriculum Services Director Therese E. Tillett announced some minor changes to the agenda, including that course CADT 20006 Web Design Applications and several TECH courses were withdrawn, and will be listed on the February agenda with corrections.

Action Item 1: Approval of minutes from 18 October 2010.

Lecturer Diana L. Fleming made a motion to approve, seconded by Dean Mark James. With no questions or corrections, the motion was passed unanimously.

Action Item 2 (on both council agendas): Establishment of an independent and interdisciplinary School of Digital Sciences [DS].

Provost Frank introduces the item and stated that a work group was formed and has been working with a variety of members across the university to understand how we can best maximize the knowledge we have on campus across many disciplines.

Professor Robert Walker explained the need for an interdisciplinary School of Digital Science; employment projections have shown jobs in technology and science will increase because of an ailing and computerizing population. The group that was formed includes consultation with the colleges of Technology, Regional, Business Administration, Arts and Sciences, Communication and Information and Education, Health and Human Services. The goal is to cross train students, this is not a degree deep in programming, but for someone who can understand in a business environment how software and team dynamics are important. The School of Digital Sciences will offer a Bachelor of Arts, Bachelor of Science, Master of Science and an undergraduate minor.

An EPC member questioned faculty appointments, to which Professor Robert A. Walker respond that faculty can choose to have joint appointments. Faculty teaching for one semester only will have a temporary appointment; if they participate for more than one semester they can elect to have a joint appointment.

Dean Timothy S. Moerland made a motion for approval, seconded by Dean Laura Cox Dzurec. The item passed unanimously.

Action Item 3 (on the EPC Undergraduate Council agenda): Establishment of a Digital Sciences [DS] major within the Bachelor of Arts [BA] and Bachelor of Sciences [BS] degree to be housed in the proposed School of Digital Sciences. Six concentrations are established in the BS degree program: Enterprise Architecture [ENAR], Digital Systems Analysis [DSA], Digital Systems Software Development [DSSD], Digital Systems Telecommunication Networks [DSTN], Digital Systems Management and Consulting [DSMC] and Digital Science Cognition and Communication [DSCC]. Proposal also includes establishment of 13 DSCI courses. Minimum total credit hours to program completion for both degrees are 121.

Professor Walker described the programs and stated that they will not be as deep in software as computer science; some students may choose a computer science minor.

An EPC member asked about digital humanities and if there were discussions with the Institute for Bibliography and Editing. Professor Walker clarified that the program is not digital humanities, which is similar to the proposed because of the interdisciplinary approach. In addition, he said the School of Library and Information Sciences has been part of the ongoing discussions. Dean Timothy S. Moerland added that his college is interested in moving into digital humanities in the future.

Dean Donald R. Williams moved the item for approval, which was seconded by Dean Moreland and passed unanimously.

Action Item 3 (on the EPC Graduate Council agenda): Establishment of a Digital Sciences [DS] major within the Master of Science [MS] degree to be housed in the proposed School of Digital Sciences. Program will comprise five concentrations: Enterprise Architecture [ENAR], Digital Systems Software Development [DSSD], Digital Systems Telecommunication Networks [DSTN], Digital Systems Management and Consulting [DSMC] and Digital Science Cognition and Communication [DSCC]. Proposal also includes establishment of four DSCI courses. Minimum total credit hours to program completion are 32.

Profession Walker explained this proposal is similar in many ways to the undergraduate programs, with the exception that it will be offered as a Master of Science degree only. The program will have a thesis and non-thesis option. The graduate program could follow a business baccalaureate or a professional degree in related areas or even as an entry-level declaration. Associate Dean John Stalvey made a motion for approval, seconded by a member of the EPC Graduate Council; the item passed unanimously.

Action Item 24 (on the EPC Undergraduate Council agenda): Revision of the name of the Intervention Specialist [INSP] major, to Special Education [SPED], within the Bachelor of Science in Education [BSE] degree. Included in the proposal (and lesser action items) are inactivation of several concentrations and revision of course requirements. Inactivated are the following concentrations: General Special Education [GSED], Gifted–Language Arts/Science [GLAS], Gifted–Mathematics/Language Arts [GMLA], Gifted–Mathematics/Science [GMS], Gifted–Mathematics/Social Studies [GMSS], Gifted–Social Studies/Language Arts [GSSL], Gifted–Social Studies/Science [GSSS] and Mild/Moderate–Social Studies/Language Arts [MMSL]. Revisions to course requirements include removing adding MATH 14002 to and removing PSYC 11762 from the major core; and replacing the following in the concentrations with unspecified Kent Core: CACM 11001, COMM 15000, ENG 21054 (or 22071 or 22072), JMC 20001, PHIL 21001, SPA 34104, 43020, 43030, 43600, THEA 11000. Minimum total credit hours to program completion decrease, from 129-136 to 123-127 depending on concentration.

Item 9 (on the EPC Graduate Council agenda): Revision of the name of the Intervention Specialist [INSP] major, to Special Education [SPED], within the Master of Education [MED] degree. Included in proposal (and a lesser action item) is a revision of course requirements for the Gifted [GFTD] and Deaf Education [DFED] concentrations. In Gifted, SPED 63532 are added and SPED 53534 removed. In Deaf Education, SPA 44114, SPED 53020, 53031 are removed. Minimum total credit hours to program completion are 32.

Associate Dean Nancy Barbour explained that when Special Education changed its name to Intervention Specialist several years ago, it was based on a licensure change in the state of Ohio. The change back to Special Education is to align the program with others of the same title and lessen confusion.

Associate Dean Barbour made a motion to approval, seconded by Dean James; the item passed unanimously.

Action Item 4: Establishment of a Digital Sciences [DS] minor to be housed in the proposed School of Digital Sciences. Minimum total credit hours to program completion are 18.

Professor Walker said the minor will complement existing programs in Technology, Arts and Sciences, Business Administration, Communication and Information and Education, Health and Human Services.

Dean Williams move the item for approval, seconded by Director Gregory M. Blase; the item passed unanimously.

At this point in the meeting, members of the EPC Graduate Council departed to continue their meeting in another room. The EPC Undergraduate Council meet resumed with the next item on the agenda.

Action Item 5: Establishment of US 20007 Life Beyond KSU to be used in place of US 10097 Destination Kent State: First Year Experience for juniors and seniors who have not yet fulfilled the university requirement.

Dean Williams introduced the new course as university required for baccalaureate-seeking students who had not completed the First Year Experience course for graduation. Executive Director Eboni J. said the course has been brought up in conversations because what is currently in the catalog. The First Year Experience course is design to meet the needs for student transitioning to college. There are many students that do not take the freshman course; we would like to make Life Beyond KSU be taken in the student junior or senior year.

An EPC member wondered transfer student would be required to take this new course, which Executive Director Pringle responded no, transfer student would be exempt from taking this course.

Dean Williams mentioned that the URCC did not approve this course to be repeated for credit. He then moved approval for course without repeat for credit, seconded by an EPC member. The item passed unanimously.

Action Item 6: Establishment of Kent Core Basic Sciences designation to PHY 21431 Frontiers in Astronomy Laboratory.

Dean Williams explained the need for more basic sciences laboratory courses in the Kent Core, and how review and approval was under the new criteria for the Kent Core. His motion for approval was seconded by Dean Dzurec and passed unanimously.

Action Item 7: Establishment of Global Diversity designation to JUS 37511 Immigration: Law, Crime and Justice; and Domestic Diversity designation to MUS 42161 History of Jazz.

Dean Williams made a correction to JUS 37511: the URCC approved both the JUS and MUS course as a domestic diversity. His motion for approval was seconded by Dean Moerland and passed unanimously.

Action Item 8: Establishment of Writing-Intensive designation to COMT 36318 Survey of Information Security, Internet Fraud and Computer Forensics; to DSCI 31510 Global Project Management and Team Dynamics; and to MIS 44163 Global Business Management.

Dean Williams withdrew COMT 36318. MIS 44163 will replace the current course, MIS 44150, which is being inactivated. He moved the item for approval, seconded by an EPC member and passed unanimously.

Action Item 9: Revision of the General Academic Forgiveness Policy: Change name to Academic Forgiveness Policy; decrease number of years returning students must be out of school before requesting forgiveness, from three (two for veterans) to one year for all; remove policy that students cannot take credit at another institution for at least three consecutive years; decrease number of credit hours, from 15 to 12, with minimum 2.0 GPA to become eligible for forgiveness; establish policy to allow Kent State associate degree students to also receive forgiveness for coursework taken after associate degree; and develop notification process to alert eligible students for forgiveness.

Associate Dean Mary Ann Haley presented for Associate Dean I. Richmond Nettey, who could not attend. The original intent of this policy is to help the students who lack the maturity that many adult students have. The new policy allows students to come back a year from when they took the course with a clean slate, which could lead to more students returning to Kent State. The hours the student has to complete before asking forgiveness is lowered from 15 to 12 hours. Regional Campus student who earned an associate degree can receive general academic forgiveness, applying only to course work taken after completion of the associate degree.

An EPC member referred to students who may abuse the new policy. Associate Dean Mary Ann Haley reassured that the new policy will allow people to more forward; once the course is forgiven the hours go away with the grades. Another member made a connection to the value of life experience in this policy to experiential learning, a current item on Faculty Senate agenda. Associate Dean Haley agreed to take the comments to Associate Dean Nettey.

Dean Moerland made a motion for approval, seconded by Senator Gunning. The item passed unanimously.

Action Item 10: Establishment of an Architectural Studies [ARCS] minor. Minimum total credit hours to program completion are 18.

Dean Douglas Steidl explains the establishment of an Architecture Studies minor will give students at Kent State an opportunity to take architecture courses without being in the major. This minor can benefit the students looking for employment in design firms or other fields related to the building environment.

Dean Steidl made a motion for approval, seconded by Dean Moerland, and the item passed unanimously.

Action Item 11: Establishment of an Audio Recording [AUDR] minor. Minimum total credit hours to program completion are 23.

Dean John Crawford presenting the Audio Recording minor for student with less music experience. This minor could work well with the college of Communication and Information, several courses currently offered in the CCI could be cross listed. Dean Stanley Wearden expressed his support to this minor and mention there has been discussions on an opportunity in music engineering.

Dean Crawford moved for approval, seconded by Dean Williams. The item passed unanimously.

Action Item 12: Establishment of a Jazz Studies [JAZZ] minor. Minimum total credit hours to program completion are 21.

Dean Crawford explained the establishment of a Jazz Studies minor will give the School of Music the opportunity to organize a body of courses to take advantage of faculty experience. The School of Music has had many request for a more active Jazz program, Music performance and Music Education majors will be interested. Dean Crawford made a motion for approval, seconded by Dean Dzurec, and the item passed unanimously.

Action Item 13: Establishment of a Music Technology [MUST] minor. Minimum total credit hours to program completion are 23.

Dean Crawford explained the Music Technology minor requirements are all courses offered in the current Music Technology major, which is offered on the Stark campus. His motion for approval was seconded by Senator Gunning and passed unanimously.

Action Item 14: Establishment of an Environmental Geology [EGEO] concentration in the Geology [GEOL] major within the Bachelor of Science [BS] degree. Also included in the proposal (and a lesser action item) is a revision of the course requirements. GEOL 41025 is removed; and GEOL 32066 and 43040) are moved to concentration requirements. If concentration is not selected, CHEM 10061 and 10063 (or PHY 13002 and 13022) and 15 upper-division GEOL courses must be taken. Minimum total credit hours to program completion are unchanged at 121.

Dean Moerland presented the establishment of an Environmental Geology concentration as a request from the Department of Geology; the total credit hours of the program are unchanged at 121. His motion for approval was seconded by Dean John Crawford and passed unanimously.

Action Item 15: Revision of the name of the Justice Studies [JUS] major to Criminology and Justice Studies [CRJU] within the Bachelor of Arts [BA] degree. Proposal includes establishment of concentrations Policing [POLC], Corrections [CORC], Law and Society [LASO], Justice and Human Relations [JAHR], Criminology and Deviance [CRDE] and Criminology and Justice Studies [CRJU]. Minimum total credit hours to program completion are unchanged at 121.

Dean Moerland stated the purposed name change is to better reflect the content of the program which has a significant emphasis on issues of crime, criminology and criminal justice. The creation of the concentrations will provide the student with optional paths to assist their selection of electives. He then made a motion for approval, seconded by an EPC member and passed unanimously.

Action Item 16: Establishment of a Healthcare Systems Management [HMGT] minor. Minimum total credit hours to program completion are 18.

Associate Dean Richard Kolbe said the minor will complement students who are in the Public Health major and related fields. Associate Dean Kolbe made a motion for approval, seconded by Dean Moerland and passed unanimously.

Action Item 17: Establishment of concentrations Global Communication [GLBL] and Health Communication [HCMM] in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree. Proposal also contains revision to course requirements (and a lesser action item) with addition of LIS 30001 and VCD 14000 and reduction of electives by 6 credit hours. Minimum total credit hours to program completion are unchanged at 121.

Dean Wearden said the new concentrations will help students with international and public health interest. The college consulted with the College of Education, Health and Human Services and the College of Public Health. Dean Wearden made a motion for approval, seconded by Dean Moerland and passed unanimously.

Action Item 18: Establishment of a Health Communication [HCMM] minor. Minimum total credit hours to program completion are 18.

Action Item 19: Establishment of an Interpersonal Communication [IPCM] minor. Minimum total credit hours to program completion are 18.

Action Item 20: Establishment of an Organizational Communication [ORCM] minor. Minimum total credit hours to program completion are 18.

Action Item 21: Establishment of Public Communication [PCMM] minor. Minimum total credit hours to program completion are 18.

Dean Wearden explained how his faculty has streamlined the general communications minor, from 24 to 18 credit hours, and created specific minors to reflect all the concentrations. Dean Wearden made a motion for approval of all the minors, seconded by Dean Dzurec; all items passed unanimously.

Action Item 22: Establishment of a Hospitality Management [HSPM] major within the Bachelor of Science [BS] degree. Program is formerly a concentration within the Nutrition and Food [NF] major. In addition (and a lesser action item), course requirements are revised to add HM 21095, 33031, 37777 as professional electives. Minimum total credit hours to program completion are unchanged at 121.

Associate Dean Joanne Arhar explained how Hospitality Management is housed as a concentration within the Nutrition and Food major. The college would like to establish a Bachelor of Science in Hospitality Management, there is only one course in nutrition, and the program has grown over the years and continues to have high interest.

An EPC member recalled conversations of a hotel management major years ago, to which Program Director Barbara Scheule explained that the Hospitality program is a hotel restaurant program. The program not only looks into restaurants but also country clubs, schools and hotels. Another member inquired if the College of Business Administration was consulted. Program Director Scheule said the college was contacted when the program named was last changed (sometime in the 2000s).

Associate Dean Arhar's motion for approval was seconded by Dean James and passed unanimously.

Action Item 23: Revision of the name of the Nutrition and Food [NF] major, to Nutrition [NUTR], within the Bachelor of Science [BS] degree. In addition, the Hospitality Management [HSPM] and Nutrition and Dietetics [ND9] concentrations are inactivated, and the course requirements are revised to emulate the now-inactivated Nutrition and Dietetics concentration. Minimum total credit hours to program completion are unchanged at 121.

Associate Dean Arhar made a motion for approval, seconded by Dean Steidel and passed unanimously.

Action Item 25: Establishment of an Enology [ENOL] major within the Associate of Applied Science [AAS] degree. Included in the proposal is the establishment of 10 VIN courses (one course shared with Viticulture). Minimum total credit hours to program completion are 60.

Action Item 26: Establishment of a Viticulture [VITI] major within the Associate of Applied Science [AAS] degree. Included in the proposal is the establishment of eight VIN courses (one VIN course shared with Enology). Minimum total credit hours to program completion are 60.

Dean Wanda Thomas said the proposals are a result of the community approaching the Ashtabula Campus. With the exception of a joke made about wine giving, no discussion on the items took place. Dean Thomas made a motion for approval, seconded by Senator Gunning and passed unanimously.

Action Item 27: Revision of the name and course requirements and establishment of five optional concentrations within the Bachelor of Applied Studies [BAS] degree. Name changes to the Bachelor of Technical and Applied Studies [BTAS] degree. Optional concentrations (i.e., students may select the major with no concentration) are the following: Computer Technology General [CTG]; Computer Technology Networking [CTN]; Computer Technology Internet/Multimedia [CTIM]; Computer Technology Application Development [CTAD]; and Computer Technology Applied Computer and Forensics Technology [CTAC]. With the establishment of these concentrations, the 2+2 General and 2+2 Computer Technology concentrations in the BS in Technology program are inactivated.

Dean Thomas said the program has been in existence for a couple of years; the degree is for individuals who have some college credit and would like to earn a baccalaureate but did not have a direct pathway. Students who are in applied associate degrees are looking for courses that will apply towards a bachelor; degree. This revised degree will gain the 2+2 and Computer Technology concentrations currently in the BS in Technology program. Dean Timothy Moerland expressed support for this proposal but would like there to be more consultation with Department of Computer Science.

A friendly amendment to approve today with stipulation that a conversation will occur with Computer Science was made and approved. Dean Thomas' motion to approve the item was seconded by Dean Wearden and passed unanimously.

Action Item 28: Establishment of concentrations LPN to ADN [LPN] and Paramedic to ADN [PARM] in the Nursing ADN [NRST] major within the Associate of Applied Science [AAS] degree. Total credit hours to program completion are unchanged at 63.

Establishment of these two concentrations will create a pathway for students to move into the Nursing ADN. Dean Thomas made a motion for approval, seconded by Dean Dzurec and passed unanimously.

Action Item 29: Establishment of a Computer Engineering Technology [CET] concentration in the Applied Engineering [AENG] major within the Bachelor of Science [BS]. This concentration replaces the Computer and Electronics Technology [CMEL] concentration. Total credit hours to program completion are 122.

The item was withdrawn from the agenda.

Action Item 30: Establishment of an Innovation [INVN] minor. Minimum total credit hours to program completion are 18.

Dean Donald Bubenzer made a motion for approval, seconded by Dean Dzurec; the item passed unanimously.

As there were no more requests for discussion or elevation of either the information or lesser action items, Provost Frank moved to adjourn the EPC Undergraduate Council meeting at 4:30 p.m.

Respectfully submitted,

Jennifer Sandoval
Academic Program Officer, Curriculum Services
Office of the Provost

EPC GRADUATE COUNCIL

Ex-officio Members present Interim Vice President for Research Sonia J. Alemagno; Dean Mary Ann Stephens, Associate Deans Nancy E. Barbour, LuEtt J. Hanson, Ralph Lorenz, Barbara F. Schloman, Frederick W. Schroath, John R. Stalvey; Director Karen W. Budd.

Ex-officio Members not present: Jonathan P. Fleming, I. Richmond Nettey

Faculty Senate-Appointed Representatives present: Tom Janson, Fred T. Smith, Paul R. O'Keeffe, James A. Tyner

Faculty Senate-Appointed Representative not present: Jonathan V. Selinger, Robin L. Selinger

Council Representatives present: Ann F. Jacobson, Eric M. Mintz

Council Representatives not present: Sloane R. Burgess, Donald A. Coats, Michael J. Loderstedt, Lynette Phillips, Gregory S. Stroh, John H. Thornton, Yin Zhang

Observers Present: Lindsey Ayers

Consultants and Guests present: Christopher P. Banks, James R. Campbell, Lisa N.H. Delaney, Julie Gabella, Kerry G. Glann, Lynne M. Guillot-Miller

---

Provost Robert G. Frank called to order both councils—Undergraduate and Graduate—at 3:20 p.m., on Monday, 24 January 2011, in room 204 of the Kent Student Center. The two councils met for part of the meeting to together discuss and vote upon Action Items 1, 2, 3 and 9. For information on those items, see the minutes for the EPC Undergraduate Council meeting.

At the conclusion of those items, members of the EPC Graduate Council departed to continue their meeting in another room.

Dean Mary Ann Stephens reconvened the EPC Graduate Council meeting at 3:40 p.m., Monday, 24 January 2011, in room 310C of the Kent Student Center.

Action Item 4: Establishment of a Choral Conducting [CHOR] concentration in the Conducting [COND] major within the Master of Music [MM] degree. Minimum total credit hours to program completion are 32.

Associate Dean Ralph Lorenz stated that the program director wanted to make improvements to the program by adding this concentration which includes more music literature courses and more Chorale course. Associate Dean Lorenz introduced Professor Tom Janson and Lecturer Kerry Glann as experts in the field and able to answer any questions the council might have.

Professor Janson explained that that the choral students now have two options, continue with the current program or declare this concentration which prepares a student for a Doctor of Musical Arts degree which is not offered at Kent State University but at many other prestigious universities throughout the country. He added that in order to be admitted to those programs it is important to get intense depth which is the purpose of this proposal; to offer a little bit more specialized concentration. Associate Dean Frederick W. Schroath asked how many students were anticipated to enroll in this concentration. Professor Janson explained that because the applied music courses are taught on a one-on-one basis enrollment is limited. He added that the conducting major has 10 students currently. Lecturer Glann specified by saying that there are three in choral conducting. He added that the School of Music sees this as a way of making the major more in-depth because currently, on paper, it appears lacking. This will attract more and better students looking to go onto the doctoral degree and positions Kent State on a more equal standing with peer institutions.

Associate Dean Lorenz made a motion for approval, seconded by Associate Dean Schroath and passed unanimously.

Action Item 5: Transfer of the Library Media [LIBM] concentration in the Instructional Technology [ITEC] major within the Master of Education [MED] degree to the Library and Information Science [LIS] major within the Master of Library Science [MLIS] degree. The concentration is renamed School Library Media [SLM]. Minimum total credit hours to program completion increase from 36 to 39.

Associate Dean LuEtt J. Hanson stated that this program has been housed in the College of Education, Health and Human Services but at almost all other institutions with a School of Library and Information Science, it is housed there. She added that this program will continue to have course work from both areas. Associate Dean Hanson explained that this is the same program it will just be housed in the School of Library and Information Sciences. Associate Dean Nancy E. Barbour stated that the College of Education, Health and Human Services thought that this was better placement as well.

Associate Dean Hanson made a motion for approval, seconded by Interim Vice President Sonia J. Alemagno and passed unanimously.

Action Item 6: Establishment of a dual degree program between in the Instructional Technology [ITEC] major within the Master of Education [MED] degree and the Master of Library Science [MLIS] degree (School Library Media concentration). Concentration Dual Degree MEd/MLIS [DDSL] is established in Instructional Technology major. Minimum total credit hours to program completion are 57.

Associate Dean Barbour stated that there was a desire to leave an opportunity of a dual degree program option. She said that it is a rather large number of credit hours for a Master's degree but there is interest. Associate Dean Hanson added that there are so many hurdles to jump to be a school librarian. A librarian must also be a teacher in the school system and take the licensure exams.

Associate Dean Barbour made a motion for approval, seconded by Associate Dean Hanson and passed unanimously.

Action Item 7: Revision of the name of the Exercise, Leisure and Sport [ELS] major, to Sport and Recreation Management [SRCM], within the Master of Arts [MA] degree. Included in the proposal is inactivation of the Athletic Training [ATTR] and Gerontology [GERO] concentrations. The Sport and Recreation Management [SRCM] and Sport Studies [SPST] concentrations are retained. Minimum total credit hours to program completion are unchanged at 34.

Associate Dean Barbour explained that one of the problems from the reorganization of the College of Education, Health and Human Services from six departments to four schools was that the Exercise, Leisure and Sport program was split apart. Exercise, Leisure and Sport houses a number of master's degrees. She stated that in order for these to be managed appropriately the proposals before the council were developed. She said that the major will be renamed to Sport and Recreation Management and the athletic training and gerontology concentrations that were under Exercise, Leisure and Sport will be inactivated.

Associate Dean Barbour made a motion for approval, seconded by Associate Dean Hanson and passed unanimously.

Action Item 8: Establishment of an Athletic Training [ATTR] concentration in the Exercise Physiology [EXPH] major within the Master of Science [MS] degree. Minimum total credit hours to program completion are 34.

Associate Dean Barbour stated that this proposal is similar to the last in that Athletic Training will now be a concentration within the Exercise Physiology major in order to remove it from Exercise, Leisure and Sport. Associate Dean John R. Stalvey asked if there is another concentration within the Exercise Physiology major. Lecturer Catherine C. Hale stated that there was not and that students could be in the Exercise Physiology major with or without the Athletic Training concentration. Associate Dean Stalvey said that he understood that Exercise Physiology was a better fit for Athletic Training but wanted to know if the programs share the same course work. Ms. Hale answered in the affirmative adding that a lot were shared between them.

Associate Dean Barbour made a motion for approval, seconded by Associate Dean Schroath and passed unanimously.

Information Item 1: Program development plan to establish a Master of Fashion and a Doctor of Fashion degree.

Professor Fred T. Smith questioned the advantages of a Master of Fashion and a Doctor of Fashion. Director James R. (J.R.) Campbell stated that it looks as though Kent State is taking a large leap, but our faculty is more qualified than almost any other liberal arts institution in the country to offer these programs; we are trying to situate ourselves into a unique position. He added that the undergraduate program has been responding to the industry, but now it is appropriate for us to be ahead of the industry. He explained that with this proposal there is support for the idea of practice led research. He said that currently there is only one practice-based PhD and that is at Harvard University. He added that many other countries have practice-based programs, however. Director Campbell said that this is Kent State staking our claim and feeding and supporting it. The experience in fashion is that PhD qualification for design faculty has made it such that those teaching fashion know less than those in the industry. Professor Smith then asked if the value of these degrees is in the teaching aspect or in the industry. Director Campbell replied that there is value for both; there are openings and demands in both academia and the industry. He added that there are a number of performance-based companies looking for doctoral-level hires.

Professor Paul R. O'Keeffe asked if there was any intention of hiring more faculty for these programs. Director Campbell stated that there is currently faculty with PhDs in both design and merchandising but the hope is to hire one more faculty member in the design area.

Associate Professor Eric M. Mintz asked if doctoral programs are added without eliminating others is Kent State risking dilution of subsidy. He said that at some point that discussion needs to take place. Associate Dean Stalvey said that he believes that the Ohio Board of Regents funds professional doctoral degrees differently. Director Karen W. Budd concurred stating that the recent establishment of the Doctor of Nursing Practice was funded differently. Associate Professor Mintz stated that this was a general question and applies in other places as well.

Dean Stephens said that she hear that a trip to India triggered interest so this program is also an attractor for international students as well. Director Campbell replied in the affirmative and added that in Beijing, China PhDs are required to teach but they are sent to Hong Kong for their doctoral work and then return to Beijing.

Associate Dean Schroath asked if doctoral students would teach at the undergraduate level. Director Campbell replied that that is the hope; there is a practicum to engage students in both teaching and practice.

Associate Dean Lorenz clarified for the council that this proposal is a pre-proposal and must go to the Ohio Board of Regents, then come back to the Educational Policies Council for discussion and a vote. Dean Stephens added that it goes to the Ohio Board of Regents for peer institution review and feedback. Director Campbell added that there is a PhD in textiles and clothing at the Ohio State University and it is expected that we will receive a lot of feedback from them. Interim Vice President Alemagno asked the timeline for implementation of these degrees. Director Campbell said that it will be proposed to the Educational Policies Council in the fall of 2011 for a fall of 2012 effective date.

Information Item 6: Reinstatement of admission to the Accounting [ACCT] concentration in the Business Admission [BAD] major within the Doctor of Philosophy [PHD] degree. The program admission had been suspended in fall 2010.

Professor Janson reminded the council of the mandated hiring freeze currently in place and questioned a portion of the proposal that states that a new professor was hired in the fall of 2010 and that they were hoping for two more for fall 2011. Associate Dean Schroath stated that one faculty member has indeed been hired but that the two others were up in the air at this point. He added that while exceptions have been proposed permission has not yet been received. Associate Dean Schroath said that accounting is the fastest growing area and students are not only getting jobs, but high paying jobs. He added that he believes the program could be run without the two additional hires but not in the most ideal way. He said that it is an area where there is a desire to grow because student enrollment and jobs are both growing. He added that there are a large number of accounting firms in the Cleveland area that the College of Business Administration works with. Dean Stephens asked Associate Dean Schroath to confirm that the program could be supported with just the one new hire. Associate Dean Schroath replied in the affirmative adding that the advantage of having so many firms in the area is that they also hire employees with PhDs so adjuncts can be found that are highly qualified.

Information Item 7: Establishment of a Health Informatics [C626] post-baccalaureate certificate. Minimum total credit hours to program completion are 18.

Professor Janson stated that Kent State offers two types of certificates, the post-baccalaureate certificate which has 18 credit hours and the graduate certificate which has 24 credit hours. He asked if in order for a student to enroll in the post-undergraduate certificate, in this case, they would need to be admitted to do graduate work since all of the courses here are graduate level. Associate Dean Hanson confirmed that that was indeed the case. Professor Janson asked Associate Dean Hanson to explain why the certificate was assigned a post-undergraduate status instead of a graduate status. Associate Dean Hanson stated that the certificate would provide students and opportunity to move into a graduate program. Associate Dean Barbour stated that the College of Education, Health and Human Services has similar programs but cautioned that when only 12 of the 18 credit hours are applied to the graduate program it can create a problem with the students and exceptions have to be done. She added that steps are now taken to ensure that students apply for their graduate degree program before they have reached the 12 credit hours. Professor Janson asked Associate Dean Barbour if the 12 credit hour policy was explained in the students' acceptance letters. Associate Dean Stalvey stated that any non-degree letter states that policy in the admissions letter. Associate Dean Barbour added that there are cohorts in the programs that are tracked and all of the students in the cohort are notified when it is time to apply for the graduate program.

Lesser Action Item 4: Revision of course requirements for the Sociology [SOC] major within the Doctor of Philosophy [PHD] degree. SOC 72219 is added. Minimum total credit hours to program completion are unchanged at 64.

Lesser Action Item 5: Revision of course requirements for the Business Administration [BAD] major within the Doctor of Philosophy [PHD] degree. BAD 74023 and 72050 are replaced with BAD 84023 and one elective chosen from BAD 72050, 72051, 72055, 72056, 74017, 84007, 84011, 84112, 84015, 85057, 85063, 85097. Minimum total credit hours to program completion decrease, from 46 to 37.

Dean Stephens stated that when she was reviewing these two programs she could not get the math to work out on either of them because the Sociology proposal appears as if the credit hours should changed and the Business Administration proposal appears as if the credit hours should not change. Associate Dean Schroath explained that for the Business Administration proposal there is a potential in reduction of credit hours. The Master of Business Administration degree can be as much as 54 credit hours so if students enter the PhD with master's degree in economics as opposed to a MBA your program will have been much shorter. The department will then select courses in areas in which the students may be lacking depth. If the student enters the program with a MBA the credit hours may be reduced.

Associate Dean Stalvey explained that the sociology program says there must be 34 classroom hours and there still are, only the electives are being reduced.

Hearing no further discussion, Dean Stephens asked if any member would like to discuss other business. Professor Janson asked Dean Stephens to report back about the on-going policy discussion concerning ill graduate students. Dean Stephens said that the policy was just discussed in the previous meeting and that each of the associate deans has agreed to discuss it with their graduate coordinators. The College of Arts and Sciences graduate coordinators will work to find out how the Ohio State University's leave policy works and how it was implemented. She added that there are several different qualifiers. She said that while this is a low-probability event there must be a policy in place in case it does happen.

The meeting adjourned at 4:30 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

Name: Lisa N Delaney

Submission Date: 1/18/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001426

Date: 17-OCT-10

Level: 3.00 **of** 3.00

Currently On The Worklist Of: Donald Williams, dwilliam

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Revise

Faculty member submitting this proposal: Ruth A. Watson, Ph.D.

Requested Effective Term: 201180

Campus: Trumbull

College: RE-Regional Campus

Department: APBU-Applied Business

Course Subject: TECH-Technology

New Course Subject: COMT-Computer Technology

Course Number: 36318

New Course Number:

Course Title: SURVEY OF INFORMATION SECURITY INTERNET FRAUD AND COMPUTER FORENSICS

Title Abbreviation: SURV INFOSEC FRAUD FORENSIC

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:**
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. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description: This lecture-based, survey course provides a non-technical introduction to contemporary issues in information security, Internet fraud and computer forensics. Prerequisite: ENG 21011 or HONR 10297; and junior standing.

Catalog Description (edited):

Prerequisites (edited):

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
	Information SecurityInformation as a

15	Business Asset Security FundamentalsSecurity Principles Types of Security Information Security Plan phases Security auditing and testingBest practices for computer security
15	Internet & E-Commerce FraudComputer Crime vs. Computer FraudTheft and unauthorized access to dataSecurity Auditing and TestingIncident ResponseElectronic Commerce and SecurityProsecuting Computer Fraud
15	Computer ForensicsSearch and Seizure IssuesEvidence HandlingForensic InvestigationsReview of Common Investigative ToolsForensic DuplicationData HidingBest Practices

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Computer Forensics: Principles and Practices, 1e. ISBN: 0-13-154727-5Computer Forensics: Incident Response Essentials. ISBN: 978-0201707199The Computer & Internet Fraud Manual. Association on Certified Fraud Examiners, Inc. ISBN: 1-889277-36-3

Writing Expectations: 79% of the grade for the course are for the writing assignments. There is one large assignment that includes guided revision.

Instructor(s) expected to teach: Regional Campus Computer Technology Faculty

Instructor(s) contributing to content: Ruth Watson, Ph.D.

Proposal Summary

Explain the purpose for this proposal:

The purpose of the proposal is to designate an existing course TECH 36318 Survey of Information Security, Internet Fraud, and Computer Forensics for Applied Business Technology majors as a Writing Intensive Course.

Explain how this proposal affects program requirements and students in your unit:

This is an existing course offered by Regional Campus technology faculty since Fall 2007. This course will provide a WIC option for the major and allow students to choose a WIC course from within their discipline. The WIC dimension to the course may increase enrollment. This course is already a part of the regular load of a current faculty members.

Explain how this proposal affects courses, program requirements and student in other units:

Students in other units do not take this course.

Explain how this proposal affects enrollment and staffing:

The WIC dimension to the course will probably increase enrollment slightly. This course is already a part of the regular load of current Regional Campus Computer Technology faculty.

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

Regional College Computer Technology Faculty, Regional College CCC. No other units should be affected by this change to a WIC course.

Revisions made to form (if applicable):

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

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3
OBR Program Code: 92	**OBR Subsidy Code:** 08
CIP Code: 111003	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
12/2/2010	Therese E Tillett	I am approving this at the departmental level only because a division coordinator has not been named, and the proposal needs to be moved along the approval process.

History:

Date	User	Status
12/3/2010	Wanda E Thomas	Approved
12/2/2010	Therese E Tillett	Approved
12/1/2010	Ruth A Watson	Submitted
11/23/2010	Darwin L Boyd	Returned For Edit
11/22/2010	Ruth A Watson	Submitted
10/29/2010	Darwin L Boyd	Returned For Edit
10/17/2010	Ruth A Watson	Submitted

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: 36318 **Credit Hours:** 3 **Effective Term:** Fall 2011

Course Title: Survey of Information Security, Internet Fraud, and Computer Forensics

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

This lecture-based, survey course provides a non-technical introduction to contemporary issues in information security, internet fraud, and computer forensics. The writing assignments emphasize both vocabulary and the importance of securing the vast amount of data, or electronic evidence, and communication devices in the current digital world. Assignments require the student to identify cases where technology was used, the technology used to perpetrate the crime, and any technology that could be used in the investigation.

Regarding the extent of each assignment, there are three written exams that include short essay questions, an in-depth research paper including abstract, weekly online discussion threads, and weekly journals covering assigned material. A total of 79% 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)

The demand for information technologists in the area of security is high. Effective communication skills are a key component. In addition to the necessary technical and investigative skills, written reports are required. Experts in the area must remain current with not only the technology but current cases and laws. To demonstrate this, for each section of the course, students will research and write about current methods of evidence gathering, large-scale attacks, the legal foundations for the proper handling of evidence, current cases, and laws.

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 the areas of information security, internet fraud, and computer forensics. Written assignments are graded by the instructor who provides written comments.

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, the in-depth research paper with abstract. Students must submit a draft 2 weeks before the final due date and receive written constructive criticism with encouragement to revise and resubmit.

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 assignment 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). 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 research and analysis are employed.

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)

51% of the final course grade is based on each week's activities & writing assignment.
7% of the final course grade is based on the research paper.
21% of the final course grade is based on classroom discussions, clarity of thoughts & opinions, and response to other students' postings.
There are three exams scheduled throughout the course, each including at least one essay, in addition to the standard true/false and multiple choice questions. Generally 10-20% of each exam is dedicated to the essay, therefore, approximately 6% of the final course grade is reflected by the written portion of the exams.

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 13-32 students since spring 2008 when it was introduced.Twenty to twenty-five has been a manageable number with this amount of writing content. It is anticipated that future enrollment over 30 would necessitate splitting the class into another section.

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Each regional campus 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 every semester.

URCC Use Only

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

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

Master Syllabus: 36318 Survey of Information Security, Internet Fraud, and Computer Forensics

Resource Books: Computer Forensics: Principles and Practices, 1/e. Volonini, Anzaldua, Godwin. (2007). ISBN: 0-13-154727-5

Computer Forensics: Incident Response Essentials. Kruse II, W.G. & Heiser, J.G. (2002). Addison-Wesley. ISBN: 978-0201707199

The Computer & Internet Fraud Manual. Association on Certified Fraud Examiners, Inc. (2005). ACFE. ISBN: 1-889277-36-3

Course Reading: The specific reading for each assignment will be detailed in the assignment/grading section of this syllabus.

Course Goals:

- To develop the student's literacy in the fields of Information Security, Internet Fraud, and Computer Forensics
- To develop the student's technical vocabulary in the fields of Information Security, Internet Fraud, and Computer Forensics
- To develop the student's research skills and identify appropriate research materials
- To expand the student's ability to identify and critically analyze the crimes involved, the technology used to perpetrate the crime, and appropriate technology that could be used in the investigation

Class Policies:

- Students must monitor their @kent.edu accounts for occasional email messages regarding the course
- Students must submit assignments by the posted dates
- Students should familiarize themselves with the administrative policy and procedures regarding student cheating and plagiarism

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: The following statement is from the Regional Campus Student Disability Services Coordinators "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 disability coordinator on campus. 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."

Assignments/Grading

Each assignment will have a detailed instruction sheet distributed when the assignment is given. Most projects have a writing component. These must be typed following the guidelines in the instruction sheet. No hand written papers will be accepted. You will find the assignments in Blackboard. You will submit the completed assignments in Blackboard using an assignment tool that uploads a Word or PDF document. There will be one assignment tool for each week.

Each assignment 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). 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

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 research and analysis are employed.

<u>Journals (51 % of final grade)</u>
For each week in this class, you will return to me a document (journal) responding to the assignment posted in Blackboard. The journal assignments each week will reflect your interpretation and understanding as you proceed through each section of the assignment. The journal assignments are designed to reinforce concepts. Weekly journals are typically 5 – 10 pages in length using double-spaced text, 12pt font, and works cited. The primary topic for each of the journals is listed below:

Journal 1 – Introduction to the three main topics of the course: (1) information security, (2) internet fraud, and (3) computer forensics.

Journal 2 – Introduction to forensic evidence.

Journal 3 – Introduction to crime investigations.

Journal 4 - Legal issues of forensic evidence and crime investigations.

Journal 5 - Tools that can be used in a forensic investigation.

Journal 6 – Evidence integrity.

Journal 7 – Policies and procedures of a forensic investigation.

Journal 8 – Data storage.

Journal 9 – Multiple user computer systems.

Journal 10 – Files systems.

Journal 11 – Cybercrime.

Journal 12 – The use of steganography.

Journal 13 – Email investigations and a look at some of the more famous cases.

Journal 14 – Network forensics.

Journal 15 – Large-scale attacks and the Internet.

Research Paper (7 % of final grade)

There is one in-depth research paper with abstract. Students must submit a draft 2 weeks before the final due date and receive written constructive criticism with encouragement to revise and resubmit.

Guidelines for Research Project
Abstract Due -- Mar 1
Paper Due -- May 3

- Abstract:
  Topic can be any business strategy, current event, or technology that fits your academic & career objectives related to at least one of the three main topics for this course:
  - Information Security
  - Internet Fraud
  - Computer Forensics
- Primary source of reference (not all, just where you intend to start)
- Paragraph explaining what you expect to achieve from the research (3-5 sentences)
- Topic must be approved & abstract submitted by Mar 1

NOTE: If you have any question about the approval of your topic, you may certainly ask before submitting the abstract.

Paper:

- Topic as submitted in the Abstract (see above)
- 10 - 12 pages, double spaced, 12pt font
- APA Standard
- Works Cited (at least three credible references)
- Cover page & works cited page cannot be included in the minimum 10 pages required
- Be sure to proof your paper -- or have some other reliable source do so. For example, the Ashtabula Campus has a Writing Center located in the KSU-A Library.
- Graphics can be included, but cannot be the majority of content

NOTE: The paper is worth 7% of your final grade.

Written Exams (21% of final grade)

There are three written exams that include short essay questions.

Weekly online discussion threads (21% of final grade)

The instructor will post leading comments each week on the discussion board. Students are required to make at least 1 meaningful response directly to the instructor's posting and at least 2 meaningful replies to other follow-up postings by other students. In addition, students must read at least 10 threads. Each student will have the ability to anonymously rate each comment made by other students. The ratings of comments will be factored into the determination of "meaningful" postings.

21%	Exams (300 points; 100 points /exam)
21%	On-line Discussion Threads (300 points; 20 points /week)
51%	Journals (750 points; 50 points /week)
7%	Research Paper & Abstract (110 points)
100%	*Total = **1,460** points*

A	93.0 - 100% (***1357-1460*** points)
A-	90.0 - 92.9% (***1314-1356*** points)
B+	87.0 - 89.9% (***1270-1313*** points)
B	83.0 - 86.9% (***1211-1269*** points)
B-	80.0 - 82.9% (***1168-1210*** points)
C+	77.0 - 79.9% (***1124-1167*** points)
C	73.0 - 76.9% (***1065-1123*** points)
C-	70.0 - 72.9% (***1022-1064*** points)
D+	67.0 - 69.9% (***978-1021*** points)
D	63.0 - 66.9% (***919-977*** points)
D-	60.0 - 62.9% (***876-918*** points)
F	0.0 - 59.9% (***0-875*** points)

79% of the total points is for the written portion of the assignments (discussion threads, journals, research paper).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College PR - Provost

Proposal Revise Policy

Proposal Name **Student Course Load**

Description of proposal:

The purpose of this revision is to modify the language in the Student Course Load policy so students who have fewer than twelve (12) Kent State earned credit hours are not eligible for an automatic overload.

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

The revised Student Course Load policy went into effect fall 2010. Registration processes were programmed to enable students to automatically register for a course overload if their Kent State GPA falls within the overload matrix developed for this policy.

Consistent with the policy, programming was also developed preventing students on probation from registering more than 15 credit hours a term without permission from an advisor. While this is a long-standing component of this policy, it had never been programmed before.

Due to the timing of mid-semester math module grading processes and spring registration processes, the system considered these grades to determine overload or probation. These grades are incomplete and do not reflect a student's true GPA.

The solution to this issue is to enable students to automatically register for overload once they have completed a minimum of twelve (12) Kent State earned credit hours. Upon approval of this change, registration programming will also be adjusted so that it will not consider students on probation based upon partially graded terms.

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

Academic Advising Administrators Council (AAAC), Associate and Assistant (A&A) Deans Committee

---

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director / Campus Dean

_____ ____/____/____

College Dean

_____ ____/____/____

Executive Dean of Regional Campuses / Dean of Graduate Studies

_____ ____/____/____

Senior Vice President for Academic Affairs and Provost

Proposal Summary

Title: Student Course Load Revision

Subject Specification: The purpose of this revision is to limit students from automatically registering for an overload until they have completed twelve (12) Kent State earned credit hours.

Background Information: After one semester experience of implementing the approved automatic overload policy, a slight adjustment needs to be made to the policy to address an unintended consequence. Due to the timing of mid-semester math module grading processes and spring registration processes, the system considered these grades to determine overload or probation. These grades are incomplete and do not reflect a student's true GPA. In keeping with the spirit of the original policy, we recommend that the automatic overload policy be amended to impact students with twelve (12) or more KSU earned hours. The programming will then be modified accordingly so partial grades will not be factored into the decision processes enabling automatic registration for overload or misclassifying a student as being on probation. Students having fewer than twelve (12) Kent State earned hours can still request an overload, but they must first get approval from their advisor.

Alternatives and Consequences: The program will incorrectly identify students eligible for overload and/or probation.

Specific Recommendation and Justification: Change the policy language prohibiting students with fewer than twelve (12) Kent State earned credit hours from being eligible for an automatic overload.

Timetable and Actions Required: Approve the policy change at the February EPC meeting and then immediately change the programming before the next registration cycle (fall 2011).

COURSE OVERLOAD 2010 UNIVERSITY CATALOG COPY
http://www.kent.edu/catalog/2010/policies/requirements-undergraduate.cfm

Eligible students who **have a minimum of 12 Kent State earned credit hours and** meet the Kent State GPA guidelines may register for a course overload through an automated process. A course overload is considered as:

1. More than 18 credit hours in fall or spring semester.
2. More than 6 credit 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.

Kent State GPA guidelines for an automatic overload:

Student GPA	Permitted hours over 18 for fall and spring semesters
2.500 - 2.749	1
2.750 - 2.999	1 -2
3.000 - 4.000	1 - 3

Criteria for eligibility:

- First-semester transfer students and freshmen without a Kent State GPA are excluded from qualifying for an automatic overload. They must seek approval from their advising office.
- ~~First-semester freshmen with a Kent State GPA~~ **All students who have a minimum of 12 Kent State earned credit hours** are eligible for an automatic overload given the criteria above.
- Students not meeting the above criteria or requesting more than 21 semester hours in the fall or spring semester (more than 12 hours in all summer terms) will be blocked from registering for an overload unless approval is granted from their advising office.
- 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 college dean.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3-Nov-10 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department MUS

College CA - The Arts

Degree CER6 - Post-Baccalaureate Certificate

Program Name ~~Music Performance Certificate~~ Program Code

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

Proposal Establish Program

Music Performance (C627)
Music Composition (C628)
Music Conducting (C629)

Description of proposal:

Create ~~a Music Performance~~ three Certificates which would provide a one-year program for non-degree advanced-level musicians who are interested in intensive study and further development of music performance skills in a concentrated field of study to include Instrumental Performance (strings, brass, woodwinds, percussion), Piano Performance, Voice Performance, Music Composition, and Conducting areas.

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

Current total credit hours: Proposed total credit hours 18

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

None

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

None

REQUIRED ENDORSEMENTS

Denise A. Seachrist — 12/6/10
Department Chair / School Director / Campus Dean

Ralph Lorenz — 12/20/10
College Dean

Mary Ann Hartley — 12/21/10
Dean of Graduate Studies (for graduate proposals)

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

changes to proposal approved by Denise Seachrist (3-Feb-11)

12-3-2010 School of Music

Proposal Summary to Establish a Certificate Program
School of Music
College of the Arts

Official Name: Music Performance Certificate, Post-Baccalaureate Certificate Program (C6xx) Music Composition
Music Conducting

Purpose and Goals of the Program: To provide a one-year program for non-degree advanced level students interested in intensive study and further development of performance or music composition skills in a concentrated field. This certificate program is designed for domestic and international students preparing for a professional performing or composing career; it also provides a transitional year prior to entering a graduate music degree program. This proposal includes instrumental performance (strings, brass, woodwinds, and percussion), piano performance, voice performance, music composition, and conducting areas. Credits may be earned at the undergraduate level. Qualified students may earn credit at the graduate level based on advanced audition performance (with permission of the Coordinator of Graduate Studies).

Music Performance Certificate (MPC) students interested in continuing their studies in the Masters degree program at Kent State University may apply eligible graduate credits toward the graduate program at the discretion of the Coordinator of Graduate Studies, the School of Music Graduate Studies Committee (GSC), and the appropriate applied music faculty. Matriculation from the Music Performance Certificate program into the Master of Music (MM) degree program at Kent State University is not automatic, an requires an additional performance audition.

Need for the Program: This program will be ideal in attracting advanced post-baccalaureate level performance and composition students to the School of Music. Certificate enrollment would strengthen the applied music studios, music ensembles, and general music performance level of the School. The proposed program would also provide a strong source of recruitment, attracting qualified international students who may not be prepared to enter the Master of Music (MM) performance degree program (without conditional admission) due to low TOEFL scores.

Admission Procedure:

Prerequisite: bachelor's degree in music or an acceptable equivalent diploma in music. (BM, BA-music).

Audition (live, high quality online, or recording: CD/DVD) for performers and conductors. Composers must submit representative original scores with recordings.

Two letters of recommendation from professional musicians or educators.

Academic transcripts and non-refundable application fee per University admission procedures.

Required and elective coursework:

Total of 18 credits per academic year (fall/spring only)

A. Courses required of performance majors – Music Performance

MUS 46xxx/66xxx Applied Music (2 semesters @ 4 cr. each)	8
or MUS 41211/61211 Composition	
MUS 45311/55311 Chamber Music (2 semester @ 2 cr. each)	4
or Ensemble (see note 1)	
MUS 40295 ST: Recital	
or MUS 68687 Recital	3

B. Courses required of composition majors – Music Composition

MUS 4/61~~1~~211 Composition (2 semesters @ 4 cr. each)	8
MUS 45311/55311 Chamber Music (2 semester @ 2 cr. each)	4
or Ensemble (see note 1)	
MUS 40295 ST: Recital	3
or MUS 68687 Recital	

C. Courses required of conducting majors – Music Conducting

MUS 40295 ST: Conducting Projects (2 semester @ 4 cr each)	8
or MUS 64111 Conducting Projects: Choral	
or MUS 64121 Conducting Projects: Band	
or MUS 64131 Conducting Projects: Orchestra	
Ensemble (2 semesters @ 2 cr. each) (see note 1)	4
MUS 40295 ST: Recital	3
or MUS 68687 Recital	

for all

Music Electives (any MUS course approved by the advisor)	3
or ESL course work: English as a Second Language (per placement, see note 2)	

Total	18

Note 1: Ensembles include MUS 45131/5 Opera, MUS 451415 Kent State University Chorale, MUS 45212/5 Kent State University Orchestra, MUS 45223/5 Wind

Ensemble, MUS 45271/5 New Music Ensemble, 45311/5 Chamber Music, MUS 45321/5 Accompanying.

Note 2: Accepted international students who need to fulfill their TOEFL score requirement may take ESL (English as a Second Language) courses as electives toward the requirements of the Music Performance Certificate program. Grades earned will be included in the GPA.

Evidence of need and sustainability:

Applied music faculty members encounter many international students who meet the Master's level music performance entry requirement, but who have not yet passed the University/School of Music TOEFL requirement. There are currently several graduate music students who are enrolled in the School of Music MM degree program conditionally who must enroll in ESL coursework prior to beginning required music lecture courses.

With the creation of the Music Performance Certificate program, more international students would be likely to enroll at Kent State, increasing the level of diversity in the music community.

This type of non-degree intensive-study program is being offered more frequently in universities and music conservatories across the United States and abroad. For example, current notable certificate programs exists at the following universities, Indiana University, University of Missouri at Kansas City, Northern Illinois University, and Bowling Green State University; and at the following music conservatories, the Juilliard School, Cleveland Institute of Music, and Peabody Conservatory. To maintain competitive status among other top schools of music, it would support our mission in the School of Music, Kent State University, by increasing the student options for advanced study.

Through the efforts of the University, School of Music, and applied music faculty, we have seen a dramatic increase in applications from abroad. Additionally, in recent years, a surge of inquiries has been made by domestic students to further their studies with applied faculty in a possible non-degree program. Therefore, the MPC program would have sustainability, given the level of interest for such a program.

Fiscal and Staffing Impact

With the creation of the Music Performance Certificate Program, the School of Music can anticipate an increase of enrollment. Admission based on audition will be highly selective based on skills and faculty studio availability. Students in the MPC program would need to be able to fund themselves because available music scholarships are dedicated to undergraduate music majors in the BM or BA-music degree programs.

Thomas Janson, Coordinator of Graduate Studies

School of Music

School of Music
Catalog Copy

December 3, 2010
Thomas Janson

Music Performance Certificate (C6xx)

The music performance certificate is available to students who have earned the bachelor of music degree (BM) or bachelor of arts degree in music (BA-Music) with a major in music performance. The certificate provides a one-year program for non-degree seeking advanced-level musicians who are interested in intensive study and further development of music performance or music composition skills in a concentrated field of study. Students may choose from the following, Instrumental Performance (strings, brass, woodwinds, percussion), Piano Performance, Voice Performance, Music Composition, and Conducting areas. Audition required.

Total of 18 semester hours required per academic year (fall and spring only)

Music Performance Certificate Requirements:

A. Courses required of performance majors

MUS 46xxx/66xxx Applied Music (2 semesters @ 4 cr. each)	8
MUS 45311/55311 Chamber Music (2 semester @ 2 cr. each)	4
or Ensemble (see note 1)	
MUS 40295 ST: Recital	3
or MUS 68687 Recital	

B. Courses required of composition majors

MUS 41211/61211 Composition (2 semesters @ 4 cr. each)	8
MUS 45311/55311 Chamber Music (2 semester @ 2 cr. each)	4
or Ensemble (see note 1)	
MUS 40295 ST: Recital	3
or MUS 68687 Recital	

C. Courses required of conducting majors

MUS 40295 ST: Conducting Projects (2 semesters @ 4 cr. each)	8
or MUS 64111 Conducting Projects: Choral	
or MUS 64121 Conducting Projects: Band	
or MUS 64131 Conducting Projects: Orchestra	
Ensemble (2 semester @ 2 cr. each) (see note 1)	4
MUS 40295 ST: Recital	3
or MUS 68687 Recital	

Music Electives (any MUS course approved by the advisor)	3
or ESL English as a Second Language (per placement, see note 2)	
Total	18

Note 1: Ensembles include MUS 45131/5 Opera, MUS 451415 Kent State University Chorale, MUS 45212/5 Kent State University Orchestra, MUS 45223/5 Wind Ensemble, MUS 45271/5 New Music Ensemble, 45311/5 Chamber Music, MUS 45321/5 Accompanying.

Note 2: Accepted international students who need to fulfill their TOEFL score requirement may take ESL (English as a Second Language) courses as electives toward the requirements of the Music Performance Certificate program. Grades earned will be included in the GPA.

CERTIFICATE PROGRAM

Certificate programs exist at Kent State University to make available a flexible curricular structure to deliver focused instruction and formalized guidance to students in areas that address contemporary, topical and/or workplace needs. Formal recognition of certificate completion is given on the student's academic transcript. Certificate programs normally contain between 15 and 25 credit hours of coursework from the existing inventory, with a maximum of 9 credits of variable topic (special topics, seminar, etc.) courses. Graduate certificate programs that exceed 21 credit hours must be approved by the Ohio Board of Regents. Certificates may be pursued by and granted to students whether or not they are enrolled in a degree-granting major; however, all students who are granted a certificate must meet institutional admissions standards.

24 | III. ACADEMIC PROGRAMS AND POLICIES Curriculum Guidelines 2009-2010

Students must declare their intent to earn the certificate; this declaration can be made at the time of admission or before they have completed half of the required hours in a specific certificate program. Students must satisfy the university minimum grade point requirement: however, specific certificate programs may establish a higher required grade point average. Certificate programs are approved as an administrative action by the Office of Curriculum Services on behalf of the Educational Policies Council upon the recommendation of the faculty of the sponsoring unit, the appropriate chair/director and dean and, where appropriate, the vice president for research and dean of graduate studies. Consultation with academic units (departments, schools, colleges) whose courses are included in the program should occur prior to approval by Curriculum Services. The Ohio Board of Regents defines the level of certificate programs as the following (adapted from IPEDS Completion Survey Glossary, 1 June 1996):

Postsecondary (less than one academic year): Requires completion of an organized program of study at the postsecondary level (below the baccalaureate) in less than one academic year (two semesters). (Banner code is C1xx.)

Postsecondary (one to two academic years): Requires completion of an organized program of study at the postsecondary level (below the baccalaureate) in at least one but less than two fulltime equivalent academic years. (Banner code is C2xx.)

Postsecondary (two to four academic years): Requires completion of an organized program of study at the postsecondary level (below the baccalaureate) in at least two but less than four fulltime equivalent academic years. (Banner code is C4xx.)

Post-Baccalaureate: Requires completion of organized program of study of 18 credits beyond the baccalaureate; designed for people who have completed a bachelor's degree, but do not meet the requirements for academic programs at master's degree level. (Banner code is C6xx.)

Post-Master' s: Requires completion of an organized program of study of 24 credit hours beyond the master's degree; designed for people who have completed a master's degree, but do not meet the requirements for academic programs at the doctorate level. (Banner code is C8xx.)

Approved certificate programs must be reviewed by its sponsoring unit every five years and a recommendation made on the continued status of the program. This review should assess achievements relative to the stated goals of the program and be submitted to the Educational Policies Council as an information item.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Jan-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Kent State at Stark		
College	AS - Arts and Sciences		
Degree	BA - Bachelor of Arts		
Program Name	**Biology**	Program Code	**BSCI**
Concentration(s)		Concentration(s) Code(s)	
Proposal	Offer Program at Regional Campus or Off Site		

Description of proposal:
Offer the BA in Biology at Kent State's Stark Campus

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

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
With faculty hires the Stark Campus will have the resources to offer the courses required for the BA in BSCI in traditional format or with online course delivery from the Kent Campus.

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

REQUIRED ENDORSEMENTS

_____ 1/18/11
Department Chair / School Director / Campus Dean

_____ 1/20/11
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
EXISTING BACCALAUREATE PROGRAM DELIVERY
AT AN EXISTING REGIONAL CAMPUS

Date of submission: *date to come*

Name of institution: Kent State University

Name of campus(es): Kent State University at Stark

Program to be delivered at the site: Biology major within the Bachelor of Arts degree

Proposed start date: Fall 2011

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Date that the request received final approval from the appropriate institutional committee: Final approval by the Educational Policies Council, a Faculty Senate subcommittee, on 21 February 2011

Educator Preparation Programs:
Program leads to licensure: No
Program leads to endorsement: No

Rationale: Student interest in the BA degree in Biology at Kent State University at Stark is strong, as indicated by 50 declared Biology majors currently enrolled in coursework at the Stark Campus. Demand has been healthy and growing for a number of years. This request aligns with the University System of Ohio goals to produce graduates with a strong set of skills in science, mathematics, research and critical thinking for immediate employment or advanced education and training.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM(S)

Academic and Administrative Leadership and Services

1.1 Describe the changes (if any) that will be needed in academic and administrative leadership at the site to accommodate the new program.

There are no anticipated changes needed. As this is an established regional campus of Kent State University, there is a dean, who reports to the university provost, and 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 are not exclusive to, the library, computer technology, learning center, disability services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no additional resources required to implement this degree program. As this is an established regional campus 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 and library.

1.3 Describe the changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, psycho-social counseling, placement services, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no changes needed to accommodate this program.

Resources and Facilities

1.4. Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.

There are no changes needed to accommodate this program. All required lab coursework is currently offered on the campus; therefore, current facilities are sufficient.

1.5 Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.

There are no additional library resources required to implement this degree. The on-site Stark Campus library currently houses 82,000 volumes/reference materials and access to computers, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

1.6. If a full-service library is not available onsite, please indicate how students, faculty, staff in the program will access the resources and services of the main campus library.

No applicable.

SECTION 2: PROGRAM INFORMATION

Biology - BA Program Requirements at Kent State University

From the 2010 University Catalog (www.kent.edu/catalog/2010/collegesprograms/as/ug/bsci.cfm)

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (46 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
KBS	BSCI	10110	Biological Diversity	4
KBS		10120	Biological Foundations	4
		30156	Elements of Genetics	3
		40163	Organic Evolution	3
WIC		40600	Writing in the Biological Sciences*	1
		Biology Electives**		16
KBS	CHEM	10060	General Chemistry I	4
KAD		10061	General Chemistry II	4
KBS		10062	General Chemistry I Laboratory	1
		10063	General Chemistry II Laboratory	1
KMC	MATH	11010	Algebra for Calculus	3
		11022	Trigonometry	2
III.	**ADDITIONAL PROGRAM REQUIREMENTS (74 credits)**			
Type	**Course**		**Title**	**Credits**
	Foreign Language			14-16
	Kent Core Additional (must be from two categories)			2
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (must be from two disciplines)			9
	General Electives (minimum of 24 upper-division credit hours)			34
			MINIMUM TOTAL	**121**

* A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.
** Any combination of BSCI courses. Students should consult with a biology advisor to determine appropriate courses given their disciplinary interests and career aspirations.

Biology courses not accepted for credit in the major:
BSCI 10001 Human Biology (3)
BSCI 10002 Life on Planet Earth (3)
BSCI 20001 Zoological Foundations of Medicine (4)
BSCI 20020 Biological Structure and Function (5)
BSCI 20021 Basic Microbiology (3)
BSCI 20022 Basic Microbiology Lab (1)
BSCI 30030 Human Physiology (4)
BSCI 30050 Human Genetics (3)
BSCI 40020 Biology of Aging (3)

The full degree program will be offered at the Stark Campus. Currently, all required BSCI courses in the program are offered at the Stark Campus with the exception of BSCI 30156 and 40163. It is anticipated the hiring of another faculty position to teach those courses; in the interim, BSCI 30156 will be offered via distance learning from either the Kent, Geauga or East Liverpool campuses; BSCI 40163 will be offered via distance learning from the Kent Campus.

The following biological sciences courses, which may be applied toward the program's biology electives, are currently offered and will continue to be offered at the Stark Campus. It is anticipated this list will grow when the program is formally established on the campus and enrollment grows.

BSCI 20140 Cell Biology
BSCI 20196 Intro to Individual Investigation
BSCI 20560 Invertebrate Zoology
BSCI 30360 General Ecology
BSCI 30361 Biogeography
BSCI 30171 General Microbiology
BSCI 30580 Entomology
BSCI 40192 Internship in Biological Sciences
BSCI 40195 Special Topics in Biological Sciences
BSCI 40196 Individual Investigation
BSCI 40515 Animal Behavior
BSCI 40099 Senior Honors Thesis

All required chemistry and math courses, as well as the Kent Core (general education) and foreign language courses, are currently/ will continue to be offered at the Stark Campus.

SECTION 3: FACULTY

3.1 Complete a faculty matrix for the proposed program at this offsite location. Include a separate matrix if general education courses are being added. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix.

Please note that the courses listed below in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise the Kent Core (general education requirements) and general electives, which are offered on all Kent State University campuses. See program requirements in section 2.

Name of instructor	Rank or title	Terminal Degree	Years teaching/ experience	Courses individual will teach in proposed program
P. Bagavandoss	Associate Professor	PhD	19	BSCI 30140 Cell Biology; BSCI 40196 Individual Investigation; BSCI 40099 Senior Honors Thesis
Penny Bernstein	Associate Professor	PhD	18	BSCI 10110 Biological Diversity; BSCI 10120 Biological Foundations; BSCI 40192 Internship in Biological Sciences; BSCI 40515 Animal Behavior
Kim Finer	Professor	PhD	23	BSCI 30171 General Microbiology; BSCI 40600 Writing in Biological Sciences; BSCI 40195 Special Topics
John Lovell	Associate Professor	PhD	18	BSCI 10120 Biological Foundations
Robert Hamilton	Assistant Professor	PhD	5	BSCI 10110 Biological Diversity; BSCI 30560 Invertebrate Zoology; BSCI 30580 Entomology; BSCI 30360 General Ecology; BSCI 40600 Writing in Biological Sciences; BSCI 40196 Individual Investigation
Andrew Burns	Associate Professor	PhD	21	CHEM 10060 General Chemistry I; CHEM 10061 General Chemistry II; CHEM 10062 General Chemistry I Laboratory; CHEM 10063 General Chemistry II Laboratory
Urmila Pal Chaudhuri	Assistant Professor	PhD	3	CHEM 10060 General Chemistry I; CHEM 10061 General Chemistry II; CHEM 10062 General Chemistry I Laboratory; CHEM 10063 General Chemistry II Laboratory
Cynthia Barb	Associate Professor	PhD	14	MATH 11010 Algebra for Calculus
John Alexopoulos	Associate Professor	PhD	16	MATH 11010 Algebra for Calculus; MATH 11022 Trigonometry
Janice Kover	Assistant Professor	PhD	15	MATH 11022 Trigonometry
open position	Assistant Professor	PhD		BSCI 30156 Elements of Genetics; BSCI 40163 Organic Evolution

3.2 Describe future faculty staffing plans for the program at this location. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.

One additional full-time faculty member will be required to deliver two courses in genetics. The campus has included this search in its 2012 fiscal-year budget and will search for the position, with an anticipated hire and start date of fall 2011. Should the search be postponed for budgetary reasons, Kent State will pursue the position in a future fiscal year and work with the department for a distance-learning delivery.

SECTION 4: MARKET / WORKFORCE NEED

4.1 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.

An important measure of need is the current number of declared majors and pre-majors taken their coursework on the Stark Campus (50 students for fall 2010). The majority of these are first-year students who are likely to stay on the Stark Campus if the degree is offered. Upper-division courses for the major, offered in fall 2010 and spring 2011, have had enrollments of 12-15 students each. The chart below, which indicates enrollment of incoming freshmen only, will not capture the fact that we already have upper-division enrollment.

4.2 Indicate the projected enrollments for the program at this site over the next three years.

	2011-2012	2012-2013	2013-2014
First-year students	30	33	35
Second-year students		15	16
Third-Year students			12

4.3. 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.

Research on the feasibility and validity of the proposed program included consultation of job outlook surveys. Employment prospects for graduates are excellent, particularly if they continue into a medical field as technologists. The Northeast Central Ohio Economic Region 9 report[1] shows the following occupations as likely to grow through 2016:

- Life, Physical and Social Science Occupations — 9 percent increase
- Healthcare Practitioners and Technical Occupations — 21.3 percent increase
- Medical and Clinical Laboratory Technologists to grow — 13.6 percent increase

[1] Source: 2016 Ohio Job Outlook, http://lmi.state.oh.us/proj/ohiojoboutlook.htm

Commitment to Program Delivery at Site

Kent State University is committed to supporting the BA degree in Biology at its Stark Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent State will provide the necessary resources and means for matriculated students to complete their degree.

Verification and Signature

Kent State University verifies that the information in the application is truthful and accurate.

Robert G. Frank
Provost and Senior Vice President for Academic Affairs

TO: Educational Policies Council

FROM: Wanda E. Thomas, Associate Provost and Dean of the Regional College

SUBJECT: Elimination of divisions within the Regional College

DATE: 11 February 2011

After much discussion with Regional College faculty and administrators, it was decided that the three divisions established within the Regional College—Applied Business, Health Occupations and Professional Studies—cannot operate as originally envisioned. With existing faculty advisory councils for each discipline area in the college and the implementation of a college curriculum committee, the divisions do not have a function.

For those reasons, we are inactivating the three divisions effective for spring 2011, and the Regional College will operate as a college with no sub-academic units, similar to the colleges of Nursing, Technology, Public Health and Architecture and Environmental Design.

This inactivation affects only courses and programs in Banner. Faculty and staff have never been attached to these divisions. No position was ever staffed or even created to oversee these divisions.

Ohio | Board of Regents

University System of Ohio

LETTER OF INTENT

Date of submission: to come

Name of institution: Kent State University

Intent: To establish an Insurance Studies major within the Bachelor of Science degree

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Institution type (please check all that apply):

☒ Public
☐ Private, non-profit
☐ Out-of-state
☐ For-profit

Type of request (please check all that apply):

☐ First request to the Chancellor (i.e., request for initial authorization)
☐ New degree in an approved institution
☒ New program within an existing degree (e.g., major, minor, concentration, etc.)
☐ Certificate program
☐ New licensure/endorsement area (educator preparation)
☐ Other (please describe):

Alternative Delivery Options (please check all that apply):

☐ More than 50% of the program will be offered online
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model
☒ More than 50% of program will be offered at a site different from the institution's central/main campus location
☒ The program will be offered at multiple campus locations

Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors):

Approved by the Educational Policies Council on 21 February 20111; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: September 2011 (approximate)

Projected start date: Fall 2012

1. Provide a brief description of the request.

Kent State University proposes the establishment of a Bachelor of Science degree in Insurance Studies. The degree program will be administered by the Kent State's Regional College and will be delivered to initially to the Salem Campus with the opportunity for future expansion to other campuses and off-site deliveries, initially as a blended degree, then eventually as an online program.

2. Explain the institution's rationale for making the request.

Ohio's higher education institutions have been charged with being economic drivers within their regions, providing leadership in the creation and retention of industries and jobs that have a positive impact on economic development. Toward this end, Kent State University proposes an undergraduate degree program in Insurance Studies. This proposal is industry-driven, is appropriate under the mission of the university to provide students with the knowledge and skills necessary to be productive members of society, and supports the Ohio Board Regents commitment to expand insurance education in the state.

Kent State completed a market research report on insurance education, which, coupled with industry data, indicates that this program will succeed in both the northern Ohio region and throughout the state. Presently, there are more than 238,000 individuals employed in the insurance industry within the state of Ohio. By 2016, Ohio's insurance industry workforce is projected to grow by 7.1 percent (source: Ohio Department of Job and Family Services, 2016 Job Outlook). Kent State University's market research projects that Ohio will need nearly 17,000 more insurance professionals by 2016, including more than 2,200 in Northeast Ohio.

University research also found that, while there are colleges across the nation offering insurance programs, in Ohio there is only one insurance-specific program, which is located in central Ohio (at Ohio State University). If approved, Kent State University will be the only institution in northern Ohio offering a degree in insurance. Kent State University also views the development of this degree as a conduit for the generating new partnerships with other Ohio institutions of higher education and providing support for the Ohio Board of Regents insurance education initiatives.

Corporate and private involvement will be a key catalyst in the development of this program. Fortunately, many national leaders within the insurance industry have corporate offices located within Kent State University's catchment area. Kent State University's personnel have already developed industry partnerships, an external advisory board and a curriculum advisory board with membership from many of these entities including, for example, the Westfield Group Inc., Motorists Mutual Insurance Company and Medical Mutual of Ohio.

This market demand, combined with location advantage, creates an ideal environment for partnerships between Kent State University and the insurance industry to collaborate toward development of this proposed program. The university intends to develop a degree program to increase knowledge and promote skills vital to the growth and development of the insurance industry. A new, state-of-the-art instructional technology center, accompanied by a dedicated, hands-on faculty-learning laboratory, will serve as the focal point for curriculum development.

The proposed Insurance Studies major will be delivered to Kent State University campuses, partner community colleges and cohort groups at insurance company corporate offices. The curricula will be delivered first as a blended model, offering both classroom and web-based instruction delivery. The future intent is to eventually offer the degree completely online. The online delivery will provide maximum impact for the more than three million Northeast Ohio residents and serve as an access point for all Ohioans and out-of-state students.

3. For institutions that already have the Chancellor's approval to operate in Ohio:

a. Indicate whether additional faculty and staff will be needed to support the proposed request.

It is anticipated the hiring of one faculty member and four staff members. The proposed staff comprises a program director, an administrative assistant, an instructional designer to assist in developing the curriculum and a graphic designer/programmer to convert the subject material to online, interactive instruction. As the program grows, faculty and staff needs will continue to be assessed, and additional staff and faculty will be added as needed.

b. Indicate whether additional administrative (e.g., admissions, financial aid, registrar, etc.) and student support services (e.g., advising, tutoring, counseling, etc.) will be needed to support the proposed request.

Current university administrative and student support services will suffice to meet the needs of the program for the near future.

c. Indicate whether additional library services and resources will be needed to support the proposed request.

Staff members in Kent State's University Libraries have started to conduct a library collection preparedness study to identify areas in which additional materials may be required, based on recommendations of the industry advisor board.

d. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.

Current university classrooms, computer labs and technological infrastructure should suffice to meet the needs of the program for the near future.

By submission of this request, the institution acknowledges and agrees to the following:

- The submission of the letter of intent and applicable fees initiates the review process. If a complete proposal for this request is not submitted within one year from the date of this letter, the institution must submit another letter of intent and related fees to the Chancellor of the Ohio Board of Regents.
- The institution may withdraw its request it any time. However, fees will not be returned to the institution once a full proposal has been submitted for review.
- Full proposals will not be reviewed until the institution has submitted all applicable fees to the Ohio Board of Regents.

- The Chancellor or his staff may, in their judgment, request additional information and/or modify the type of review performed as outlined in the guidelines if the following occurs during the course of the review process:
    - Previously approved institutions fail to continue to meet the Chancellor's standards;
    - The institution is sanctioned by its regional, national or specialized accreditor, or is sanctioned by another state approval/licensing agency;
    - For-profit institutions registered with the State Board of Career Colleges and Schools are sanctioned by that board; or
    - Institutions undergo a change in ownership or profit status.
- The Chancellor or his staff, in their judgment, may modify the forms used to submit requests for approval if it is determined that such changes will improve the process. If such change occurs after the institution has submitted a request, the institution may choose to either complete the process using the previous forms or resubmit its request using the new forms.
- The Chancellor, at his discretion, reserves the right to modify the review guidelines and processes in accordance with the laws and rules of the Ohio Revised Code and Ohio Administrative Code.

Respectfully,

Robert G. Frank
Provost and Senior Vice President for Academic Affairs
Kent State University

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agenda for 28 March 2011

DATE: 21 March 2011

There will be no in-person meeting held for either EPC Council. All items will be transmitted through the EPC e-mail list and approved administratively if there are no objections from EPC members. Any questions, concerns or comments will be recorded through the e-mail list and answered accordingly.

ACTION ITEM

1. Approval of minutes of 21 February 2011.
   Attachment 1

INFORMATION ITEMS

College of the Arts

School of Music

1. Reinstatement of admission to the Music Education [MUED] major within the Doctor of Philosophy [PHD] degree. The program admission had been suspended since January 2010.
   Effective Spring 2011
   Attachment 2

College of Education, Health and Human Services

School of Foundation, Leadership and Administration

2. Establishment of an articulation agreement with Lakeland Community College whereby graduates of the community college's AAB degree in Business Management (Parks and Recreation Management concentration) will be able to matriculate into their junior year in Kent State's BS degree in Recreation, Park and Tourism Management.
   Effective Spring 2011
   Attachment 3

School of Health Sciences

3. Establishment of an articulation agreement with Cuyahoga Community College whereby graduates of the community college's AAS degree in Sport and Exercise Studies will be able to matriculate into their junior year in Kent State's BS degree in Exercise Science.
   Effective Spring 2011
   Attachment 4

Regional College

4. Letter of intent to establish an Engineering Technology major within the Bachelor of Science degree.
   Attachment 5

LESSER ACTION ITEM

College of the Arts

School of Theatre and Dance

1. Revision of the course requirements for the Design/Technology concentrations—Costume Design [CTCD], Lighting Design [DTLT], Scene Design [DTSC], Technical Direction [DTTD]—in the Theatre Studies [THEA] major within the Master of Fine Arts [MFA] degree. THEA 60199 is replaced with THEA 61310. Minimum total credit hours to program completion are unchanged at 60.
   Effective Fall 2012

COURSE CHANGES

Effective for Fall 2011

COMT	46314	Technology of Application Services (3)	New
COMT	46315	SQL with Oracle (3)	New
TECH	36595	Special Topics in Microsoft Certification (3) to:	
COMT	36315	Certification Preparation in Computer Technology	Revise
TECH	36095	Special Topics in Computer Technology (2-3) to:	
COMT			Revise
TECH	46340	Data Design and Implementation (3) to:	
COMT			Revise

Effective for Spring 2012

BST	83015	Categorical Data Analysis of Public Health Data (3)	New
CCI	10195	Special Topics in Communication and Information (1-3)	New
PAS	32010	The Pan-African Essay (3) [writing intensive]	Inact
THEA	41301	Acting for the Camera I (3)	New
THEA	41302	Acting for the Camera II (3)	New
THEA	51301	Acting for the Camera I (3)	New
THEA	51302	Acting for the Camera II (3)	New
THEA	51309	Musical Theatre Showcase (2)	New

Effective for Fall 2012

AERN	45030	Aircraft Systems II (3)	Revise
NURS	30015	Pharmacology for Infants, Children and Maternal Child Health (3)	New

CORRECTIONS

24 January 2011 EPC Agenda

College of Communication and Information

School of Communication Studies

1. Revision of course requirements for the Photo Illustration [PHOI] major within the Bachelor of Science [BS] degree. Removed are JMC 22002, 32001, VCD 23000, 38008, 42051, 46001, 48009 and 48902. Added are COMM 15000, 22004, LIS 30010, VCD 20006, 20010, 43001 and 43002. General electives decrease by 2 credit hours. Minimum total credit hours to program completion are unchanged at 127.
   Effective Fall 2011

School of Visual Communication Design

2. Revision of course requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] degree. COMM 15000, JMC 20001, LIS 30010 are added; and general electives decrease by 3 credit hours. Minimum total credit hours to program completion are unchanged at 130.
   Effective Fall 2011

Effective for Fall 2011

TECH 36320 Computer Forensics (3) to:
COMT ..... Revise
Incorrectly reported

TECH 36330 Local Area Network Security Fundamentals (3) to:
COMT ..... Revise
Incorrectly reported

TECH 46311 Technology of Networking (3) to:
COMT ..... Revise
Incorrectly reported

Effective for Fall 2012

MIS 44150 Total Quality Management (3) ..... Inact
Incorrectly reported; course is inactivated for fall 2012 not fall 2011 as reported.

Agenda prepared by Office of Curriculum Services

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
February 2011

Due to a lack of items on the agenda that necessitated a face-to-face meeting, the Educational Policies Council did not meet in the month of February.

However, an agenda was generated and comprised two action items (including the minutes), five information items, two lesser action times and a list of course changes. Via the EPC Listserv, members discussed and decided the following items:

Information Item 4: Inactivation of the divisions Applied Business [APBU], Health Occupations [HLOC] and Professional Studies [PRST] within the Regional College. The college will operate with no sub-academic units, similar to Nursing, Technology, Public Health and Architecture and Environmental Design.

Information Item 5: Letter of Intent to establish an Insurance Studies major within the Bachelor of Science [BS] degree, to be offered on the Salem campus and select off-campus sites.

One EPC member stated that he did not believe these two items were approved by either the Regional College faculty or by the college's curriculum committee. He requested both be withdrawn. Dean Wanda Thomas countered that the Insurance Studies proposal did go to the college curriculum committee in January as an information item.

After much discussion, it was decided that Information Item 4 would be withdrawn from the agenda.

An EPC participant expressed interest in seeing the curriculum for the proposed Insurance Studies major as she was concerned that it will be a duplication of the Actuarial Mathematics concentration (within the Mathematics major). There was also a question of using the BS degree, rather than the BA degree. [Both inquiries were sent to the developers of the Insurance Studies major, who promised to address them in the full proposal, which will come to EPC at a later time for a vote.]

Information Item 3: Extension of the Biology [BSCI] major within the Bachelor of Arts [BA] degree to the Stark Campus.

A participant requested some corrections be made to the proposal before being sent to the Ohio Board of Trustees. [Those corrections have since been made.]

With the exception of Information Item 4, all items on the agenda were administratively approved as no objections were heard through the Listserv from EPC members.

Respectfully submitted,

Therese E. Tillett

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

TILLETT, THERESE

From: SEACHRIST, DENISE
Sent: Wednesday, February 16, 2011 4:33 PM
To: TILLETT, THERESE
Cc: Crawford, John; LORENZ, RALPH; JANSON, THOMAS; GRUTZMACHER, PATRICIA; Resta, Craig; WALKER, LINDA; Iceman, Linda
Subject: Lifting the Suspension for Admission into the Music Education PhD program

Follow Up Flag: Follow up
Due By: Wednesday, February 16, 2011 8:00 PM
Flag Status: Flagged

Categories: EPC

Hi Therese,
I am writing to inquire what documentation you require from me to lift the suspension for admission into the Music Education Ph.D. program. Our efforts to focus on the online masters in music in music education degree have yielded the desired results, and we now have a renewed interest in the Ph.D. program to make it viable from both an educational and budgetary standpoint. We would like to begin accepting students as soon as possible. Thanks.
Denise

Denise A. Seachrist, Ph.D.
Director
Hugh A. Glauser School of Music
Kent State University
330-672-2172

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Nov-10 Curriculum Bulletin _____

Effective Date Spring 2011 Approved by EPC _____

Department	Foundations, Leadership and Administration		
College	EH - Education, Health and Human Services		
Degree	BS - Bachelor of Science		
Program Name	**Recreation, Park and Tourism Management**	Program Code	**RPTM**
Concentration(s)	Concentration(s) Code(s)		
Proposal	Articulation Agreement		

Description of proposal:

Establish a 2+2 articulation agreement with Lakeland Community College for its AAB degree in Business Management (Parks and Recreation Management concentration).

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

Current total credit hours: 121 Proposed total credit hours 121*

* Student transfers from Lakeland may need to take more credits to complete the baccalaureate at Kent State University.

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

Enrollment is expected to be no more than 10 students per year; therefore, staffing will not be a consideration.

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

To set transfer equivalencies for the program: Department of English, Department of Management and Information Science.

REQUIRED ENDORSEMENTS

_____ 2/4/11
Department Chair / School Director / Campus Dean

_____ 3/2/11
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

Transmittal Memo

Date: February 4, 2011
To: Joanne Arhar, Associate Dean for Student Services and Undergraduate Education
From: Philip Wang, Associate Professor, Recreation, Park and Tourism Management
Re: Articulation Agreement with Lakeland Community College

The proposal seeks to establish a 2+2 agreement between Kent State's Recreation, Park and Tourism Management program and Lakeland Community College's AAB degree in Business Management (Parks and Recreation Management concentration).

The articulation entails a curriculum transition for students from Lakeland Community College to Kent State to earn a Bachelor of Science degree in Recreation, Park and Tourism Management. Approved equivalencies are specified in the proposal. It is expected that 10 students will transfer to Kent State annually under this agreement.

Units consulted, to set transfer equivalencies for the program, include Department of English, Department of Management and Information Service.

The action was approved by;
Recreation, Park and Tourism Management faculty, December, 2010
School of Foundation, Leadership and Administrations Curriculum Committee, January, 2011

Articulation Agreement Between

Lakeland Community College
(AAB Degree in Business Management, Parks and Recreation Management)
and
Kent State University
(BS Degree in Recreation, Park and Tourism Management)

THIS AGREEMENT (the "Agreement") is entered into as of this [DAY MONTH YEAR] (the "Effective Date") by and between **Lakeland Community College** ("Lakeland"), with an address at 7700 Clocktower Drive, Kirtland, Ohio 44094; and **Kent State University** ("Kent State"), with an address at P.O. Box 5190, Kent Ohio 44242. Lakeland is an institution of higher education established pursuant to Section 3354 of the Ohio Revised Code, and Kent State is an institution of higher education and a member of the Ohio University System.

BACKGROUND

Lakeland and Kent State have developed this articulation agreement for students who choose to complete the Associate of Applied Business degree in Business Management with a concentration in Parks and Recreation Management at Lakeland and transfer to Kent State to earn the Bachelor of Science degree in Recreation, Park and Tourism Management.

The purpose of the agreement is to provide a smooth curriculum transition for students, allowing them to transfer from Lakeland to Kent State without loss of credits or duplication of coursework. Kent State and Lakeland enter into this agreement as cooperating, equal partners who shall maintain the integrity of their separate programs.

ACCORDINGLY, in consideration of the foregoing, of the other 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. Lakeland and Kent State agree that any student who has completed an Associate of Applied Business degree in Business Management (Parks and Recreation Management concentration) at Lakeland may transfer the specific course credits indicated on the curriculum guide toward the Bachelor of Science degree in Recreation, Park and Tourism Management at Kent State. Only non-remedial courses with a grade of "D" or better will be accepted for transfer to Kent State.

2. Lakeland students would complete a minimum 69 credit hours at Lakeland.

3. Students must meet all admission requirements at the time of application for admission to Kent State. When applying to Kent State, an official transcript from Lakeland must be sent to Kent State's Office of Admission. Students must request this transcript from the Lakeland registrar. In addition, transcripts from all previously attended colleges must be submitted to Kent State.

4. Academic advising of Lakeland/Kent State transfer students during their periods of enrollment at Lakeland will be made available at both Lakeland and Kent State. To facilitate the evaluation of transcripts, students should bring an unofficial copy of their Lakeland transcripts to the advising sessions.

5. Lakeland and Kent State will each assign a representative to serve as a liaison and assure continued communication between the two institutions on matters related to this Agreement. Lakeland and Kent State representatives will formally review this Agreement on an annual basis.

6. Kent State will hold a Lakeland/Kent State transfer orientation prior to the beginning of the fall semester of each year. The program will assist students in understanding program requirements and services available to them at both institutions.

   Marketing will be coordinated by the Articulation Officer/Transfer Center at Kent State and the Office of Public Relations at Lakeland.

   Lakeland/Kent State transfer students who enroll at Kent State on a full-time basis will be eligible for scholarship assistance.

7. Lakeland students must fulfill Kent State's residence requirement to earn a bachelor's degree. The requirement for the degree is completion of a minimum thirty (30) credit hours of coursework at Kent State University, including minimum nine (9) credit hours of upper-division credit in the major. Credit earned by means of transfer courses does not count toward residence.

8. Neither party shall discriminate against students or applicants on the basis of race, color, religion, gender, sexual orientation, age, national origin or ancestry or disability.

Termination

1. The term of this agreement shall be for three academic years, beginning spring semester 2011 and expiring spring semester 2014.

2. Amendments to this agreement must be in writing and approved by the President or President's designee of each institution.

3. Either party may terminate this agreement for cause by giving written notice to the institution's president at least 90 days prior to the end of the academic year.

4. This agreement can be terminated at any time by the mutual written agreement of the institutions' presidents.

   Upon termination of this Agreement for any reason, Lakeland/Kent State transfer students previously accepted by or admitted to Kent State shall continue to receive benefits contemplated by this Agreement.

Miscellaneous

1. Severability. 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 be not be affected thereby.

2. Notices. All notices or other written communications relating to termination, expiration, or legal matters required or permitted under this Agreement shall be given in writing by courier or reputable overnight delivery services, or by certified mail, return receipt requested to either party at its address first set forth above with, in the case of Lakeland, an additional copy addressed to "General Counsel."

3. 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.

4. Complete Agreement; Integration. 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.

5. Counterparts. This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement.

6. No Third Party Beneficiaries. This Agreement does not and is not intended to confer any rights or remedies upon any party other than Lakeland and Kent State.

7. Facsimile Signatures. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.

8. Neutral Interpretation. This contract has been prepared for signature only after each party has had sufficient opportunities to negotiate changes. Each party has been represented by its own lawyer, has had sufficient opportunities to consult with that lawyer, and has done so. The parties agree that this contract should be understood and interpreted as a document fully negotiated and accepted by the parties, and should not be construed against the drafting party.

A description of curriculum for the Lakeland/Kent State Articulation Agreement for the AAB degree in Business Management (Parks and Recreation Management)/BS degree in Recreation, Park and Tourism Management follows.

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

KENT STATE UNIVERSITY	**LAKELAND COMMUNITY COLLEGE**
_____	_____
Robert G. Frank, Ph.D. Provost and Senior Vice President for Academic Affairs	Frederick W. Law, Ph.D. Executive Vice President of Academic Affairs and Provost

APPENDIX 1
ARTICULATION AND TRANSFER TABLE

Lakeland Community College: AAB degree in Business Management (Parks and Recreation Management)
Kent State University: BS degree in Recreation, Park and Tourism Management

Equivalencies Currently on the Transfer Tables (and u.select)

LAKELAND COMMUNITY COLLEGE	Credits	KENT STATE UNIVERSITY	Credits
Ohio Transfer Module English Composition		**Kent Core Composition (6 credits)**	
ENGL 1110 English Composition I (3) ***or*** ENGL 1111 English Composition I (4)	3	ENG 11011 College Writing I	3
ENG 1020 College Composition II	3	ENG 21011 College Writing II	3
Ohio Transfer Module Mathematics, Statics and Logic		**Kent Core Mathematics and Critical Reasoning (3 credits)**	
Several course options available	3	Kent Core Mathematics and Critical Reasoning	3-5
Ohio Transfer Module Arts and Humanities		**Kent Core Humanities or Fine Arts (9 credits)**	
Several course options available	9	Minimum one from each category	3
Ohio Transfer Module Social and Behavioral Sciences		**Kent Core Social Sciences (6 credits)**	
ECON 2600 Principles of Microeconomics	3	ECON 22060 Principles of Microeconomics	3
PSYC 1500 Introduction to Psychology	3	PSYC 11762 Introduction to Psychology	3
Ohio Transfer Module Natural Sciences		**Kent Core Basic Sciences (6-7 credits)**	
Several course options available	4	Several course options available	6-7
Ohio Transfer Module (additional)		**Kent Core Additional (6 credits)**	
SPCH 1000 Effective Public Speaking	3	COMM 15000 Introduction to Human Communication	3
Numerous options available	3	Consult with advisor on what will transfer	3
Program Requirements		**Equivalencies**	
ACCT 1100 Introduction to Financial Accounting	4	ACCT 23020 Introduction to Financial Accounting	3
ENGL 2280 Survey of British Literature I	3	ENG 25001 Literature in English I	3
ITIS 1005 Computers and Information Processing	3	MIS 24053 Introduction to Computer Applications	3
BUSM 1300 Introduction to Business	3	BUS 10123 Exploring Business	3
BUSM 2100 Business Law I	3	FIN 26074 Legal Environment of Business	3
BUSM 2400 Business Communication	3	ENG 30063 Business and Professional Writing	3
BUSM 2500 Principles of Marketing	3	MKTG 25010 Marketing	3
POL 2100 State and Local Government	3	POL 30440 State and Local Government	3

Approved New / Revised Equivalencies To Be Put on the Transfer Tables (and u.select)

LAKELAND COMMUNITY COLLEGE	Credits	KENT STATE UNIVERSITY	Credits
BUSM 2000 Principles of Management	3	MIS 24163 Principles of Management *	3
BUSM 2200 Organizational Behavior	3	MIS 34185 Individual and Group Behavior in Organizations *	3
BUSM 2300 Human Resource Management	3	MIS 34180 Human Resource Management *	3
~~ENGL 2250 Survey of American Literature I~~ ENGL 2248 Literature by Women	3	ENG 25002 Literature in English II **	3
Course equivalency above needs to be corrected			
ENGL 2250 Survey of American Literature I	3	~~ENG 21002 Introduction to Women's Literature~~ ENG 25004 Literature in the United States I **	3
Course equivalency above needs to be corrected			
ENGL 2290 Survey of British Literature II	3	ENG 25002 Literature in English II **	3
PARK 1100 Introduction to Parks and Recreation Management	3	RPTM 1**** elective ***	3

continued on next page

Approved New / Revised Equivalencies To Be Put on the Transfer Tables (and u.select)

LAKELAND COMMUNITY COLLEGE	Credits	KENT STATE UNIVERSITY	Credits
PARK 1200 Recreational Program Planning and Development	3	RPTM 36075 Program Design and Evaluation ***	3
PARK 2100 Parks and Recreation Facilities Management	3	RPTM 26071 Maintenance and Operation of Areas and Facilities ***	3
PARK 2500 Parks and Recreation Management Internship/Seminar	3-4	RPTM 36192 Practicum in Leisure Services Management ***	1
BUSM 2100 Business Law I (3) ***and*** BUSM 2700 Management Philosophy and Practice (3) ***and*** PARK 1200 Recreational Program Planning and Development (3) ***and*** PARK 2100 Parks and Recreation Facilities Management (3)	12	RPTM 26071 Maintenance and Operation of Areas and Facilities (3) ***and*** RPTM 36075 Program Design and Evaluation (3) ***and*** RPTM 46060 Administration of Leisure Services (3) ***and*** RPTM 46080 Legal Issues in Sport and Recreation (3)	12

*Approved by Felix O. Offodile, chair of Department of Management and Information Science (e-mail 29-Oct-10)

** Approved by Ron Corthell, chair of Department of English, (e-mail 1-Nov-10)

***Approved by Mary Ann Devine, program director, Recreation, Park and Tourism Management (30-Sep-10)

APPENDIX 2: SUGGESTED SEMESTER SEQUENCE

LEGEND: Course fulfills requirement in the Recreation, Parks and Tourism Management **(RPTM)** major, Recreation Management **(RM)** concentration, Tourism Management **(TM)** concentration, Kent Core **(KC)** general education requirement, or a specific Kent State course not in the RPTM program and will count as elective **(EL)** credit

AAB degree in Business Management
Parks and Recreation Management concentration

Semester One: [16 Credit Hours] Lakeland Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ACCT 1100 Introduction to Financial Accounting	4		Fulfills ACCT 23020 Intro to Financial Account **(RM) (TM)**
BUSM 1300 Introduction to Business	3		Fulfills BUS 10123 Exploring Business **(EL)**
ENGL 110 English Composition I ***or*** ENGL 111 English Composition I	3		Fulfills ENG 11011 College Writing I **(KC)**
ITIS 1005 Computers and Information Processing	1		ITIS 1005 Fulfills MIS 24053 Introduction to Computer Applications **(RM) (TM)**
MATH 1040 Applied Business Mathematics *See advisor for recommended sequence of math*	2		See advisor for coursework that will fulfill Kent Core Mathematics and Critical Reasoning category **(KC)**
PARK 1100 Introduction to Parks and Recreation Management	3		Fulfills RPTM elective credit **(EL)**

Semester Two: [17 Credit Hours] Lakeland Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
BUSM 2000 Principles of Management	3		Fulfills MIS 24163 Principles of Management **(TM)**
BUSM 2500 Principles of Marketing	3		Fulfills MKTG 25010 Marketing **(TM)**
ECON 2600 Principles of Microeconomics	3		Fulfills ECON 22060 Principles Microeconomics **(RPTM)**
ENGL 1120 English Composition II	3		Fulfills ENG 21011 College Writing II **(KC)**
MATH 1050 Mathematics of Finance *See advisor for recommended sequence of math*	2		Fulfills general elective credit **(EL)**
PARK 1200 Recreational Program Planning and Development	3		Fulfills RPTM 36075 Program Design and Evaluation **(RPTM)**

Semester Three: [18 Credit Hours] Lakeland Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
BUSM 2100 Business Law I	3		If taken with BUSM 2700, PARK 1200 and PARK 2100, will fulfill RPTM 46080 Legal Issues in Sport and Recreation **(RPTM)**
BUSM 2200 Organizational Behavior	3	■	Fulfills MIS 34185 Individual and Group Behavior in Organizations **(EL)**
BUSM 2300 Human Resource Management	3	■	Fulfills MIS 34180 Human Resource Management **(EL)**
BUSM 2400 Business Communication	3	■	Fulfills ENG 30063 Business/Professional Writing **(EL)**
PARK 2100 Parks and Recreation Facilities Management	3		Fulfills RPTM 26071 Maintenance and Operation of Areas and Facilities **(RPTM)**
POLS 2100 State and Local Government	3	■	Fulfills POL 30440 State and Local Government **(EL)**

Semester Four: [18 Credit Hours] Lakeland Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
BUSM 1330 Business Ethics	2		Fulfills BUS elective credit **(EL)**
BUSM 2700 Management Philosophy and Practice	3		If taken with BUSM 2100, PARK 1200 and PARK 2100, will fulfill RPTM 46060 Administration of Leisure Services **(RPTM)**
PARK 2500 Parks and Recreation Management Internship/Seminar	3	■	Fulfills RPTM 36192 Practicum in Leisure Services Management **(RPTM)**
Speech Requirement *take SPCH 1000 Effective Public Speaking*	3		Fulfills COMM 15000 Introduction to Human Communications **(KC)**
Arts and Humanities Elective	3		Fulfills Kent Core Humanities or Fine Arts **(KC)**
Elective *Take BIOL 1170 Ecology and Environmental Biology, GEOL 1100 Introduction to Physical Geology or GEOL 1200 Introductory Historical Geology*	4		Select courses Fulfills Kent Core Basic Sciences with laboratory requirement **(KC)**

69 total credit hours to graduate from Lakeland Community College with an AAB degree in Business Management (Parks and Recreation Management concentration)

Semester Five: [16 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
BSCI 10110 Biological Diversity	4		Fulfills Kent Core Basic Sciences; may be transferred to Kent State with Lakeland BIOL 1520
ECON 22061 Principles of Macroeconomics	3		Fulfills Kent Core Additional; may be transferred to Kent State with Lakeland ECON 2500
PSYC 11762 General Psychology	3		Fulfills Kent Core Social Sciences; may be transferred to Kent State with Lakeland PSYC 1500
RPTM 16000 Foundations of Recreation	3		
RPTM 26030 Recreation Group Leadership	3		

Semester Six: [16 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
BSCI 30360 General Ecology	4	■	
HDFS 44032 Nonprofit Grantwriting	3	■	
RPTM 26081 Principles of Outdoor Recreation	3		Offered in spring only
Kent Core Humanities or Fine Arts	3		Choose a global diversity course
RPTM 36082 Interpretation of Natural and Cultural Resources	3	■	

Semester Seven: [16 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
RPTM 36040 Inclusion of People with Disabilities in Leisure Services	3	■	Fulfills domestic diversity requirement; offered in fall only;
RPTM 36083 Environmental Education and Conservation	3	■	
RPTM 46030 Dynamics of Leisure Behavior	3	■	Fulfills writing-intensive requirement (minimum C grade required)
RPTM 46070 Park Planning	3	■	Offered in fall only
Guided Elective	4	■	See note below; number of credits required depends on meeting minimum 10 credit hours in guided electives

Semester Eight: [13 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
GEOG 49070 Geographic Information Science	3	■	
RPTM 46091 Seminar for Internship Preparation	1	■	
Kent Core Humanities or Fine Arts	3		May be transferred to Kent State with a Lakeland course; visit www.transfer.org for options
Guided Electives	6	■	See note below; number of credits required depends on meeting minimum 10 credit hours in guided electives

Semester Nine: [12 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
RPTM 46092 Internship in Recreation	12	■	

142 total credit hours to graduate from Kent State University with a BS degree in Recreation, Park and Tourism Management (Park Management concentration), including transfer coursework

Note: Choose from the following guided electives (10 credit hours):

BSCI 30274 Forestry	2	BSCI 40525 Wildlife Resources	3
BSCI 30275 Local Flora	4	BSCI 40556 Vertebrate Zoology	4
BSCI 30560 Invertebrate Zoology	4	GEOG 37010 Geography of Ohio	3
BSCI 30580 Entomology	4	GEOG 41073 Conservation of Natural Resources	3
BSCI 30582 Ornithology	4	GEOG 41074 Resource Geography	3
BSCI 40360 Ichthyology	4	GEOG 49080 Adv. Geographic Information Science	3
BSCI 40368 Wetland Ecology and Management	4	GEOL 23063 Mineralogy	4
BSCI 40374 Conservation Biology	4	GEOL 32066 Geomorpology	4
BSCI 40376 Tropical Field Biology and Conservation	5	GEOL 41077 Geology of the National Parks	3

Semester Five: [16 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ECON 22061 Principles of Macroeconomics	3		Fulfills Kent Core Additional; may be transferred to Kent State with Lakeland ECON 2500
PEB Elective	1		May be transferred to Kent State with Lakeland PEHR course; visit www.transfer.org for options
PSYC 11762 General Psychology	3		Fulfills Kent Core Social Sciences; may be transferred to Kent State with Lakeland PSYC 1500
RPTM 16000 Foundations of Recreation	3		
RPTM 26010 Community Development in Recreation	3		
RPTM 26030 Recreation Group Leadership	3		

Semester Six: [16 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
PEB Elective	1		May be transferred to Kent State with Lakeland PEHR course; visit www.transfer.org for options
RPTM 26081 Principles of Outdoor Recreation	3		Offered in spring only
RPTM 36010 Recreation, Leisure and Aging	3	■	Offered in spring only
RPTM 36085 Leisure and Culture	3	■	Choose a domestic diversity course; offered in fall only
Kent Core Basic Sciences	3		May be transferred to Kent State with a Lakeland course; visit www.transfer.org for options
Kent Core Humanities or Fine Arts	3		Choose a global diversity course; may be transferred to Kent State with a Lakeland course; visit www.transfer.org for options

Semester Seven: [17 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
HFDS 41093 Workshop: Human Development and Family Studies	3	■	
PEB Elective	1		May be transferred to Kent State with Lakeland PEHR course; visit www.transfer.org for options
RPTM 36040 Inclusion of People with Disabilities in Leisure Services	3	■	Offered in fall only
RPTM 46070 Park Planning	3	■	Offered in fall only
RPTM 36081 Adventure Education	3	■	Offered in fall only
RPTM 46091 Seminar for Internship Preparation	1	■	
Kent Core Humanities or Fine Arts	3		May be transferred to Kent State with a Lakeland course; visit www.transfer.org for options

Semester Eight: [15 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
RPTM 46030 Dynamics of Leisure Behavior	3	■	Fulfills writing-intensive requirement (minimum C grade required)
RPTM 46092 Internship in Recreation	12	■	

135 total credit hours to graduate from Kent State University with a BS degree in Recreation, Park and Tourism Management (Recreation Management concentration), including transfer coursework

Requirements to graduate with the BS degree program: To graduate, students must have minimum 121 credits hours, a minimum 2.25 major GPA and minimum 2.0 cumulative GPA.

More requirements to graduate can be found in the Kent State University Catalog: www.kent.edu/catalog/2010/policies/requirements-undergraduate.cfm.

Semester Five: [17 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ECON 22061 Principles of Macroeconomics	3		Fulfills Kent Core Additional; may be transferred to Kent State with Lakeland ECON 2500
HM 13024 Introduction to Hospitality Management	2		
PSYC 11762 General Psychology	3		Fulfills Kent Core Social Sciences; may be transferred to Kent State with Lakeland PSYC 1500
RPTM 16000 Foundations of Recreation	3		
RPTM 26030 Recreation Group Leadership	3		
Kent Core Humanities or Fine Arts	3		Choose a global diversity course; may be transferred to Kent State with a Lakeland course; visit www.transfer.org for options

Semester Six: [15 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
RPTM 26060 Introduction to Global Tourism	3		Offered in spring only
RPTM 26081 Principles of Outdoor Recreation	3		Offered in spring only
RPTM 46000 Tourism Development and Recreational Travel	3	3	Offered in spring only
Kent Core Basic Sciences	3		May be transferred to Kent State with a Lakeland course; visit www.transfer.org for options
Kent Core Humanities or Fine Arts	3		Choose a global diversity course (in not chosen earlier); may be transferred to Kent State with a Lakeland course; visit www.transfer.org for options

Semester Seven: [16 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ACCT 23021 Introduction to Managerial Accounting	3		May be transferred to Kent State with Lakeland ACCT 1200
FIN 36053 Business Finance	3	■	
RPTM 36040 Inclusion of People with Disabilities in Leisure Services	3	■	Offered in fall only
RPTM 36060 Commercial Recreation and Tourism	3		Offered in fall only
RPTM 46070 Park Planning	3	■	Offered in fall only
RPTM 46091 Seminar for Internship Preparation	1	■	

Semester Eight: [18 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
RPTM 46030 Dynamics of Leisure Behavior	3	■	Fulfills writing-intensive requirement (minimum C grade required)
RPTM 46092 Internship in Recreation	12	■	
SPAD 45022 Event Planning and Production	3	■	

135 total credit hours to graduate from Kent State University with a BS degree in Recreation, Park and Tourism Management (Tourism Management concentration), including transfer coursework

Requirements to graduate with the BS degree program: To graduate, students must have minimum 121 credits hours, a minimum 2.25 major GPA and minimum 2.0 cumulative GPA.

Students in the Tourism Management concentration must declare the Business minor. Admission to and graduation with the Business minor both require a 2.5 cumulative GPA.

More requirements to graduate can be found in the Kent State University Catalog: www.kent.edu/catalog/2010/policies/requirements-undergraduate.cfm.

Transmittal Memo

DATE: January 27, 2011

TO: Joanne Arhar, Ed.D., Associate Dean for Student Services, Undergraduate Education

FROM: Ellen Glickman, PhD FACSM, Program Coordinator, Exercise Science

Re: Articulation Agreement

Exercise Science program area proposes to enter into 2+2 articulation agreement with Cuyahoga Community College, effective Spring semester, 2011.

Curricular bodies that have approved this action:
EXSI Program Area: December 6, 2010
HS SCC: January 10, 2011
Presented to EHHS CCC: February 18, 2011
Presented to EPC: March 28, 2011

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 7-Dec-10 Curriculum Bulletin _____

Effective Date Spring 2011 Approved by EPC _____

Department	Health Sciences		
College	EH - Education, Health and Human Services		
Degree	BS - Bachelor of Science		
Program Name	**Exercise Science**	Program Code	**EXSI**
Concentration(s)	Exercise Physiology and Exercise Specialist	Concentration(s) Code(s)	EXPH, EXSP
Proposal	Articulation Agreement		

Description of proposal:

Establish a 2+2 articulation agreement with Cuyahoga Community College for its AAS degree in Sport and Exericse Studies.

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

Current total credit hours: 121 Proposed total credit hours 121*

* Student transfers from Tri-C may need to take more credits to complete the baccalaureate at Kent State University.

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

Enrollment is expected to be no more than 5 students per year; therefore, staffing will not be a consideration.

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

To set transfer equivalencies for the program: Athletic Training, Biological Sciences, Physical Education.

REQUIRED ENDORSEMENTS

Jane Rowan — 2/3/11

Department Chair / School Director / Campus Dean

Joanne Arhar — 3/2/11

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

ARTICULATION AGREEMENT
By and Between
Cuyahoga Community College
and
Kent State University

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this XX day of January, 2011 (the "Effective Date") by and between Cuyahoga Community College District (the "College"), with an address at 700 Carnegie Avenue, Cleveland, Ohio 44115-2878; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The College is an institution of higher education established pursuant to Section 3354 of the Ohio Revised Code, and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The College and Kent State desire to enter into a contract pursuant to which students of the College would be eligible for articulated course credits at Kent State, 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 in Attachment A.

b. Articulation Benefits to Students. Kent State will provide the Articulation Benefits at no charge to past and present students of the College who meet the Articulation Criteria.

c. Accreditation of the College. The College warrants that it is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The College will notify Kent State if such accreditation ceases to exist.

d. Accreditation of Kent State. Kent State warrants that it is accredited by the North Central Association of Colleges and Schools. Kent State will notify the College if such accreditation ceases to exist.

e. Admissions Processing. For those past or present students who meet Articulation Criteria 1(a-e), Kent State will consider their applications for admission in accordance with standard Kent State admission application evaluation criteria, while favorably recognizing students' accomplishments at the College.

f. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term 2014, academic term of the College, at which time this Agreement will automatically expire.

b. Termination. 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 Kent State, 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. Post-Termination. Upon expiration or termination of this Agreement for any reason, College students previously accepted by or admitted to Kent State shall continue to receive the benefits contemplated by this Agreement.

3. ***Miscellaneous.***

a. Severability. 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. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio applicable to contracts made and to be enforced wholly within Ohio.

c. Jurisdiction; Venue. 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 an Ohio court.

d. Survival. Sections 2(c) and this Section 3 will survive termination or expiration of this Agreement.

e. Notices. 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 the College, an additional copy addressed to "General Counsel":

For Cuyahoga Community College:
Mr. Peter Ross
Vice President, Enrollment Management
700 Carnegie Avenue
Cleveland, OH 44115

For Kent State University:
Dr. Robert G. Frank
Provost and Senior Vice President
Library, Executive Suite
Kent, OH 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. Assignment. 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. Complete Agreement; Integration. 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. Counterparts; Facsimile Signatures. This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.

j. Independent Contractors. The parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this Agreement. Neither party shall make any commitment, or give the impression that it has authority to make any commitment, on behalf of the other party.

k. Compliance with Laws. The parties will comply with all applicable laws and regulations in performing their obligations hereunder. When taking actions (or failing to act) in any way relating to this Agreement, each party agrees that it will not unlawfully discriminate against any person on the basis of race, sex, religion, disability, age, national origin, or color.

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

CUYAHOGA COMMUNITY COLLEGE DISTRICT:

By:_____
Mr. Peter Ross
Vice President for Enrollment Management

KENT STATE UNIVERSITY:

By:_____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Dated [DATE]
By and Between
Cuyahoga Community College District and Kent State University

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of an Associate Degree or Credit Hour Equivalent (i.e., 60 semester hours)*

   b. Achieving a minimum overall cumulative grade point average of 2.0.

   c Submission of an official College transcript.

   d. Fulfillment of residence requirements for the baccalaureate at Kent State University. The requirement for the degree is completion of a minimum thirty (30) credit hours of coursework (of which nine are upper-division credit hours in the major) at Kent State University. Credit earned by means of transfer courses does not count toward residence.

2. ***The articulation benefits ("Articulation Benefits") are:***

   a. Facilitate transfer of courses between the College, Associate of Applied Science degree in Sport and Exercise Studies; and Kent State, Bachelor of Science degree in Exercise Science (see Appendix 1).

   b. Benefitting Northeast Ohio by infusing the job market with qualified graduates.

   c. Students with 3.0 GPA will be eligible to apply for Kent State scholarships.

   d. A student who completes all of the requirements in the Associate of Applied Science degree in Sport and Exercise Studies at Tri C (see Appendix 2) will be admitted into Kent State's Bachelor of Science degree in Exercise Science with junior status.

APPENDIX 1: ARTICULATION AND TRANSFER TABLE

Cuyahoga Community College: Associate of Applied Science degree in Sport and Exercise Studies
Kent State University: Bachelor of Science degree in Exercise Science

EQUIVALENCIES CURRENTLY ON THE TRANFER TABLES (AND IN U.SELECT)

CUYAHOGA COMMUNITY COLLEGE	Credits	KENT STATE UNIVERSITY	Credits
Ohio Transfer Module English Composition		**Kent Core Composition (6 credits)**	
ENG 1010 College Composition I	3	ENG 11011 College Writing I	3
ENG 1020 College Composition II	3	ENG 21011 College Writing II	3
Ohio Transfer Module Mathematics, Statics and Logic		**Kent Core Mathematics and Critical Reasoning (3 credits)**	
MATH 1200 Intermediate Algebra	4	MATH 11009 Modeling Algebra	4
MATH 1470 Modern Mathematics for Business and Social Sciences I	4	MATH 11010 Algebra for Calculus	3
Ohio Transfer Module Arts and Humanities		**Kent Core Humanities and Fine Arts (9 credits)**	
Numerous course options available	9	Three courses, minimum one in each category	9
Ohio Transfer Module Social and Behavioral Sciences		**Kent Core Social Sciences (6 credits)**	
PSY 1010 General Psychology	3	PSYC 11762 General Psychology	3
SOC 2100 Aging and Society	3	GERO 14029 Introduction to Gerontology	3
Ohio Transfer Module Natural Sciences		**Kent Core Basic Sciences (6-7 credits)**	
CHEM 1010 Introduction to Inorganic Chemistry	4	CHEM 10050 Fundamentals of Chemistry	3
CHEM 1020 Introduction to Organic Chemistry and Biochemistry	4	CHEM 10052 Introduction to Organic Chemistry (2) ***and*** CHEM 10053 Inorganic and Organic Laboratory (1)	3
CHEM 1300 General Chemistry I	4	CHEM 10060 General Chemistry I	4
CHEM 1310 General Chemistry II	4	CHEM 10061 General Chemistry II	3
CHEM 130L General Chemistry Laboratory I	1	CHEM 10062 General Chemistry I Laboratory	1
CHEM 131L General Chemistry Laboratory II	1	CHEM 10063 General Chemistry II Laboratory	1
Ohio Transfer Module (additional)		**Kent Core Additional (6 credits)**	
DIET 1200 Basic Nutrition	3	NUTR 23511 Science of Human Nutrition	3
SPCH 1010 Fundamentals of Speech Communication	3	COMM 15000 Introduction to Human Communication	3
Additional Equivalent Courses		**Additional Equivalent Courses**	
BIO 2330 Anatomy and Physiology I (4) ***and*** BIO 2340 Anatomy and Physiology II (4)	8	BSCI 20020 Biological Structure and Function	5
CHEM 2300 Organic Chemistry I	5	CHEM 20481 Basic Organic Chemistry I	4
EMT 1310 Cardiopulmonary Resuscitation	1	KAPS 1xxxx	1
HLTH 1100 Personal Health Education	3	HED 11570 Personal Health	3
HLTH 1230 Standard First Aid and Personal Safety	1	HED 1xxxx	1
HLTH 1310 Cardiopulmonary Resuscitation	1	HED 1xxxx	1

APPROVED NEW / REVISED EQUIVALENCIES TO BE PUT ON THE TRANFER TABLES (AND U.SELECT)

CUYAHOGA COMMUNITY COLLEGE	Credits	KENT STATE UNIVERSITY	Credits
BIO 2330 Anatomy and Physiology I* *course inactivated fall 2011*	4	EXSC 25057 Human Anatomy and Physiology I *EXSC 25057 is set in Banner as equivalent to ATTR 25057*	3
BIO 2340 Anatomy and Physiology II* *course inactivated fall 2011*	4	EXSC 25058 Human Anatomy and Physiology II *EXSC 25058 is set in Banner as equivalent to ATTR 25058*	3
BIO 2331 Anatomy and Physiology I* *course effective fall 2011*	4	EXSC 25057 Human Anatomy and Physiology I *EXSC 25057 is set in Banner as equivalent to ATTR 25057*	3
BIO 2341 Anatomy and Physiology II* *course effective fall 2011*	4	EXSC 25058 Human Anatomy and Physiology II *EXSC 25058 is set in Banner as equivalent to ATTR 25058*	3
BIO 2331 Anatomy and Physiology I (4)* ***and*** BIO 2341 Anatomy and Physiology II (4)* *course effective fall 2011*	8	BSCI 20020 Biological Structure and Function	5
BIO 233A Anatomy and Physiology I: Skeletal and Muscular Systems (2)* ***and*** BIO 233B Anatomy and Physiology I: Nervous, Integumentary and Endocrine Systems (2)* *all courses effective fall 2011*	4	EXSC 25057 Human Anatomy and Physiology I *EXSC 25057 is set in Banner as equivalent to ATTR 25057*	3
BIO 234A Anatomy and Physiology II: Cardiovascular, Lymphatic, Respiratory and Urinary Systems (2)* ***and*** BIO 234B Anatomy and Physiology II: Digestive, Immune, Reproductive Systems (2)* *all courses effective fall 2011*	4	EXSC 25058 Human Anatomy and Physiology II *EXSC 25058 is set in Banner as equivalent to ATTR 25058*	3
BIO 233A Anatomy and Physiology I: Skeletal and Muscular Systems (2)* ***and*** BIO 233B Anatomy and Physiology I: Nervous, Integumentary and Endocrine Systems (2)* ***and*** BIO 234A Anatomy and Physiology II: Cardiovascular, Lymphatic, Respiratory and Urinary Systems (2)* ***and*** BIO 234B Anatomy and Physiology II: Digestive, Immune, Reproductive Systems (2)* *all courses effective fall 2011*	8	BSCI 20020 Biological Structure and Function	5
SES 1000 Introduction to Sport and Exercise Studies	1	EXSC 15010 Introduction to Exercise Science	2
SES 1040 Teaching Exercise Training Techniques	3	PEB 10035 Lifetime Fitness	2
SES 1100 Fundamentals of Fitness and Sport Management	3	EXSC 1xxxx	3
SES 1200 Fitness and Wellness Coaching	2	PEB 12424 Exercise and Weight Control	1
SES 2000 Essentials of Sports Injury Care	3	ATTR 25036 Principles of Athletic Training	3
SES 2100 Sport and Exercise Physiology	3	EXSC 45080 Physiology of Exercise	3
SES 2130 Kinesiology: Fundamentals of Human Movement (3) ***or*** SES 2340 Analysis of Motor Skills (3) *course effective fall 2011*	3	EXSC 35054 Biomechanics *EXSC 35054 is set in Banner as equivalent to ATTR 35054*	3
SES 2210 Exercise Testing, Measurement and Evaluation	3	EXSC 45065 Exercise Testing	3
SES 2220 Exercise Prescription and Program Design	3	EXSC 35075 Exercise Programming	3
SES 2300 Personal Training Certification Preparation	3	EXSC 2xxxx	3
SES 2310 Advanced Training Concepts and Techniques	3	EXSC 2xxxx	3
SES 2320 Group Fitness Instructor Certification Preparation	3	EXSC 35022 Exercise Leadership	3
SES 2330 Motor Development	3	PEP 25033 Lifespan Motor Development	3
SES 2350 Exercise for Special Populations *course effective fall 2011*	3	EXSC 2xxxx	3
SES 2400 Sports Coaching: Principles and Concepts	3	EXSC 2xxxx	3
SES 2840 Practicum: Sport and Exercise Studies	2	EXSC 2xxxx	2

* Tri-C students transferring both Anatomy and Physiology courses (or their modular versions) when enrolling at Kent State will have them equated to Biological Structure and Function at Kent State; Tri-C students transferring the courses at different times will have them equated to their respected Anatomy and Physiology course at Kent State.

APPENDIX 2: SUGGESTED SEMESTER SEQUENCE

LEGEND: **EXSC** required in Exercise Science major
EXPH required in Exercise Physiology concentration
EXSP required in Exercise Specialist concentration
KC fulfills Kent Core general education requirement
EL not a program requirement and will count as guided/professional elective credit

Semester One: [14 Credit Hours] Cuyahoga Community College — AAS in Sport and Exercise Studies

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
EMT 1310 Cardiopulmonary Resuscitation ***or*** HLTH 1310 Cardiopulmonary Resuscitation ***or*** HLTH 1230 Standard First Aid and Personal Safety	1		HED 1xxx **EL**
ENG1010 College Composition I	3		ENG 11011 College Writing I **KC**
PE xxxx Physical Education Elective	1		PEB 1xxxx **EL**
PSY 1010 General Psychology	3		PSYC 11762 General Psychology **EXSC KC**
SES 1000 Introduction to Sport and Exercise Studies	1		EXSC 15010 Introduction to Exercise Science **EXSC**
SES 1040 Teaching Exercise Training Techniques	3		PEB 10035 Lifetime Fitness **EXSC**
SES 1200 Fitness and Wellness Coaching	2		PEB 12424 Exercise and Weight Control **EXSC**

Semester Two: [14 Credit Hours] Cuyahoga Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
BIO 1100 Introduction to Biological Chemistry	3	■	CHEM 30284 Introduction to Biological Chemistry **EXPH**
MATH1200 Intermediate Algebra ***or*** MATH 1470 Modern Mathematics for Business and Social Sciences I	4		MATH 11009 Modeling Algebra **KC** ***or*** MATH 11010 Algebra for Calculus **KC**
PE xxxx Physical Education Elective	1		PEB 1xxxx **EL**
SES 1100 Fundamentals of Fitness and Sport Management	3		EXSC 1xxxx **EL**
SES 2000 Essentials of Sport Injury Care	3		ATTR 25036 Principles of Athletic Training **EXSC**

Summer I: [9 Credit Hours] Cuyahoga Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
DIET 1200 Basic Nutrition	3		NUTR 23511 Science of Human Nutrition **EXSC KC**
HLTH 1100 Personal Health Education	3		HED 11570 Personal Health **EL**
SPCH 1010 Fundamentals of Speech Communication	3		COMM 15000 Introduction to Human Communication **KC**

Semester Three: [16 Credit Hours] Cuyahoga Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
BIO 2330 Anatomy and Physiology I (***or*** BIO 2331 ***or*** BIO 233A and 233B)	4		EXSC 25057 Human Anatomy and Physiology I ***or*** ATTR 25057 Human Anatomy and Physiology I **EXSC**
ENG1020 College Composition II	3		ENG 21011 College Writing II **KC**
SES 2100 Sport and Exercise Physiology	3	■	EXSC 45080 Physiology of Exercise **EXSC**
SES 2210 Exercise Testing, Measurement and Evaluation	3	■	EXSC 45065 Exercise Testing **EXSP**
SES 2320 Group Fitness Instructor Certification Preparation	3	■	EXSC 35022 Exercise Leadership **EXSC**

Semester Four: [14 Credit Hours] Cuyahoga Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
SES 2130 Kinesiology: Fundamentals of Human Movement	3	■	EXSC 35054 Biomechanics **EXSC**
SES 2220 Exercise Prescription and Program Design	3	■	EXSC 35075 Exercise Programming **EXSP**
SES 2330 Motor Development	3		PEP 25033 Lifespan Motor Development **EXSC**
SES 2840 Practicum: Sport and Exercise Studies	2		EXSC 2xxx **EL**
Arts and Humanities or Behavioral Science **[recommended: SOC 2100 Aging and Society]**	3		See advisor for list of courses that transfer **KC** GERO 14029 Introduction to Gerontology **EXSC KC**

67 total credit hours to graduate from Tri-C with an AAS degree in Sport and Exercise Studies

Semester Five: [14 Credit Hours] Kent State University **BS in Exercise Science (Exercise Physiology)**

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
CHEM 10060 General Chemistry I	4		May transfer from Tri-C CHEM 1300 General Chemistry I
CHEM 10062 General Chemistry I Laboratory	1		May transfer from Tri-C CHEM 130L General Chemistry Laboratory I
Kent Core Humanities	3		May transfer Tri-C; see advisor; should be global diversity
Guided Electives (upper division)	6	■	See note below; may transfer from Tri-C, see advisor

Semester Six: [13 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
CHEM 10061 General Chemistry II	4		May transfer from Tri-C CHEM 1310 General Chemistry II
CHEM 10063 General Chemistry II Laboratory	1		May transfer from Tri-C CHEM 131L General Chemistry Laboratory II
Kent Core Fine Arts	3		May transfer Tri-C, see advisor
Guided Electives (upper division)	5	■	See note below; may transfer from Tri-C, see advisor

Semester Seven: [14 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ATTR 25058 Human Anatomy and Physiology II ***or*** EXSC 25058 Human Anatomy and Physiology II	3		May transfer from Tri-C BIO 2340 Anatomy and Physiology II (***or*** BIO 2341 ***or*** BIO 234A and 234B)
CHEM 20481 Basic Organic Chemistry I	4		May transfer from Tri-C CHEM 2300 Organic Chemistry I
EXSC 45481 Senior Seminar in Exercise Science	1	■	Offered in fall only
PEP 35010 Psychological Dimensions of Motor Behavior	3	■	Fulfills writing-intensive course requirement
Kent Core Humanities	3		May transfer Tri-C, see advisor; should be global diversity if not taken earlier

Semester Eight: [13 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
EXSC 45096 Individual Investigation in Exercise Science	3	■	
NUTR 33512 Nutrition	3	■	
PEP 25068 Measurement and Evaluation	3		
Guided Electives (lower or upper division)	4		See note below; may transfer from Tri-C, see advisor; number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division credit hours

121 total credit hours to graduate from Kent State University with a BS in Exercise Science (Exercise Physiology concentration), including transfer coursework

Note: If SOC 2100 Aging and Society was not taken at Tri-C, student should take program requirement GERO 14029 Introduction to Gerontology (and Kent Core Social Sciences) in place of one guided elective.

See Kent State University Catalog (www.kent.edu/catalog) for progression and graduation requirements for this program

Semester Five: [14 Credit Hours] Kent State University **BS in Exercise Science (Exercise Specialist)**

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
CHEM 10050 Fundamentals of Chemistry	3		May transfer from Tri-C CHEM 1010 Introduction to Inorganic Chemistry
Kent Core Fine Arts	3		May transfer from Tri-C, see advisor
Kent Core Humanities	6		May transfer from Tri-C, see advisor; one course should be global diversity
Guided Electives (lower or upper division)	2		See note below; may transfer from Tri-C, see advisor

Semester Six: [14 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ATTR 25058 Human Anatomy and Physiology II ***or*** EXSC 25058 Human Anatomy and Physiology II	3		May transfer from Tri-C BIO 2340 Anatomy and Physiology II (***or*** BIO 2341 ***or*** BIO 234A and 234B)
CHEM 10052 Introduction to Organic Chemistry	2		May transfer from Tri-C CHEM 1020 Introduction to Organic Chemistry and Biochemistry
CHEM 10053 Inorganic and Organic Laboratory	1		
EXSC 45480 Internship Seminar in Exercise Sciences	1	■	Offered in spring only
PEP 25068 Measurement and Evaluation	3		
Guided Electives (lower or upper division)	4		See note below; may transfer from Tri-C, see advisor; number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division credit hours

Semester Seven: [13 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
CHEM 20284 Physiological Chemistry	4		Offered in fall only
EXSC 40612 Exercise Leadership for the Older Adult	3	■	
EXSC 45070 Electrocardiography for the Exercise Physiologist	3	■	
PEP 35010 Psychological Dimensions of Motor Behavior	3	■	Fulfills writing-intensive course requirement

Semester Eight: [13 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ATTR 45039 Therapeutic Rehabilitation	4	■	
ATTR 45040 Pathology and Pharmacology	3	■	
NUTR 33512 Nutrition	3	■	
PEP 45492 Internship in Physical Fitness/Cardiac Rehabilitation	3	■	

121 total credit hours to graduate from Kent State University with a BS in Exercise Science (Exercise Specialist concentration), including transfer coursework

Note: If SOC 2100 Aging and Society was not taken at Tri-C, student should take program requirement (and Kent Core Social Sciences) GERO 14029 Introduction to Gerontology in place of one guided elective.

See Kent State University Catalog (www.kent.edu/catalog) for progression and graduation requirements for this program

CUYAHOGA COMMUNITY COLLEGE
OFFICIAL COURSE OUTLINE

COURSE TITLE Analysis of Motor Skills
SUBJECT AREA CODE-COURSE NUMBER: SES - 2340
COURSE CREDIT HOURS: 3.00

I. DESCRIPTION OF COURSE:

1. CATALOG DESCRIPTION

   This course is designed to introduce students to the fundamentals of biomechanics related to human movement and the science of motor skill diagnosis.

2. LECTURE HOURS: 2.0

3. LAB HOURS: 2.00

4. OTHER REQUIRED HOURS: 00
5. PREREQUISITE(S):
   SES-2130 Kinesiology: Fundamentals of Human Movement or concurrent enrollment, or departmental approval

II. OUTCOMES/OBJECTIVES:

Upon satisfactory completion of SES 2340 - Analysis of Motor Skills, the student should be able to perform the following outcomes and supporting objectives:

A. Apply foundational knowledge of the components of motor skills and describe the purpose of the study, analysis, and diagnosis of motor skills.
   1. Define motor skills and human movement and describe the relationship between the two areas.
   2. Describe the major components of motor skill analysis.
   3. Explain the characteristics of information processing including short- and long-term memory, perception, chunking, and the schema theory.
   4. Identify the components of the diagnostic thinking process including cue acquisition, cue interpretation, and decision making.

5. Describe the various types of knowledge terms as they related to motor skill analysis.
6. Explain the role of the senses and information processing as they relate to motor skill analysis.
7. Identify the characteristics of a novice and expert motor skill diagnostician.
8. Explain the components of analyzing a motor skill.
9. Identify the design components of a criteria sheet for analyzing motor skills.
10. Identify the various methods of multimedia technology to analyze motor skills.
11. Demonstrate an understanding of the analysis process involved in the diagnosis of motor skills.

B. Apply foundational knowledge of basic biomechanical components and principles as they related to motor skills.
   1. Define biomechanics, kinetics, and kinematics.
   2. Compare and contrast linear and angular kinetics to linear and angular kinematics
   3. Identify basic biomechanical concepts and principles.
   4. Discuss the biomechanical structures of the body.
   5. Explain foundational biomechanical principles and concepts as the relate to motor skill diagnosis inlcuding linear motion, angular motion, center of gravity, fluid resistance, projectiles, forces, Newton's Laws, and rotary motion.
   6. Explain foundational biomechanical principles and concepts as the relate to motor skill diagnosis of the following movements: balancing, falling, landing, slipping, walking, running, jumping, throwing, striking, catching, climbing, swinging, airborne maneuvers, and water-based movements.

C. Apply biomechanical principles and motor skills analysis, as a professional, by performing, diagnosing, assessing, and evaluating human movement and making appropriate modifications, corrections, and recommendations.
   1. Demonstrate concepts and strategies related to the different models/methods of analyzing motor skills.
   2. Demonstrate competence in the design of a criteria sheet to code errors of a selected motor skill.
   3. Explain fundamental motor skill patterns using proper biomechanical and movement terminology.
   4. Demonstrate fundamental motor skill patterns using correct technique.
   5. Demonstrate multimedia technology, design methos, procedure methods, data collection, diagnosis and interpretation skills, and feedback methods to analyze motor skills.

6. Apply biomechanical principles to analyiz motor skills qualitatively and quantitatively.
7. Critique published reearch pertaining to motor skill analysis.

III. COURSE CONTENT:

A. Analyzing human motion
   1. Defining analysis of motor skills
   2. Curriculum, analysis, and diagnosis of motor skills
   3. Introduction and history of quantitative and qualitative analysis in biomechanics
B. The study and analysis of human movement
   1. Understanding the study of human movement
   2. Nature of skills
   3. Process and product
   4. Understanding correct technique
   5. Primary mechanical analysis of a skill
   6. Role of models in analysis
C. Fundamentals of information processing
   1. Short-term memory
   2. Long-term memory
   3. Perception and chunking
   4. Schema theory
   5. Role of senses in analysis
D. Diagnostic and analytic thinking process
   1. Cue acquisition
   2. Cue interpretation
   3. Diagnostic and analytic decision making
   4. Preparation of task analysis
E. Knowledge base
   1. Domain specific knowledge
   2. Declarative knowledge
   3. Procedural knowledge
   4. Preparation for task analysis
F. Characteristics of novice and expert analysists
   1. Domain specific knowledge
   2. Declarative knowledge
   3. Procedural knowledge
   4. Intervention-strategies for improving performance
G. Analyzing and diagnosing motor skills
   1. Different phases of a skill
   2. Critical features of a skill
   3. Designing a criteria sheet
   4. Recording a skill
   5. Identifying errors
H. Specialized motor skills biomechanics

1. Techniques and equipment
2. Methods of diagnosing motor skills
    a. Filming
    b. Videography
    c. Force platform studies
    d. Electromyography
    e. Electronic motion analysis
    f. Electrodynogram technology
    g. Other technologies

I. Fundamental biomechanics related to motor skill diagnosis
1. Structure of the body
    a. Frame
    b. Articulations
    c. Ligaments
    d. Tendons
    e. Muscles
    f. Joints
2. Linear/angular motion
    a. Speed and velocity
    b. Component velocities
    c. Acceleration and deceleration
3. Fluid resistance-air and water
    a. Buoyancy
    b. Drag
    c. Lift
    d. Magnus effect
    e. Spin
4. Center of gravity
    a. Stability
    b. Balance
    c. Balance and motion
5. Projectile
    a. Parabolic curves
    b. Aerodynamic principles
    c. Optimum angles
    d. Throwing implements
    e. Horizontal components
6. Force
    a. Properties of force
    b. Newton's Laws
    c. Internal and external forces
    d. Vectors
    e. Friction
    f. Ground reaction
    g. Centripetal and centrifugal forces
7. Rotary motion

a. Axes
b. Torque
c. Moment arm
d. Force angles
e. Rotation

J. Practical application of fundamental biomechanics to motor skill diagnosis
1. Balance
2. Slipping, falling, landing
3. Walking and running
4. Jumping
5. Object manipulation
6. Throwing, striking, and catching
7. Climbing and swinging
8. Airborne maneuvers
9. Water-based movements

K. Practical application
1. Analysis of motor skills and activities
2. Teaching implications and feedback
3. Theory into practice situations

IV. METHODS OF STUDENT EVALUATION MAY INCLUDE ANY OF THE FOLLOWING:

A. Class participation
B. Written assignments
C. Written examinations
D. Lab assignments
E. Criteria sheet
F. Skills analysis
G. PowerPoint presentations

V. RESOURCES MAY INCLUDE ANY OF THE FOLLOWING:

A. Abernethy, Bruce, et al.. *The Biophysical Foundations of Human Movement*. 2nd ed. Champaign, IL: Human Kinetics, 2005.
B. Ackland, Timothy, et al.. *Applied Anatomy and Biomechanics in Sport*. 2nd ed. Champaign, IL: Human Kinetics, 2009.

C. Allard, P. et al.. *Three-Dimensional Analysis of Human Movement*. Champaign, IL: Human Kinetics, 1995.
D. Blazevich, Anthony. *Sports Biomechanics the Basics: Optimising Human Performance*. London: A & C Black Publishers, Ltd., 2007.
E. Chapman, Arthur. *Biomechanical Analysis of Fundamental Human Movements*. Champaign, IL: Human Kinetics, 2008.
F. Davids, Keith, et al.. *Dynamics of Skill Acquisition:A Constraints-Led Approach*. Champaign, IL: Human Kinetics, 2008.
G. Enoka, Roger. *Neuromechanics of Human Movement*. 4th ed. Champaign, IL: Human Kinetics, 2008.
H. Hamill, Joseph, and Kathleen Knutzen. *Biomechanical Basis of Human Movement*. 3rd ed. Philadelphia, PA: Lippincott, Williams, & Wilkins, 2009.
I. Knudson, Duane. *Fundamentals of Biomechanics*. 2nd ed. Chico, CA: Springer Science + Business Media, LLC, 2007.
J. McGinnis, Peter. *Biomechanics of Sport and Exercise*. 2nd ed. Champaign, IL: Human Kinetics, 2005.
K. McLester, John, and Peter St. Pierre. *Applied Biomechanics Concepts and Connections*. Belmont, CA: Thomson Higher Education, 2008.
L. Robertson, Gordon. *Research Methods in Biomechanics*. Champaign, IL: Human Kinetics, 2004.
M. Wrisberg, Craig. *Sport Skill Instruction for Coaches*. Champaign, IL: Human Kinetics, 2007.
N. Wulf, Gabriele. *Attention and Motor Skill Learning*. Champaign, IL: Human Kinetics, 2007.

VI. ADDITIONAL RESOURCES:

DVD: Biomechanics Specialist, NESTA (2008).http://www.nestacertified.com

CUYAHOGA COMMUNITY COLLEGE
OFFICIAL COURSE OUTLINE

SUBJECT AREA TITLE
Sports and Exercise Studies
COURSE TITLE
Exercise For Special Populations
SUBJECT AREA CODE-COURSE NUMBER
SES - 2350
COURSE CREDIT HOURS
3.00

I. DESCRIPTION OF COURSE:

1. CATALOG DESCRIPTION

   An overview of procedures, concepts, and modifications related to fitness testing and exercise programming for various life stages and chronic diseases. Benefits of exercise and public health implications for each condition will be addressed.

2. LECTURE HOURS: 3.00

3. LAB HOURS: None

4. OTHER REQUIRED HOURS: 00
5. PREREQUISITE(S):
   SES-2220 Exercise Prescription and Program Design or concurrent enrollment or departmental approval

II. OUTCOMES/OBJECTIVES:

Upon satisfactory completion of SES 2350 - Exercise For Special Populations, the student should be able to perform the following outcomes and supporting objectives:

A. Interpret and apply concepts related to the development and progression of chronic conditions and diseases as they relate to exercise testing, exercise prescription, and exercise programming.
   1. Define the various types of cardiovascular, respiratory, metabolic, neuromuscular, skeletal diseases, and other chronic conditions.

2. Discuss risk factors, etiology, and progression of cardiovascular, respiratory, metabolic, neuromuscular, skeletal diseases, and other chronic conditions.
3. Demonstrate knowledge of physiologic responses to exercise associated with chronic disease and other chronic conditions.
4. Explain the common medical treatments and drugs prescribed for people with cardiovascular, respiratory, metabolic, neuromuscular, skeletal diseases, and other chronic conditions.
5. Demonstrate understanding of the benefits and risks associated with exercise for individuals with risk factors or diagnoses of cardiovascular, respiratory, metabolic , neuromuscular, skeletal diseases, or other chronic conditions.

B. Interpret and apply concepts related to the physiology and specific health-related modifications of human life span stages as they relate to exercise testing, exercise prescription, and exercise programming.
   1. Discuss the changes that occur in development from childhood to adulthood as they relate to exercise physiology.
   2. Discuss the structural and functional changes that occur during pregnancy and the postpartum period as they relate to single sessions and programmed phases of exercise training.
   3. Discuss the aging process as it affects cardiovascular, respiratory, endocrine, nervous, and musculoskeletal systems' responses to acute and chronic exercise.

C. Adapt exercise testing protocols for children, pregnant women, older adults, and individuals with acute and chronic cardiovascular, pulmonary, metabolic, neuromuscular, skeletal, and orthopedic illnesses and diseases.
   1. Identify categories of participants who, due to risk factors or existing conditions, require medical clearance and/or physician supervision before undergoing exercise testing.
   2. Demonstrate understanding of the importance of a health/medical history and medical clearance before exercise testing and participation.
   3. Demonstrate knowledge of contraindications and/or modifications to exercise testing for specific life stages and health conditions.
   4. Demonstrate the ability to select appropriate cardiorespiratory, muscular fitness, and flexibility exercise and fitness testing protocols for specific life stages and health conditions.

D. Adapt exercise prescription and programming procedures for children, pregnant and postpartum women, older adults, and

individuals with acute and chronic cardiovascular, pulmonary, metabolic, neuromuscular, skeletal, and orthopedic illnesses and diseases.

1. Identify categories of participants who, due to risk factors or existing conditions, require medical clearance before participating in an exercise program.
2. Demonstrate ability to modify cardiorespiratory exercise activities based on age, physical condition, and health status.
3. Demonstrate ability to modify muscular fitness exercises based on age, physical condition, and health status.
4. Demonstrate ability to modify flexibility exercises based on age, physical condition, and health status.
5. Demonstrate ability to modify overall exercise program design and progression based on age, physical condition, and health status.

III. COURSE CONTENT:

A. Review of fundamental concepts and principles of exercise testing, exercise prescription, and exercise programming.
   1. Health history and Physical Activity Readiness Questionaire (PAR-Q)
   2. Risk stratification
   3. Contraindications to exercise testing
   4. Terminating exercise testing
   5. Frequency, Intensity, Time, Type (FITT) principle
   6. Progressive overload
   7. Progressing cardiorespiratory, resistance, and flexibility training

B. Exercise testing, prescription, and programming for cardiovascular diseases
   1. Etiology and treatment of cardiovascular diseases and conditions
      a. hypertension
      b. dyslipidemia
      c. coronary artery disease (CAD)
      d. peripheral arterial disease
      e. cardiomyopathy and congestive heart disease
      f. arrythmia
   2. Epidemiology of cardiovascular illness
   3. Exercise testing modifications
   4. Exercise prescription modifications
   5. Cardiac rehabilitation

C. Exercise testing, prescription, and programming for metabolic conditions

1. Etiology and treatment of diabetes mellitus
    a. type 1
    b. type 2
    c. gestational
    d. metabolic syndrome
2. Epidemiology of diabetes mellitus
3. Exercise testing modifications
4. Exercise prescription modifications
5. Etiology and treatment of obesity
6. Epidemiology of obesity
7. Exercise testing modifications
8. Exercise prescription modifications

D. Exercise testing, prescription, and programming for respiratory conditions
1. Etiology and treatment of respiratory diseases and conditions
    a. chronic obstructive pulmonary disease
    b. asthma
    c. cystic fibrosis
2. Epidemiology of respiratory illness
3. Exercise testing modifications
4. Exercise prescription modifications

E. Exercise testing, prescription, and programming for neuromucular and skeletal conditions
1. Arthritis
2. Osteoporosis
3. Chronic pain states
4. Spinal cord injuries
5. Orthopedic conditions, injuries, and surgeries
6. Exercise testing modifications
7. Exercise prescription modifications

F. Exercise testing, prescription, and programming for other conditions
1. Cancer
2. End-stage renal disease
3. Low back pain
4. Physical and developmental disabilities
5. Developmental disabilities
6. Exercise testing modifications
7. Exercise prescription modifications

G. Exercise testing, prescription, and programming for children and adolescents
1. Child development
2. Benefits of exercise for children
3. Childhood obesity

4. Guidelines for exercise testing, prescription, and programming for children
5. Adolescent development
6. Benefits of exercise for adolescents
7. Guidelines for exercise testing, prescription, and programming for adolescents

H. Exercise testing, prescription, and programming for pregnancy and the postpartum period
   1. Prenatal development
   2. Postnatal period specific physiologic structure and function
   3. Benefits of exercise during pregnancy and postpartum
   4. Guidelines for exercise testing, prescription, and programming for pregnant and postnatal women

I. Exercise testing, prescription, and programming for older adults
   1. Anatomy and physiology of aging
   2. Benefits of exercise for older adults
   3. Common conditions of older adults
      a. sensory changes
      b. cognitive changes
      c. osteoarthritis
      d. osteoporosis
   4. Guidelines for exercise testing, prescription, and programming for older adults

IV. METHODS OF STUDENT EVALUATION MAY INCLUDE ANY OF THE FOLLOWING:

A. Written assignment
B. Written examination
C. Case studies
D. Individual presentation
E. Group presentation
F. Class participation

V. RESOURCES MAY INCLUDE ANY OF THE FOLLOWING:

A. American College of Sports Medicine. *ACSM's Guidelines for Exercise Testing and Prescription*. 8th ed. Philidelphia PA: Lippencott, Williams & Wilkins, 2010.
B. American College of Sports Medicine. *ACSM's Exercise Management for Persons With Chronic Diseases and Disabilities*. 3rd ed. Champaign IL: Human Kinetics, 2009.
C. Heyward, Vivian. *Advanced Exercise Prescription and Fitness Assessment*. 6th ed. Champaign IL: Human Kinetics, 2010.
D. Skinner, James. *Exercise Testing and Exercise Prescription for Special Cases*. 3rd ed. Philadelphia PA: Lippencott, Williams & Wilkins, 2007.
E. Williamson, Peggie. *Exercise For Special Populations*. 1st ed. Philidelphia PA: Lippencott, Williams & Wilkins, 2010.

AUGUSTINE, SUSAN

From: CAINE, NATALIE
Sent: Monday, January 31, 2011 12:34 PM
To: AUGUSTINE, SUSAN
Subject: RE: SCC

Yes. It was the only thing on the agends. We moved to approve and the vote was unanimous. Jake Barkley, myself, Donna Bernert, Kim Peer were present and Kate Krival sent me an electronic vote.

Do I need more formal minutes since we didn't really have an agenda?

Natalie Caine-Bish PhD, RD, LD
Associate Professor
Nutrition and Dietetics
School of Health Sciences
Phone: 330-672-2148
Fax: 330-672-2194
email: ncaine@kent.edu

From: AUGUSTINE, SUSAN
Sent: Monday, January 31, 2011 11:54 AM
To: CAINE, NATALIE
Subject: SCC

Natalie,
I need minutes from the last SCC meeting (January 10). Was the EXSI-TriC articulation agreement the only item on the agenda?
Thanks,
Susan

Ohio | Board of Regents

University System of Ohio

LETTER OF INTENT

Date of submission: [DATE]

Name of institution: Kent State University

Intent: To establish an Engineering Technology major within the Bachelor of Science degree

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Institution type (please check all that apply):

☒ Public
☐ Private, non-profit
☐ Out-of-state
☐ For-profit

Type of request (please check all that apply):

☐ First request to the Chancellor (i.e., request for initial authorization)
☐ New degree in an approved institution
☒ New program within an existing degree (e.g., major, minor, concentration, etc.)
☐ Certificate program
☐ New licensure/endorsement area (educator preparation)
☐ Other (please describe):

Alternative Delivery Options (please check all that apply):

☐ More than 50% of the program will be offered online
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model
☒ More than 50% of program will be offered at a site different from the institution's central/main campus location
☒ The program will be offered at multiple campus locations

The proposed program will be offered at Kent State's Ashtabula, Trumbull, Tuscarawas campuses

Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors):

Approved by the Educational Policies Council on [DATE]; full proposal will be reviewed/approved by the Kent State Board of Trustees at a later date.

Projected date full proposal will be submitted: [DATE]

Projected start date: Fall 2012

1. **Provide a brief description of the request**.

   Kent State University proposes to create a new major[1], Engineering Technology, within the Bachelor of Science degree, to be administered by Kent State's Regional College and offered on three of the university's campuses: Ashtabula, Trumbull and Tuscarawas. The proposed major will comprise the following five concentrations:

   1. Electrical/Electronics
   2. Manufacturing/ Mechanical/Systems
   3. Computer Design, Animation and Game Design
   4. 2+2 Integrated
   5. Green and Renewable Energy Technology

2. **Explain the institution's rationale for making the request.**

   During the 2009-10 academic year, Kent State established the Regional College to administer all existing and new associate and bachelor's degree programs serving primarily the university's seven regional campuses. As a result, it was determined that several concentrations[2] within the BS degree in Technology (housed in the College of Technology) were to be moved to the Regional College since they have historically been offered on the regional campuses only, and their faculty had already moved to the Regional College.

   Two of the concentrations in computer technology were incorporated into the revised Bachelor of Technical and Applied Studies degree (a separate proposal has been submitted for that name/curricular change), which is offered on all seven regional campuses. The remaining three, which share a common curricular core, are to become the proposed BS degree in Engineering Technology. These three existing concentrations—Electrical/ Electronics, Manufacturing/Mechanical/ Systems and Computer Design, Animation and Game Design—have been offered since 2001 and have served the needs of regional students and industry well as illustrated by their enrollment stability and growth since inception.

   The proposed Engineering Technology major is more appropriate than the current Technology major for the referenced program concentrations. According to the Accreditation Board for Engineering and Technology, engineering technology education focuses primarily on the applied aspects of science and engineering aimed at preparing graduates for practice in that portion of the technological spectrum closest to product improvement, manufacturing, construction and engineering operational functions.

   Technology is a broad field, dealing with the application of knowledge to the practical aims of human life or to changing and manipulating the human environment. Technology includes the use of materials, tools, techniques and sources of power to make life easier or more pleasant and work more productive. In contrast, engineering technology is the application of engineering principles and modern technology to help solve or prevent technical problems.

---

[1] Per Kent State University curriculum nomenclature, a major is a program of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents. The major may represent a field of study or be interdisciplinary.

[2] Per Kent State University curriculum nomenclature, a concentration is the second sub-hierarchical expression of degree requirements. The concentration is a subset of program requirements within a major where two or more explicitly designated concentration choices share a common core in the major.

These three concentrations articulate with six Kent State's associate degrees in engineering technology, all housed in the Regional College:

1. Computer Design, Animation and Game Design (AAS)
2. Electrical/Electronic Engineering Technology (AAS)
3. Engineering of Information Technology (AAS)
4. Manufacturing Engineering Technology (AAS)
5. Mechanical Engineering Technology (AAS)
6. Systems/Industrial Engineering Technology (AAS)

In addition, a fourth (and new) concentration, 2+2 Integrated, will allow a seamless articulation from other technical associate degree programs at Kent State and elsewhere.

A fifth (and new) concentration, Green and Renewable Energy Technology, will focus on clean, green and renewable energy technology such as fuel cells, solar, wind and hydropower. This new concentration aligns with the state and nation's efforts to educate and train students on alternative clean, green and renewable energy technologies.

The Technology major—viable as a stand-alone major—will remain in the College of Technology.

3. For institutions that already have the Chancellor's approval to operate in Ohio:

a. Indicate whether additional faculty and staff will be needed to support the proposed request.

Current faculty and staff members are sufficient. The faculty currently teaching the courses in the concentrations will continue as the concentrations move from the Technology major to the proposed Engineering Technology major.

b. Indicate whether additional administrative (e.g., admissions, financial aid, registrar, etc.) and student support services (e.g., advising, tutoring, counseling, etc.) will be needed to support the proposed request.

There is no anticipated need for any additional administration or support services as the proposed Engineering Technology major currently exists, albeit as concentrations within the Technology major. Inclusion of the two new concentrations will not require additional support.

c. Indicate whether additional library services and resources will be needed to support the proposed request.

There is no anticipated need for additional library services and resources since the proposed strictly deals with the relocation of current programs of study from one major to another, and from one college to another, within Kent State.

d. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.

Resources are sufficient at this time.

By submission of this request, the institution acknowledges and agrees to the following:

- The submission of the letter of intent and applicable fees initiates the review process. If a complete proposal for this request is not submitted within one year from the date of this letter, the institution must submit another letter of intent and related fees to the Chancellor of the Ohio Board of Regents.
- The institution may withdraw its request it any time. However, fees will not be returned to the institution once a full proposal has been submitted for review.
- Full proposals will not be reviewed until the institution has submitted all applicable fees to the Ohio Board of Regents.
- The Chancellor or his staff may, in their judgment, request additional information and/or modify the type of review performed as outlined in the guidelines if the following occurs during the course of the review process:
    - Previously approved institutions fail to continue to meet the Chancellor's standards;
    - The institution is sanctioned by its regional, national or specialized accreditor, or is sanctioned by another state approval/licensing agency;
    - For-profit institutions registered with the State Board of Career Colleges and Schools are sanctioned by that board; or
    - Institutions undergo a change in ownership or profit status.
- The Chancellor or his staff, in their judgment, may modify the forms used to submit requests for approval if it is determined that such changes will improve the process. If such change occurs after the institution has submitted a request, the institution may choose to either complete the process using the previous forms or resubmit its request using the new forms.
- The Chancellor, at his discretion, reserves the right to modify the review guidelines and processes in accordance with the laws and rules of the Ohio Revised Code and Ohio Administrative Code.

Respectfully,

Robert G. Frank
Provost and Senior Vice President for Academic Affairs
Kent State University

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agendas for Monday, 18 April 2011
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: 11 April 2011 *REVISED 13 April 2011, 18 April 2011*

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, 15 April, to ensure that the materials are available at the meeting for review.

EPC Undergraduate Council Agenda
EPC Graduate Council Agenda

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 28 March 2011.
   Attachment 1

Office of International Affairs

2. Recognition of three-year bachelor's degrees from India as equivalent to bachelor's degrees in the United States when the following circumstances are true: (1) the applicant graduated in first (division I) or second (division II) class, and (2) the awarding institution is highly accredited.
   Effective Fall 2011
   Attachment 2

INFORMATION ITEMS

College of Arts and Sciences

Department of Sociology

2. Extension of the Sociology [SOC] major within the Bachelor of Arts [BA] degree to the Stark Campus.
   Effective Fall 2011
   Attachment 3

College of Public Health

3. Establishment of an alternate instructional delivery—online—for the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. The admission, curriculum and graduation requirements are unchanged.
   Effective Fall 2011
   Attachment 4

DISCUSSION ITEMS

Office of the Provost

1. The three-year degree directive from the state.

2. The Kent State residence policy and certificate programs.

3. The Kent Core.

LESSER ACTION ITEM

College of Arts and Sciences

1. Establishment of policy in the Undergraduate Catalog to include all major coursework when calculating major GPA in the undergraduate degree programs.
   Effective Fall 2011

EPC GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 28 March 2011.
   Attachment 1

DISCUSSION ITEMS

Division of Graduate Studies

1. Mission and goals of a graduate education at Kent State University.
   Attachment 5

2. Exit survey for graduate students.
   Attachment 6

COURSE CHANGES

Effective for Spring 2012

TECH 36110 Principles of Fraud Examination (3) to:
ACTT ..... Revise

TECH 36120 Ethical Issues Relating to Fraud Examination (3) to:
ACTT ..... Revise

TECH 36401 Applications of Technology Management Software (3) to:
BMRT ..... Revise

TECH 36410 Security for Business Students (3) to:
BMRT ..... Revise

TECH 36420 Physical Security (3) to:
BMRT ..... Revise

TECH 36430 Security Management (3) to:
BMRT ..... Revise

TECH 36440 Security Investigation (3) to:
BMRT ..... Revise

TECH 46170 Case Studies in Fraud Examination (3) to:
ACTT ..... Revise

TECH 46191 Seminar in Fraud Examination (3) to:
ACTT ..... Revise

TECH 46295 Special Topics in Applied Business (2-3) to:
BMRT ..... Revise

TECH 46409 Strategic Management of Technology and Innovation (3) to:
BMRT ..... Revise

TECH 46410 Crisis and Disaster Management Planning (3) to:
BMRT ..... Revise

TECH 46418 Labor Studies in Technology (3) to:
BMRT ..... Revise

TECH 46420 Legal Issues in Security (3) to:
BMRT ..... Revise

Agenda prepared by Office of Curriculum Services

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
March 2011

Due to a lack of items on the agenda that necessitated a face-to-face meeting, members of the Educational Policies Council did not meet in the month of March.

However, an agenda was generated and comprised one action item (minutes of the February agenda), four information items, one lesser action item and a list of course changes. Via the EPC Listserv, members were encouraged to discuss the items.

There was no discussion on any of the items. Therefore, all items on the agenda were administratively approved as no objections were heard through the Listserv from EPC members.

Respectfully submitted,

Therese E. Tillett

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

Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
EXISTING BACCALAUREATE PROGRAM DELIVERY
AT AN EXISTING REGIONAL CAMPUS

Date of submission: *to come*

Name of institution: Kent State University

Name of campus(es): Stark Campus

Program to be delivered at the site: Sociology major within the Bachelor of Arts degree

Proposed start date: Fall 2011

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors):
Final approval by the Educational Policies Council, a Faculty Senate subcommittee on 18 April 2011 *expected date*

Educator Preparation Programs:
Program leads to licensure: No
Program leads to endorsement: No

Rationale: The Stark Campus currently offers all coursework required to complete the BA degree in Sociology. Student interest in the program is growing, as indicated by 13 majors declared at the Stark Campus in fall 2010. The request is to offer this program on an ongoing basis. This program aligns with the University System of Ohio goals in that it produces graduates with a strong set of skills in communication, research and critical thinking for immediate employment or advanced education and training.

SECTION 1: CHANGES NEEDED TO ACCOMMODATE THE NEW PROGRAM(S)

Academic and Administrative Leadership and Services

1.1 Describe the changes (if any) that will be needed in academic and administrative leadership at the site to accommodate the new program.

There are no anticipated changes needed. As this is an established regional campus of Kent State University, there is a campus dean, Walter F. Wagor, who reports to the university provost, and 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 are not exclusive to, the library, computer technology, learning center, accessibility services, admissions, registration, financial aid, advisement, registrar, bursar and tutoring.

The chair of the Department of Sociology on the Kent Campus oversees all curricular and academic aspects of the Sociology program and courses.

1.2 Describe the changes (if any) that will be needed in the site's existing administrative services (e.g., admissions, financial aid, registrar, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no additional resources required to implement this degree program. As this is an established regional campus of Kent State University, there is a full range of administrative and support services available, including admissions, financial aid, advising, registrar, tutoring, learning center, accessibility services and library.

1.3 Describe the changes (if any) that will be needed in the site's existing academic student services (e.g., advising, tutoring, psycho-social counseling, placement services, etc.) to accommodate the new program. If such services are not available at the site, describe how students in the new program(s) will access such services.

There are no changes needed to accommodate this program.

Resources and Facilities

1.4. *Describe the changes in resources and facilities (e.g., classrooms, computer labs, laboratories, study areas, social areas, technology, and other learning environments) that will be needed to accommodate the new program and provide a timeline for implementing the changes.*

There are no changes needed to accommodate this program.

1.5 Describe any additional library resources (e.g., personnel, space, technology, etc.) that will be needed to accommodate the new program at the site and provide a timeline for implementing the changes.

There are no additional library resources required to implement this degree. The on-site Stark Campus library currently houses 82,000 volumes/reference materials, open computer access area, computer classrooms, information literacy instruction, interlibrary loan, OhioLINK and KentLINK.

1.6. If a full-service library is not available onsite, indicate how students, faculty and staff in the new program will access the resources and services of the main campus library.

Not applicable.

SECTION 2: PROGRAM INFORMATION

Sociology - B.A. Program Requirements at Kent State University
From the 2010 University Catalog (www.kent.edu/catalog/2010/collesprograms/as/ug/soc.cfm)

Type Legend: **DD** Diversity–Domestic; **DG** Diversity–Global; **KAD** Kent Core Additional; **KBS** Kent Core Basic Sciences; **KCM** Kent Core Composition; **KFA** Kent Core Fine Arts: **KHU** Kent Core Humanities; **KMC** Kent Core Mathematics and Critical Reasoning; **KSS** Kent Core Social Sciences; **WIC** Writing Intensive

I.	**DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)**			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (34 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
KSS/DD	SOC	12050	Introduction to Sociology	3
DG	SOC	32210	Researching Society	3
	SOC	32220	Data Analysis	3
	SOC	32221	Data Analysis Laboratory	1
WIC	SOC	42126	Sociological Theories*	3
	SOC	Sociology Electives (minimum 15 upper-division credit hours)		21
III.	**ADDITIONAL PROGRAM REQUIREMENTS (86 credits)**			
Type	**Course**		**Title**	**Credits**
	Foreign Language			14-16
	Kent Core Additional (must be from two categories)			6
	Kent Core Basic Sciences (must include one laboratory)			9-10
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Mathematics and Critical Reasoning			3-5
	Kent Core Social Sciences (must be from two disciplines)			6
	General Electives (minimum 24 upper-division credit hours)			33
			MINIMUM TOTAL	**121**

*A minimum C (2.0) grade must be earned to fulfill the writing-intensive requirement.

The full degree program will be offered at the Stark Campus. Currently, all required sociology courses in the program are offered at the Stark Campus. The following sociology courses, which may be applied toward the program's 15-credit sociology electives, are currently offered and will continue to be offered at the Stark Campus:

SOC 32510 Sociology of Work
SOC 32560 Sociology of Families
SOC 32762 Deviant Behavior
SOC 42315 Sociology of Changing Gender Roles
SOC 42359 Social Movements
SOC 42558 Wealth, Poverty and Power

In addition, the following courses, which also may be applied toward the program's 15-credit sociology electives, are available online from other Kent State University campuses:

SOC 32400 Individual and Society
SOC 32569 Minorities in America
SOC 32570 Inequality in Society
SOC 42010 Death and Dying
SOC 42421 Childhood in Society
SOC 42563 Sociology of Health and Health Care
SOC 42568 Race and Ethnic Studies
SOC 42575 Family Patterns: A World Perspective
SOC 42879 Aging in Society

All required Kent Core (general education requirements) and foreign language courses are currently offered and will continue to be offered at the Stark Campus.

SECTION 3: FACULTY

2.1 Complete a faculty matrix for the proposed program at this offsite location. Include a separate matrix if general education courses are being added. A faculty member must be identified for each course to be taught at the site during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix.

Please note that the courses listed below in the matrix are the major courses in the degree program. All other courses to satisfy graduate requirements comprise the Kent Core (general education requirements) and general electives, which are offered on all Kent State University campuses. See program requirements in section 2.

Name of instructor	Rank or title	Terminal Degree	Years teaching/ experience	Courses individual will teach in proposed program
Zachary Schiller	Assistant Professor	PhD	5	SOC 12050 Introduction to Sociology; SOC 22100 Sociological Analysis; SOC 22778 Social Problems; SOC 42126 Sociological Theories; SOC 42558 Wealth, Poverty and Power
Anne Haas	Assistant Professor	PhD	6	SOC 12050 Introduction to Sociology; SOC 22100 Sociological Analysis; SOC 32510 Sociology of Work; SOC 42315 Sociology of Changing Gender Roles, SOC 42359 Social Movements
Katrina Bloch	Assistant Professor	PhD	2	SOC 12050 Introduction to Sociology; SOC 22778 Social Problems; SOC 32210 Researching Society; SOC 32220 Data Analysis; SOC 32221 Data Analysis Lab; SOC 32762 Deviant Behavior
John Harkness	Assistant Professor	MA	43	SOC 12050 Introduction to Sociology; SOC 32560 Sociology of Families

The faculty members listed above are all full-time faculty and participating members of the Department of Sociology. They hold their rank in the department, are included in program and curricular development and are reviewed by both campus and department for all personnel actions and professional development. This ensures currency of the program as delivered on campus. As members of the Department of Sociology, they are also members of the College of Arts and Sciences. They have the same and equal access to all other aspects of university governance, such as contract, work load, and participation in curricular development, technical support and course delivery support as are available to Kent Campus faculty.

2.2 Describe future faculty staffing plans for the program at this location. In your response, include a description of the institution's plans, if any, for adding courses and faculty after the initial two years of operation and a description of the plans to add faculty in response to increases in student enrollment.

No additional faculty needed to offer the program.

SECTION 3: MARKET/WORKFORCE NEED

3.1 Indicate whether the institution performed a needs assessment/market analysis to determine need for the program at the site. If so, describe the results of those findings.

An important measure of need is the current number of declared majors taking their coursework on the Stark Campus (13 students for fall 2010). The majority of these are lower-division students who are likely to remain on campus if the degree is offered. Upper-division courses offered in the past two years have routinely enrolled with 25-30 students per course.

The chart below, which indicates enrollment of incoming freshmen only, will not capture the fact that we already have upper-division enrollment.

3.2 *Indicate the projected enrollments for the program at this site over the next three years.*

	2011-2012	2012-2013	2013-2014
First-year students	12	16	20
Second-year students		9	11
Third-Year students			8

3.3. 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.

Research on the feasibility and validity of the proposed program included consultation of job outlook surveys. Employment prospects for graduates are strong, particularly if they continue their students to obtain a degree in social work. The Northeast Central Ohio Economic Region 9 report[1] shows the following occupations as likely to grow through 2016:

Substance Abuse and Behavioral Disorders Counselors — 39.5 percent increase
Child, Family and School Social Workers — 23.9 percent increase
Medical and Public Health Social Workers — 13.3 percent increase
Social Workers, all others — 10.1 percent increase

The undergraduate sociology degree program will allow graduates to gain entry-level positions while preparing them strongly for a Master of Social Work degree.

Commitment to Program Delivery at Site

Kent State University is committed to supporting the BA degree in Sociology at its Stark Campus. If the university decides in the future to either eliminate the degree program or close the campus, Kent state will provide the necessary resources and means for matriculated students to complete their degree.

Verification and Signature

Kent State University verifies that the information in the application is truthful and accurate.

Robert G. Frank
Provost and Senior Vice President for Academic Affairs

[1] Source: 2016 Ohio Job Outlook, http://lmi.state.oh.us/proj/ohiojoboutlook.htm.

Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
ONLINE OR BLENDED/HYBRID DELIVERY

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid[1] delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: *to come*

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
Bachelor of Science in Public Health degree

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Director, Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Proposed start date: Fall 2011

Date that the request received final approval from the appropriate institutional committee: Approved by the Educational Policies Council, a subcommittee of the Faculty Senate on *date to come*

Does the institution have Higher Learning Commission's approval for online or blended/hybrid delivery: Yes

Educator Preparation Programs:
Leads to licensure No
Leads to endorsement No

[1] For this document, the following definitions will be used:
Online—most (80+%) of the content is delivered online; typically requires no face-to-face meetings.
Blended/hybrid—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.
Web-facilitated—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.
On-ground (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The online Bachelor of Science in Public Health (BSPH) degree program will be offered in addition to the on-ground program.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

The on-ground program offers five concentrations (beginning in fall 2011): Global Health; Health Care Administration; Health Promotion and Education; Environmental and Occupational Health; and Pre-Medicine, Dentistry, Osteopathy.

For the online program for fall 2011, only the Health Promotion and Education concentration will be offered online as the university is able to guarantee the online availability of all the courses in that concentration. As Kent State University builds online capacity, it is likely additional concentrations will be offered for the online BSPH degree in the near future. At this time, there is no intention of seeking an online version of the Pre-Medicine, Dentistry, Osteopathy concentration.

Admission, course and graduation requirements and student outcomes are unchanged for the online delivery.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

The course design structure will be asynchronous, which will allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Kent State's Office of Continuing and Distance Education provides preliminary academic advising for students enrolled in web-based courses, including the use of the Blackboard learning management system. Further, the College of Public Health has two full time academic counselors for undergraduate education who will be available online and by telephone to provide students with the necessary support and counsel. The College of Public Health is committed to quality advising and is budgeting for additional advising staff to meet student demand.

Faculty delivering the curriculum will also be available online and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours and by telephone or video appointment are clearly posted on each course syllabus.

The College of Public Health works closely with Kent State's Office of Student Accessibility Services to provide appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities.

Kent State is a partner in the Ohio Collaborative eTutoring Network, which offers online assistance in writing, mathematics, biology, chemistry and accounting.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

The Student Survey of Instruction is the University's formal measure of faculty teaching effectiveness. The results of the survey are used by the instructor to improve the class, and by the department, college, and university committees to evaluate the instructor, curriculum, equipment and facilities for the class. The Student Survey of Instruction provides 19 standard items divided into eight sections:

1. Student information
2. Student comment and learning
3. Course organization
4. Evaluation process
5. Instructor characteristics
6. Physical facilities
7. Equipment and technology
8. Summary question

Academic unit/campus additional questions can also be included and normed. A standard administrative procedure is included for instructors, for student volunteer monitors, and for department/school/campus offices. The Student Survey of Instruction is completed by students in each course section during the last two weeks of the regular semester, and is not administered during the week of final exams. Student anonymity is assured and uniform scaling is used throughout the university with analysis provided by Administrative Computing Services. Students enrolled in fully online courses receive, complete and submit the Student Survey of Instruction online.

Each public health course has a set of student learning objectives/competencies that were developmentally prepared for undergraduates by Public Health faculty based on the Council on Education in Public Health master's level competencies in public health. Faculty have developed an assessment tool based on these objectives/competencies that will be administered to students at the conclusion of their undergraduate experience as a metric for their content mastery. This tool will be used for both on-ground and online BSPH programs.

Moreover, the College of Public Health will be applying the Quality Matters™ rubric for online curriculum delivery that focus on process and online course design. The Quality Matters™ rubric includes course overview and introduction, learning objectives, assessment and measures, resources and materials, learner engagement, course technology, learner support and accessibility.

3.6 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)

The Bachelor of Public Health degree in theKent State University Catalog: www.kent.edu/catalog/2011/collegesprograms/ph/ug/ph.cfm

Course	Online	On-ground (include web facilitated)	Blended / hybrid	Course currently required in approved program	Comments
Major Core Coursework					
PH 10001 Introduction to Public Health	■	■		Yes	
PH 10002 Introduction to Global Health	■	■		Yes	
PH 20001 Essentials of Epidemiology	■	■		Yes	
PH 20003 Public Health Policy and Decision-Making	■	■		Yes	
PH 20005 Social and Behavioral Science Theories in Public Health	■	■		Yes	
PH 20006 Environmental Health Science	■	■		Yes	
PH 30002 Introductory Biostatistics	■	■		Yes	
PH 30003 Public Health Strategies	■	■		Yes	
PH 20004 Public Health Research	■	■		Yes	
PH 30007 Prevention and Control of Diseases	■	■		Yes	
PH 30012 Communicable Diseases	■	■		Yes	
PH 44000 Health Disparities	■	■		Yes	
Health Promotion and Education Concentration					
HED 21050 Health Education Theories	■	■		Yes	
HED 32565 Marketing in Health Education		■		Yes	
HED 34050 Program Planning and Evaluation in Health Education		■		Yes	
HED 42041 Health Counseling	■	■		Yes	
PH 44092 Internship in Public Health	■	■		Yes	
University Requirements					
US 10097 Destination Kent State: First Year Experience	■	■		Yes	
Kent Core Composition (OTM)	note 1	■		Yes	
Kent Core Mathematics/Critical Reasoning (OTM)	note 2	■		Yes	
Kent Core Humanities and Fine Arts (OTM)	note 3	■		Yes	
Kent Core Social Sciences (OTM)	note 4	■		Yes	
Kent Core Basic Sciences (OTM)	note 5	■		Yes	
Kent Core Additional (OTM)	note 6	■		Yes	

Notes:

1. 100 percent of courses currently offered online (honors courses excluded)
2. 55 percent of courses currently offered online (not offered are higher level mathematics courses and philosophy course)
3. 71 percent of humanities courses and 73 percent of fine arts courses currently offered online
4. 78 percent of courses currently offered online (honors courses excluded)
5. 53 percent of lecture-based courses currently offered online; four lab-based courses currently offered online
6. Minimum 6 credits from two Kent Core areas

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

R. Scott Olds, HSD, professor of social and behavioral sciences in the College of Public Health, will serve as the coordinator responsible for administering the online BSPH degree. Dr. Olds has 27 years of higher education experience and has led the College of Public Health's response to delivery of online instruction. He has worked closely with Kent State's associate provost for extended education and with Kent State's Office of Continuing and Distance Education on both the technical and substantive matters associated with online instruction. These relationships will continue and serve as an important resource for the BSPH online implementation and evaluation. See Appendix A for Dr. Olds' curriculum vitae.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Full-time tenure track faculty who teach in the BSPH degree will have those instructional responsibilities as part of their standard load. It will not be considered as an additional load but as part of their professional duties. There is no expectation that the online instruction will negatively affect fulltime faculty research/scholarship and participation in committees and university governance.

The College of Public Health is securing talented and experienced adjunct faculty to augment instructional delivery of the online BSPH. Each of these faculty members will be provided orientation to Kent State University policies and online tools so they are both comfortable and familiar with these necessary requisites as faculty members.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

The College of Public Health is securing talented and experienced adjunct faculty to augment full-time faculty with instructional delivery of the online program. Each of these faculty members will be provided orientation to Kent State University policies and Blackboard online tools so they are both comfortable and familiar with these necessary requisites as faculty members. All faculty providing instruction to the online BSPH degree will have professional development opportunities and regular access to a full-time instructional designer who will be hired by the end of spring 2011 and serve as a pedagogical and technical support staff member exclusively dedicated to the College of

Public Health. Moreover, the college will work closely with Kent State's Faculty Professional Development Center for additional support for faculty delivering online instruction.

To ensure adherence to established college and university guidelines as well as pedagogical standards, each course in the Public Health curriculum is assigned a course coordinator. This person is a full-time faculty member in the college who is a subject-matter expert in the area of the course offering. Course coordinators are compensated for this assignment beyond their faculty salary and take their responsibilities seriously. Coordinators ensure that course content and delivery are appropriate. They also serve as a mentor and sounding-board for adjunct faculty, particularly those who may be new to online teaching.

Further, there are university resources available to assist with instructional technology needs both substantively and technically. For example, the Office of Continuing and Distance Education and the Educational Technology Services units provide support for the design and delivery of online courses. Moreover, Kent State's online HelpDesk—available 24 hours a day, seven days a week—assists faculty and students with technical support to trouble shoot challenges that arise.

4.4 Using the form below, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). ***A copy of each faculty member's CV must be included as an appendix item.***

Name of instructor	Rank or title	Full-time/ part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
Madhav Bhatta	Assistant Professor	FT	PhD, Epidemiology, University of Alabama, 2007	PH 10002 Introduction to Global Health	Yes	4
Scott Grey	Instructor	FT	MS, Epidemiology and Biostatistics, 2002; PhD candidate, Epidemiology and Biostatistics, 2011	PH30002 Introductory Biostatistics	Yes	4
David Hussey	Associate Professor	FT	PhD, Social Welfare, Case Western Reserve University, 1992		Yes	2
Eric Jefferis	Associate Professor	FT	PhD, Criminal Justice, University of Cincinnati, 2004	PH20004 Public Health Research	Yes	4
Willie Oglesby	Assistant Professor	FT	PhD, Health Behavior, University of South Carolina, 2008	PH10001 Introduction to Public Health and PH20003 Public Health Policy and Decision-Making	Yes	4
Scott Olds	Professor	FT	HSD, Health Education, Indiana University, 1987	PH 20005 Theories in Social and Behavioral Sciences	Yes	4
Lynette Phillips	Assistant Professor	FT	PhD, Epidemiology, University of North Carolina, 2007	PH 10001 Introduction to Public Health; PH 30001 Essentials of Epidemiology	Yes	3

Name of instructor	Rank or title	Full-time/ part-time	Terminal degree title, discipline on diploma, institution, year	Course instructor will teach in proposed program	Experience teaching distance education courses/ professional development in DL	Number of courses instructor will teach/year (include traditional and DL)
John Staley	Assistant Professor	FT	PhD, Health Policy and Administration, University of North Carolina, 2008	PH20006 Environmental Health Science	Yes	4
Maggie, Stedman-Smith	Assistant Professor	FT	PhD, Environmental Health, University of Minnesota, 2008	PH 20006 Environmental Health Science; Health Disparities, 44000	Yes	4
Tomas Tamulis	Assistant Professor	FT	PhD, Environmental Health, 2005	PH 10002 Introduction to Global Health	Yes	4
Christopher Woolverton	Professor	FT	PhD, Medical Microbiology, West Virginia University, 1986	PH 30012 Communicable Diseases PH 30007 Prevention and Control of Disease PH 30006 Introduction to Environmental Health PH 10001 Introduction to Public Health	Yes	4
Melissa Zullo	Assistant Professor	FT	PhD, Epidemiology, Case Western Reserve University, 2009	PH 30001 Essentials of Epidemiology	Yes	4

APPENDICES

Appendix items

Appendix A: Curriculum vitae for R. Scott Old
Appendix B: Curriculum vita for Public Health faculty

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

Robert G. Frank
Provost and Senior Vice President for Academic Affairs

GRADUATE EDUCATION AT KENT STATE UNIVERSITY

MISSION

The mission of the Division of Graduate Studies at Kent State University is to advance graduate education and to serve as its advocate within the university and beyond. Fundamentally, Graduate Studies helps to prepare students for successful academic and professional careers and to contribute to a diverse and changing world. Graduate Studies is in a unique position to support cross-college and cross-disciplinary initiatives. These activities in turn help Kent State University rise in stature, extramural funding, and research productivity. Leadership provided by Graduate Studies exemplifies the highest standards of the academy and contributes to the reputation of the University as a major public teaching and research institution.

To succeed in its mission, Graduate Studies must:

- attract and support the highest quality graduate students
- enhance the quality of and foster innovation in graduate education
- promote and develop a diverse graduate student population
- increase the number of graduate students commensurate with increases in research/scholarship
- enhance the intellectual and creative environment on campus for graduate students
- provide outlets for graduate students to be involved in cross-disciplinary collaboration
- provide competitive and attractive support and services
- adopt/adapt best practices in innovative graduate studies as specified by the Council of Graduate Schools

FIVE YEAR VISION

1. Incoming qualifications: Increase the academic quality and diversity of students who choose Kent State as their graduate institution

2. Program quality: Offer leading edge master's and doctoral training programs
    - Encourage the hiring and retention of graduate faculty with strong disciplinary credentials who are passionate about training and mentoring young scholars/practitioners
    - Institute a culture of rigorous program reviews based on self examination, peer evaluation and program modification (pertaining to programs delivered on-campus, on-line, off-campus or via hybrid models)
    - In addition to becoming experts in their chosen discipline, offer opportunities for students to take degree-relevant coursework in cognate disciplines (e.g., flexible curricula)
    - Foster program quality through training grants and other funding mechanisms
    - Encourage cross-disciplinary programs (in particular, cross -college programs)
    - Develop international student exchanges to enhance learning experiences
    - Sponsor colloquia and symposia featuring world-class scholars/practitioners with whom students can interact and network

3. Professional Development: Insure that each master's and Ph.D. graduate possesses the professional skills commensurate with the degree earned
    - Offer training in pedagogy of the discipline (e.g., effective teaching in one's discipline)
    - Offer training in teaching with technology
    - Offer training in how to mentor
    - Offer training in skills for dissemination of scholarship (e.g., conference presentations, manuscript writing)
    - Offer training in grant writing

4. Student Quality of Life: Foster a campus environment that is graduate student-friendly and develop programs that meet students' intellectual and social needs
    - Increase opportunities for graduate students to meet informally to talk about (or act on) social problems, academic questions, community projects
    - Encourage opportunities for social engagement among graduate students
    - Feature graduate students in university publications to familiarize the campus with graduate student activities and accomplishments

5. Attract postdoctoral fellows to elevate graduate student training

6. Growing resources: Develop external sources of funding to support graduate student activities and graduate students
    - Solicit contributions to fund graduate scholarships and financial aid
    - Solicit contributions to fund honors and awards for graduate students

OUTCOMES

1. Shortened time to degree conferral
    - Average of 6 years from initial enrollment to graduation for full time PhD students who begin with a Bachelor's degree and 3 years for those who begin with a master's degree in the discipline
    - Average of 2-3 years from initial enrollment to graduation for full time master's students

2. Increased recognition of graduate students accomplishments
    - Competitive external funding to support dissertation research and creative activities
    - National/international awards and honors for graduate student research, creative activities teaching
    - Dissemination of research and creative activities in premier outlets

3. Successful placement of graduates
    - PhD graduates
        - Placement in academic positions or other degree-relevant employment
        - Selected for postdoctoral training
    - Professional doctorate and Master's graduates
        - Placement in degree-relevant practice positions
        - Admission to Ph.D. training program

KENT STATE EXIT SURVEY FOR GRADUATE STUDENTS

Kent State University is committed to continually enhancing and improving the training and experiences of its students. The Division of Graduate Studies requests that you take some time to fill out this survey regarding your experience as a graduate student at KSU. Your honest responses are greatly appreciated.

Thank you.

Please enter your Banner ID to log-in:
Banner IDs can be found by accessing FlashLine Student Tools. If you enter the wrong ID, your college will not receive notice that you have completed the Exit Survey.

Banner IDs are required for confirmation purposes only. Survey results will not be identified with individual participants' names.

1. **Select the term and year in which you started your degree program.**

2. **Expected graduation term/year:**

3. **Graduate degree to be awarded:**

4. **Please select the major or program in which you've earned your degree.**

5. **What are your immediate post-graduate plans?**
   1) Further graduate study, 2) Post-doctoral fellowship or research associateship, 3) Employment at four-year college or university, 4) Employment at community college, 5) Employment at school (pre-K—12), 6) Employment in business or industry, 7) Government service, 8) Employment at non-profit organization 9) Self-employment, 10) Military service, 11) Not seeking employment at this time

   If 'FURTHER GRADUATE STUDY'
   Will you be pursuing further graduate study at Kent State University?
   1) Yes, 2) No

   If 'NO':
   Please indicate the university where you will pursue further graduate study.

   If 'POST-DOCTORAL FELLOWSHIP OR RESEARCH ASSOCIATESHIP'
   Will you be pursuing your post-doctoral fellowship or research associateship at Kent State University?
   1) Yes, 2) No

   If 'NO':
   Please indicate the university where you will pursue your post-doctoral fellowship or research associateship.

6. **Have you already secured employment or been admitted for further graduate study?**
   1) Yes, 2) No

   If 'YES':
   Please indicate the geographic area in which you will be employed or pursuing further studies.
   1) NE Ohio, 2) Elsewhere in Ohio, 3) State outside of Ohio, 4) Country outside of U.S.

   Is this employment or graduate study related to your current research field or degree?
   1) Yes, 2) No

7. **Regardless of your immediate plans, what are your long-term career/occupational plans?**
   1) Employment at four-year college or university, 2) Employment at community college, 3) Employment at school (pre-K—12), 4) Employment in business or industry, 5) Government service, 6) Employment at non-profit organization, 7) Self-employment, 8) Military service

8. **Please indicate whether or not you received each of the following types of funding at any time during your graduate program at KSU**
   1) Teaching Assistantship, 2) Research Assistantship, 3) Administrative Assistantship, 4) Work Study, 5) KSU Fellowship/Scholarship, 6) Non-KSU Fellowship/Scholarship, 7) Corporate Funds, 8) Grant Funds, 9) Foreign Government Funds, 10) Student Loans/Financial Aid, 11) Other (e.g., family)

If other than 'TEACHING ASSISTANTSHIP':
Did you also have opportunities to teach in your graduate program?
1) Yes, 2) No

9. **In your experience, did you find that graduate student funding was fairly distributed to graduate students in your department/program?**
1) Yes, 2) No, 3) My program doesn't offer funding, 4) Not sure how it was distributed

If 'NO':
Please explain in what way(s) the funding was unfairly distributed.

10. **Did you work outside of the university during your graduate degree program?**
1) Yes, 2) No

If 'YES':
Was the work related to your research field/degree?
1) Yes, 2) No

11. **Did you borrow any money in order to pursue graduate school?**
1) Yes, 2) No

If 'YES':
How much money have you borrowed in order to complete your graduate degree?
1) $1-5,000, 2) $5,001-10,000, 3) $10,001-15,000, 4) $15,001-20,000, 5) $20,001-30,000, 6) $30,001-40,000, 7) OVER $40,000

12. **How satisfied have you been with the following services <u>at KSU</u>?**

	Very Satisfied	Somewhat Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
Library facilities and resources					
Access to software					
Computer labs					
Financial Aid services					
Student health services					
Mental health counseling services					
Fitness facilities					

13. **How would you rate the adequacy of space, facilities and equipment <u>in your department/program</u>?**

	Excellent	Good	Neutral	Fair	Poor	N/A
Laboratory, clinical or studio facilities						
Classroom facilities						
Personal work space (e.g., desk or office)						

Computer equipment/software in your department or college computer lab						

14. Did your department/program offer new student orientation?
1) Yes, 2) No

If 'YES':
How helpful was the orientation?
1) Very, 2) Somewhat, 3) Not at all

If 'NOT AT ALL':
What could have been done to better assist you at the time of orientation?

15. Did your department/program provide you with a set of program requirements and expectations (e.g., a student handbook or policy book)?
1) Yes, 2) No

16. Did the faculty of your department/program formally review your academic progress on an annual basis?
1) Yes, 2) No

17. How would you rate the following aspects of your graduate program?

	Poor	Fair	Average	Good	Excellent
Academic reputation of your program					
Quality of students in your program					
Overall academic rigor of your program curriculum					
The fit of your program with your career goals					
Coursework, seminars, labs, reading courses, etc.					
Career enhancement or academic enrichment services (e.g., grant writing, ethics, public speaking)					
Relationships with fellow graduate students					
Collegiality among faculty					
Student to faculty ratio					

18. Please indicate your level of agreement with each of the statements below

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The faculty stimulated productive student-faculty interactions					
There were faculty whose					

area of expertise satisfied my academic interests					
I was intellectually challenged by my interactions with the faculty					
Faculty were readily accessible to me					
I was comfortable expressing my ideas to faculty					
I was satisfied with the teaching ability of the faculty					

19. Was there a faculty member who provided you with mentoring/advice?

1) Yes, 2) No

If 'YES':
How timely/helpful was advice in:

	Very Timely/ Helpful	Somewhat Timely/ Helpful	Neither Timely/ Helpful nor Untimely/ Unhelpful	Somewhat Untimely/ Unhelpful	Very Untimely/ Unhelpful
Oral examination					
Thesis/dissertation topic					
Thesis/dissertation research and writing					
Formal degree requirements					
Teaching/pedagogical guidance					
Identification of academic and nonacademic career options					
Preparing work for publication or presentation					
Search for professional employment and post-doctoral opportunities					

20. Overall, were you satisfied with the advising you received?

1) Yes, 2) No

If 'NO':
Please explain why you were not satisfied with the advising. How could the experience have been improved?

21. Did you have a professional development experience (e.g., internship) during your graduate education?

1) Yes, 2) No

If 'YES':
Please indicate your level of agreement with the following statements.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The experience was clearly defined and structured.					
The experience was valuable in preparation for my career					
My supervisor for this experience was aware of my professional strengths and weaknesses and helped me to improve my professional skills					

22. How would you rate the professional training and research opportunities your program provided to graduate students?

	Excellent	Good	Average	Fair	Poor	N/A
Development of research skills						
Training in responsible conduct of research						
Opportunities to present research/creative works						
Opportunities to publish/exhibit work						
Duties of teaching assistant						
Teacher training programs						

23. Did you attend any professional meetings or conferences while in graduate school?
1) Yes, 2) No

If 'YES':
Did you present scholarly work at a professional meeting/conference?
1) Yes, 2) No

24. How many articles/creative works did you publish/exhibit while in your graduate program?
1) None, 2) One to two, 3) Three to four, 4) Five to six, 5) Seven or more

25. Did you receive non-KSU funding to support your research and creative activities?
1) Yes, 2) No

26. Did you receive national/international awards and honors for…
Research
1) Yes, 2) No

Creative activities
1) Yes, 2) No

Teaching
1) Yes, 2) No

27. What were the main reasons you selected this graduate program (check all that apply)?
1) Faculty/program reputation, 2) University reputation, 3) Location/region, 4) Financial support, 5) Job placement, 6) Program requirements, 7) Course offerings/curricula, 8) Other _____

28. Did you experience any barriers to completing your degree?
1) Yes, 2) No

If 'YES':
Please describe the barriers you experienced.

29. If you were starting your graduate education all over again, would you…
Select KSU?
1) Yes, 2) No

If 'NO':
Why not?

Select the same field of specialization?
1) Yes, 2) No

If 'NO':
Why not?

Select the same advisor?
1) Yes, 2) No

If 'NO':
Why not?

30. Add any other comments you want to share about your graduate experience.

31. Are you a U.S. Citizen or permanent resident?
1) Yes, 2) No

If 'NO':
Please select your country of citizenship from this list.

32. If you have dual citizenship please select the other country.

33. Please indicate your ethnic background.

1) Hispanic or Latino (Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race), 2) Not Hispanic or Latino

34. Make the selection that best describes your identification with a racial group.
1) American Indian or Alaska Native (having origins in any of the original peoples of North, Central, or South America, and maintains tribal affiliation or community attachment), 2) Asian (having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent), 3) Black/African American (having origins in any of the black racial groups of Africa), 4) Native Hawaiian or Other Pacific Islander (having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands), 5) White/Caucasian (having origins in any of the original peoples of Europe, the Middle East, or North Africa), 6) Decline to respond

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agenda for Monday, 16 May 2011
Kent Student Center, room 204, 3:20 p.m.

DATE: 9 May 2011

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 May 2011, to ensure that the materials are available at the meeting for review.

EPC Undergraduate Council Agenda
EPC Graduate Council Agenda

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 18 April 2011.
   Attachment 1

University Requirements Curriculum Committee (Dean Donald R. Williams)

2. Establishment of Writing-Intensive Course designation for ILS 42592 Medical Sociology Practicum.
   Effective Fall 2011
   Attachment 2

3. Establishment of catalog statement, criteria and curricular guidelines for the Experiential Learning Requirement.
   Effective Fall 2011 (criteria and guidelines)
   Effective Fall 2012 (catalog statement)
   Attachment 3

College of Arts and Sciences (Dean Timothy S. Moerland)

4. Establishment of a minor in Studies in Globalization, Identity and Space [SGIS]. Minimum total credit hours for program completion are 21.
   Effective Fall 2012
   Attachment 4

College of Technology (Dean Donald L. Bubenzer)

5. Revision of the name of the college, to College of Applied Engineering, Sustainability and Technology.
   Effective Fall 2012
   Attachment 5

6. Establishment of a Computer Engineering Technology [CET] concentration in the Applied Engineering [AENG] major within the Bachelor of Science [BS] degree. This concentration replaces the Computer and Electronics [CMEL] concentration, which is being inactivated. Minimum total credit hours for program completion are 121.
   Effective Fall 2012
   Attachment 6

INFORMATION ITEMS

Office of International Affairs

1. Amendment to the Transfer Credit Evaluation Policy to include international students.
   Effective Fall 2011
   Attachment 7

College of the Arts

School of Theatre and Dance

2. Establishment of an articulation agreement with Cuyahoga Community College, whereby graduates of the college's Associate of Arts degree may (after admittance) articulate into their junior year in the Design/Technology [DT] concentration in the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Spring 2011
   Attachment 8

College of Arts and Sciences

Department of Computer Science

3. Letter of intent to establish the Computer Science [CS] major within the Bachelor of Arts [BA] degree. The major is and will continue to be offered the within the Bachelor of Science [BS].
   Attachment 9

Department of Mathematics

4. Establishment of an articulation agreement with Lorain County Community College, whereby graduates of the college's Associate of Science degree may (after admittance) articulate into their junior year in the Mathematics [MATH] major within the Bachelor of Science [BS] degree. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Fall 2011
   Attachment 10

College of Business Administration

Department of Management and Information Systems

5. Suspension of admissions into the Operations Management [OPMG] major within the Bachelor of Business Administration [BBA] degree. Admission will be suspended until fall 2012 at which time a decision will be made to reactivate or inactivate.
   Effective Fall 2011
   Attachment 11

Regional College

6. Establishment of an alternate instructional delivery—online—for the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. The admission, curriculum and graduation requirements are unchanged.
   Effective Fall 2011
   Attachment 12

7. Inactivation of the College Prep/Bridge [C120] post-secondary certificate, offered on the Ashtabula, East Liverpool, Trumbull and Tuscarawas campuses.
   Effective Fall 2011
   Attachment 13

8. Inactivation of the Legal Nurse Consulting/Nurse Paralegal [C403] post-secondary certificate, offered on the Ashtabula, East Liverpool and Tuscarawas campuses.
   Effective Fall 2011
   Attachment 14

INFORMATION ITEMS *continued*

Office of the Provost

9. Request for review of the continued viability of the following minors by their sponsoring units. These minors have not been revised in more than five years.

Minor Name [Code}	Department / School	College	Last Revised
Urban Studies and Planning [USPL]	Architecture and Environmental Design	Architecture and Environmental Design	1995
Art History [ARTH]	Art	Arts	1999
Crafts [CRFT]	Art	Arts	1999
Dance [DANC]	Theatre and Dance	Arts	2000
Theatre [THTR]	Theatre and Dance	Arts	2004
Asian Studies [ASST]	Arts and Sciences	Arts and Sciences	2001
British Studies [BRST]	Arts and Sciences	Arts and Sciences	1999
Business French [BFR]	Modern/Classical Language Studies	Arts and Sciences	2002
Business German [BGER]	Modern/Classical Language Studies	Arts and Sciences	2002
Business Spanish [BSPA]	Modern/Classical Language Studies	Arts and Sciences	2002
Cartography [CART]	Geography	Arts and Sciences	2001
Geography [GEOG]	Geography	Arts and Sciences	??
German [GER]	Modern/Classical Language Studies	Arts and Sciences	2000
Greek [GRE]	Modern/Classical Language Studies	Arts and Sciences	1999
Health Care Ethics [HCET]	Philosophy	Arts and Sciences	1991
Hellenic Studies [HEST]	Modern/Classical Language Studies	Arts and Sciences	??
Latin [LAT]	Modern/Classical Language Studies	Arts and Sciences	2000
Latin American Studies [LAS]	Arts and Sciences	Arts and Sciences	2005
Lithuanian Studies [LIST]	Modern/Classical Language Studies	Arts and Sciences	2001
North Atlantic Security Studies [NASS]	Arts and Sciences	Arts and Sciences	1988
Paralegal Studies [PLST]	Sociology	Arts and Sciences	2000
Philosophy [PHIL]	Philosophy	Arts and Sciences	1999
Political Science [POL]	Political Science	Arts and Sciences	2002
Religion Studies [RELS]	Philosophy	Arts and Sciences	1982
Women's Studies [WMST]	Arts and Sciences	Arts and Sciences	2004
Design [DSGN]	Visual Communication Design	Communication and Information	1999
Visual Journalism [VISJ]	Journalism and Mass Communication	Communication and Information	2004
Community Health Education [CHED]	Health Sciences	Education, Health and Human Services	2002
Family Food and Nutritional Studies [FFNS]	Health Sciences	Education, Health and Human Services	2002
Gerontology [GERO]	Lifespan Development and Educational Sciences	Education, Health and Human Services	1999
Human Sexuality [HUSX]	Health Sciences	Education, Health and Human Services	2002
Flight Technology [FLGT]	Technology	Technology	2005
Technology [TECH]	Technology	Technology	1993

LESSER ACTION ITEMS

College of the Arts

School of Music

1. Revision of the admission requirements for the Music Technology [MUST] major within the Bachelor of Science [BS] degree.
Effective Fall 2011

College of Arts and Sciences

Department of Biological Sciences

2. Revision of the course requirements for the Medical Technology [MEDT] major within the Bachelor of Science [BS] degree. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

Department of Mathematical Sciences

3. Revision of the course requirements for the Actuarial Mathematics [AMAT] concentration in the Mathematics [MATH] major within the Bachelor of Science [BS] degree. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

Department of Modern and Classical Language Studies

4. Revision of the course requirements for the French [FR] minor. Minimum total credit hours for program completion increase, from 21 to 23.
Effective Fall 2012

Department of Physics

5. Revision of the course requirements for the Applied Mathematics [AMTH], Applied Physics [APHY] and Research [RESE] concentrations in the Physics [PHY] major within the Bachelor of Science [BS] degree. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

Department of Sociology

6. Revision of the name of the Justice Studies [JUS] minor to Criminology and Justice Studies [CRJU].
Effective Fall 2011

College of Business Administration

Department of Management and Information Systems

7. Establishment of admission and graduation requirements for the Healthcare Systems Management for Business Majors [HMGB] and Healthcare Systems Management for Non-Business Majors [HMGT] minors.
Effective Fall 2011

College of Communication and Information

8. Establishment of a policy for calculating major GPA for both first-time baccalaureate and post-undergraduate students in the college.
Effective Fall 2011

LESSER ACTION ITEMS *continued*

College of Communication and Information *continued*

School of Visual Communication Design

9. Revision of minimum-grade policy in the Photo Illustration [PHOI] major within the Bachelor of Science [BS] degree and the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] and Bachelor of Fine Arts [BFA] degrees.
Effective Fall 2011

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

10. Revision of the course requirements for the Recreation, Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. Revisions reflect course changes made to the Business [BUSN] minor embedded in the major. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

11. Revision of the course requirements for the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree. Revisions include course changes made to the Business [BUSN] minor embedded in the major. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2011

School of Health Sciences

12. Revision of the course requirements for the Exercise Science [EXSI] major within the Bachelor of Science [BS] degree. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2012

College of Nursing

13. Revision of the minimum overall grade point average for admission to the Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. Minimum total credit hours for program completion are unchanged at 122.
Effective Fall 2011

Regional College

14. Revision of the course requirements for the Occupational Therapy Assistant Technology [OCAT] within the Associate of Applied Science [AAS] degree. Minimum total credit hours for program completion are unchanged at 68.
Effective Fall 2011

CORRECTIONS

24 January 2011 EPC Agenda

College of Arts and Sciences

Department of Modern and Classical Language Studies

1. Revision of course requirements for the French [FR] major within the Bachelor of Arts [BA] degree. FR 33214 and 43213 are added to major requirements. FR 43240 is added to and 6 credit hours are removed from the French literature or cultural electives. FR 33095 and 33301 are removed as electives. Minimum total credit hours to program completion are unchanged at 121.
Effective Fall 2011

CORRECTIONS *continued*

24 January 2011 EPC Agenda *continued*

College of Business Administration

Department of Management and Information Systems

2. Establishment of a Healthcare Systems Management for Non-Business Majors [HMGT] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011

3. Establishment of a Healthcare Systems Management for Business Majors [HMGB] minor. Minimum total credit hours to program completion are 18.
Effective Fall 2011

EPC GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 18 April 2011.
   Attachment 1

Division of Graduate Studies (Dean Mary Ann Stephens)

2. Integration of the Graduate School of Management and the Graduate School of Education, Health and Human Services into the Division of Graduate Studies for such functions as processing of admission applications. References to these graduate schools will be removed from the official names of the College of Business Administration and the College of Education, Health and Human Services.
   Effective Fall 2011
   Attachment 15

College of Education, Health and Human Services (Associate Dean Nancy E. Barbour)

School of Lifespan Development and Educational Sciences

3. Inactivation of the Learning and Development [LRDV] major within the Master of Arts [MA] and Master of Education [MED] degrees.
   Effective Fall 2011
   Attachment 16

4. Inactivation of the Rehabilitation Counseling [RHAB] major within the Educational Specialist [EDS] degree.
   Effective Fall 2011
   Attachment 17

INFORMATION ITEMS

College of Arts and Sciences

Department of Political Science

1. Suspension of admission into the Justice Politics and Policy [JSPP] concentration in the Political Science [POL] major within the Master of Arts [MA] and Doctor of Philosophy [PHD] degree programs. Admission will be suspended until fall 2014 at which time a decision will be made to reactivate or inactivate.
   Effective Fall 2011
   Attachment 18

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

2. Extension of the Educational Administration–K-12 Leadership [EAKL] major within the Master of Education [MED] and Educational Specialist [EDS] degrees to off-site locations Euclid City School District and the Cuyahoga Falls City School District Middle School Library.
   Effective Fall 2011
   Attachment 19

LESSER ACTION ITEMS

College of the Arts

School of Music

1. Revision of the instructional delivery of the Music Education [MUED] major within the Master of Music [MM] degree. The degree program will be offered online only. (Establishment of an optional fully online delivery was approved by EPC on 21 September 2009.)
   Effective Fall 2011

2. Revision of the admission and course requirements for the Music Education [MUED] major within the Doctor of Philosophy [PHD] degree. Minimum total credit hours for program completion increase, from 65 to 75.
   Effective Fall 2012

College of Arts and Sciences

3. Revision of the course requirements for the Liberal Studies [LSTU] major within the Master of Liberal Studies [LSM] degree. Minimum total credit hours for program completion increase, from 32 to 33.
   Effective Fall 2012

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

4. Revision of the admission requirement for the Hospitality Management and Tourism [HTM] within the Master of Science [MS] degree.
   Effective Fall 2011

School of Teaching, Learning and Curriculum Studies

5. Revision of the course requirements for the Reading Specialization [READ] major within the Master of Arts [MA] and Master of Education [MED] degrees. Minimum total credit hours for program completion are unchanged at 32 for both degrees.
   Effective Fall 2012

6. Revision of the course requirements for the Curriculum and Instruction [CI] major within the Master of Education [MED] degree. Minimum total credit hours for program completion are unchanged at 32.
   Effective Fall 2012

COURSE CHANGES

Effective for Fall 2011

BST 52019 Biostatistics in Public Health (3) to: (4) ..... Revise

MUS 73284 History of Music Education (2) to: (3)..... Revise

MUS 73285 Philosophy of Music Education (2) to: (3) ..... Revise

TECH 35001 Aircraft Fabrication (3) to:
AERN ..... Revise

TECH 35030 Introduction to Corporate Aviation (3) to:
AERN ..... Revise

TECH 35095 Special Topics in Aeronautics (1-3) to:
AERN ..... Revise

TECH 45092 Aeronautical Internship/Cooperative Education (1-2) to:
AERN ..... Revise

TECH 45096 Individual Investigation in Aeronautics (1-3) to:
AERN ..... Revise

TECH 45320 Air Traffic Control II (2) to:
AERN ..... Revise

TECH 45321 Air Traffic Control II Laboratory (1) to:
AERN ..... Revise

TECH 45340 Aircraft Maintenance (3) to:
AERN ..... Revise

TECH 45349 Systems Maintenance and Reliability (5) to:
AERN ..... Revise

TECH 61091 Aerospace Seminar (1) to:
AERN ..... Revise

TECH 65496 Aerospace Technology (1-4) to:
AERN ..... Revise

TECH 65300 Airline Transportation Operations (3) to:
AERN ..... Revise

Effective for Spring 2012

AERN 35345 Air Traffic Control I Laboratory (1) ..... New

EXPH 63050 Research Process in Athletic Training and Exercise Physiology (3) ..... Revise

EXPH 63051 Quantitative and Research Methods in Athletic Training and Exercise Physiology (3) ..... Revise

EXSC 35022 Exercise Leadership (3) ..... Revise

EXSC 35075 Exercise Programming (3) ..... Revise

DSCI 19995 Special Topics in Digital Science (1-4) ..... New

DSCI 29995 Special Topics in Digital Science (1-4) ..... New

DSCI 39995 Special Topics in Digital Science (1-4) ..... New

DSCI 49995 Special Topics in Digital Science (1-4) ..... New

DSCI 59995 Special Topics in Digital Science (1-4) ..... New

Effective for Spring 2012 *continued*

DSCI	69995	Special Topics in Digital Science (1-4)	New
IAKM	60411	Clinical Analytics (3)	New
IAKM	80411	Clinical Analytics (3)	New
JMC	60040	Qualitative Research Methods in Journalism and Mass Communication: Data Analysis (3)	New
JMC	80040	Qualitative Research Methods in Journalism and Mass Communication: Data Analysis (3)	New
JMC	80195	Special Topics in Journalism and Mass Communication (3)	New
MUS	62386	Sociology of Music Education (3)	New
MUS	72386	Sociology of Music Education (3)	New
MUS	86001	Seminar in Music Education I (3)	New
MUS	86002	Seminar in Music Education II (3)	New
NURS	20030	Foundations of Nursing Interventions (5)	Revise
NURS	30010	Parent and Newborn Nursing (4)	Revise
NURS	30020	Health Care of Children (4)	Revise
NURS	30040	Nursing of Adults with Rehab Needs and/or Gerontologic Changes (4)	Revise
NURS	30060	Basic Pharmacology for Nursing Practice (2)	Revise
NURS	40872	Introduction to Nursing Research (3)	Revise
PAS	15200	Introduction to West African Cultures (3)	Revise
PEP	25051	Human Anatomy (3)	Inact
TECH	10001	Information Technology (3)	Revise
TECH	23010	Computer Hardware I (3)	New
TECH	26301	Networking Hardware I (3)	New
TECH	26310	Web Design and Development (3)	New
TECH	31033	Mechanical Systems (3)	New
TECH	33020	Computer Hardware II (3)	New
TECH	33033	Computer Peripherals and Special Use Hardware (3)	New
TECH	33222	Digital Design for Applications (3) to: Digital Design for Computer Engineering	Revise
TECH BMRT	36415	Customer Service Technology (3) to:	Revise
TECH	43016	Advanced PC-Network Engineering and Troubleshooting (3)	New
TECH	33223	Electronic Communication (3)	Revise
TECH	36302	Networking Hardware II (3)	New
TECH	43222	Computer Hardware Engineering and Architecture (3)	New
TECH	46330	Visual Basic Programming Engineering Technology (3)	Revise
TECH	46350	Network Management and Design Technology (3)	New
TECH	53222	Computer Hardware Engineering and Architecture (3)	New
TECH	56312	Wireless Network and Telecommunication Systems (3)	New

Effective for Spring 2012 *continued*

TECH	56330	Visual Basic Programming Engineering Technology (3)	Revise
TECH	56350	Network Management and Design Technology (3)	New

Effective for Fall 2012

AERN	35342	Air Traffic Control (3) to: Air Traffic Control I (2)	Revise
AS	61001	Liberal Studies Research Paper (1)	New
BAD	68051	Business Professional Development (1) to: Professional Development (3)	Revise
BSCI	41010	Biophotonics (3)	New
BSCI	40450	Biological Clocks (2)	New
BSCI	40520	Behavioral Evolution (3)	New
BSCI	50450	Biological Clocks (2)	New
BSCI	50451	Current Topics in Biological Clocks Research (1)	New
BSCI	50520	Behavioral Evolution (3)	New
BSCI	50522	Readings in Behavioral Evolution (1)	New
BSCI	51010	Biophotonics (3)	New
BSCI	70450	Biological Clocks (2)	New
BSCI	70451	Current Topics in Biological Clocks Research (1)	New
BSCI	70520	Behavioral Evolution (3)	New
BSCI	70522	Readings in Behavioral Evolution (1)	New
CHEM	41010	Biophotonics (3)	New
CHEM	51010	Biophotonics (3)	New
CI	67353	Multicultural Voices in Teaching Children's and Young Adult Literature (3)	New
CI	77353	Multicultural Voices in Teaching Children's and Young Adult Literature (3)	New
ENG	63031	School Linguistics (3)	Inact
ENG	63032	Functional Linguistics (3)	Inact
ENG	63043	Second Language Writing (3)	New
ENG	63044	Second Language Reading (3)	New
ENG	73031	School Linguistics (3)	Inact
ENG	73032	Functional Linguistics (3)	Inact
EXSC	25068	Measurement and Evaluation in Fitness and Sport (3) to: Statistics for the Exercise Scientist	Revise
GEOL	31080	Structural Geology (4)	Revise
GEOL	42078	Engineering Geology (4)	Revise
GEOL	44074	Paleoceanography (3)	Revise
GEOL	54074	Paleoceanography (3)	Revise

Effective for Fall 2012 *continued*

GEOL	61020 41082	Advanced Structural Geology (3) to:	Revise
GEOL	62011	Hydrology (3)	Revise
GEOL	71020 51082	Advanced Structural Geology (3) to:	Revise
GEOL	72011	Hydrology (3)	Revise
HIST	61024	Seminar in 20th Century European History (3)	Inact
HIST	61025	Seminar: 20th Century European Diplomatic History (3)	Inact
HIST	61026	Seminar in Tudor England (3)	Inact
HIST	61065	Seminar in American History: The Civil War Period (3)	Inact
HIST	61067	America: Reunited Nation to World Power, 1877-1900	Inact
HIST	61069	Seminar in Recent American History (3)	Inact
HIST	61070	Writing Seminar in History (3)	New
HIST	61074	Seminar in 19th Century America (3)	Inact
HIST	61083	Seminar in American Diplomatic History (3)	Inact
HIST	61091	Seminar in African-American History (3)	Inact
HIST	81024	Seminar in 20th Century European History (3)	Inact
HIST	81025	Seminar: 20th Century European Diplomatic History (3)	Inact
HIST	81026	Seminar in Tudor England (3)	Inact
HIST	81065	Seminar in American History: The Civil War Period (3)	Inact
HIST	81067	America: Reunited Nation to World Power, 1877-1900 (3)	Inact
HIST	81069	Seminar in Recent American History (3)	Inact
HIST	81070	Writing Seminar in History (3)	New
HIST	81074	Seminar in 19th Century America (3)	Inact
HIST	81083	Seminar in American Diplomatic History (3)	Inact
HIST	81091	Seminar in African-American History (3)	Inact
ILS	45292	Medical Sociology Practicum (3) [writing intensive]	Revise
MCLS	60664	Second Language Reading (3)	New
MCLS	60665	Second Language Writing (3)	New
MIS	44062	Supply Chain Management (3)	Revise
MIS	44293	Workshop in Professional IS Certification (3)	Revise
POL	30001 20001	Political Methods (3) to:	Revise
POL	30002 20002	Political Thought (3) to:	Revise
POL	30003 20003	Political Economy (3) to:	Revise

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
18 April 2011

EPC UNDERGRADUATE COUNCIL
EPC GRADUATE COUNCIL

EPC UNDERGRADUATE COUNCIL

Ex-officio Members present: Faculty Senate Chair Donald M. Hassler; Deans James K. Bracken, Donald L. Bubenzer, John R. Crawford, Laura Cox Dzurec, Mark A. James, Douglas L. Steidl, Wanda E. Thomas, Stanley T. Wearden, Donald R. Williams; Associate Deans Joanne Arhar, Richard H. Kolbe; dean representative Mary Ann Haley for Timothy S. Moerland

Ex-officio Members not present: Provost and Senior Vice President Robert G. Frank

Faculty Senate-Appointed Representatives present: Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Bruce J. Gunning, David A. Kessler, Tracy A. Laux, Erica B. Lilly

Council Representatives present: Paul J. Albanese, Thomas W. Brewer, Pamela K. Evans

Council Representatives not present: Gregory M. Blase, Phillip D. Buntin, Diana L. Fleming, Todd S. Hawley, Adam A. Leff, Richard L. Mangrum, Kristen A. Riegelmayer

Observers Present not present: Brett Fodor (Undergraduate Student Government)

Consultants and Guests present: Stephane E. Booth, Thomas W. Brewer, David DiMaria, Jennifer Sandoval, Linnea Carlson Stafford, Therese E. Tillett, Robert A. Walker

---

Associate Provost Stephane E. Booth called to order the EPC Undergraduate Council at 3:18 p.m., on Monday, 18 April 2011, in room 204 of the Kent Student Center.

Action Item 1: Approval of minutes from 28 March 2011.

An EPC member made a motion to approve, seconded by Senator Linda L. Williams and passed unanimously.

Action Item 2: Recognition of three-year bachelor's degrees from India as equivalent to bachelor's degrees in the United States when the following circumstances are true: (1) the applicant graduated in first (division I) or second (division II) class, and (2) the awarding institution is highly accredited.

David DiMaria, director of international student recruitment, explained that this policy has been approved by the Graduate Studies Administrative Advisory Committee (GSAAC) and aligns Kent State University with other competitor universities, national and foreign. The competing institutions are those that do not use Educational Credential Evaluators or World Education Services for accreditation.

Dean Donald L. Bubenzer made a motion to move, seconded by Dean Mark A. James; the item passed unanimously.

Discussion Item 1: **The three-year degree directive from the state.**

Discussion centered on trying to understand the state's directive for institutions to offer 10 percent of three-year degree programs by 2012, and then 60 percent by 2014. Members talked about the different options for three-year degrees, including more post-secondary opportunities, accelerated scheduling and less credit hours toward completion. Members also discussed Baldwin-Wallace College's recent establishment of a 100-credit-hour bachelor's degree (Communication Disorders), achieved by removing general electives and choosing a program where most students are expected to continue on for a graduate degree for gainful employment in the field.

At Kent State, there exist several three-year degree programs that are possible due to scheduling and accepted students who do not need developmental coursework (e.g., Integrated Life Science, Bachelor of Business Administration). One concern with using summer terms was the possible lack of financial aid available to students who take coursework in three consecutive terms in an academic year.

Concern with post-secondary work included less Advanced Placement (AP) courses offered in high schools and dual enrollment agreements with other institutions that may not be as rigorous as Kent State in vetting faculty and content (yet will be accepted as transfer coursework).

Associate Provost Booth announced she will be forming a committee to further discuss this initiative. An EPC member requested that this committee also evaluate the success rates of Kent State students who enter into a three-year degree program.

Discussion Item 2: **The Kent State residence policy and certificate programs.**

Curriculum Services Director Therese E. Tillett asked members whether there be a residence policy for the university's certificate programs, which typically range from 15 to 22 credit hours. This question arose from numerous inquiries to her office about a residence policy; the fact that some certificates (mainly technical) did have a residence policy, which wasn't being followed; and a concern that a lack of a residence policy could mean that students could take just a few courses at Kent State yet earn a Kent State certificate.

Discussion then centered on the rationale for having certificate programs when Kent State is a degree-granting institution. Various members and participants explained the use of certificates for non-degree students to help job pursuits and promotions and/or to eventually articulate into a degree program; or for post-degree students to increase their knowledge or become specialized, thereby becoming more marketable to employers. An example was given of a registered nurse with a public health certificate listed on his/her résumé.

EPC members concluded discussion by deciding to charge the Associate and Assistant (A&A) Deans Committee with reviewing a proposal to develop a residence policy for certificate programs.

Discussion Item 3: The Kent Core.

Associate Provost Booth asked the Council to begin thinking about some of the issues with the Kent Core. The president has asked that the number of courses in the Kent Core be reduced. Therefore, faculty need to review current Kent Core courses and their learning outcomes as well as what distinguishes courses in the Kent Core. One suggestion is to look at high-enrolled Kent Core courses (i.e., more than 600 enrolled students a year).

There was some discussion on the Ohio Transfer Module and it's policies that affect the Kent Core. The Kent Core (then LER) was revised in 2006 to align more with the Ohio Transfer Module, and the goal was not to have Kent Core courses not in the Ohio Transfer Module. One participant clarified for members that the Kent Core must be minimum 36 hours as well as minimum required hours in each of the five categories to satisfy the Ohio Transfer Module.

However, not all courses in the Kent Core must also be in the Ohio Transfer Module. Courses in institution's Ohio Transfer Module are guaranteed to transfer to other public institutions whether or not they are in the receiving institution's Ohio Transfer Module.

Members then talked about the "popular" Kent Courses (i.e., those with high enrollment), and questioned whether they are popular because students wanted to take them or believed they could earn an "easy A," or whether they are popular because they are required in more programs. It was mentioned that it is possible that faculty (and accreditors) have already defined a smaller version of the Kent Core by requiring courses they believe essential for their programs.

One member discussed the frustration of trying to have departments match learning objectives for their Kent Core courses only to either receive claims that their courses matched all or to receive nothing. One year has passed in the three-year window for assessment, yet many departments are waiting to see what happens with the president's mandate (i.e., why go through an assessment if the course will be cut) Another talked about past decisions to add more courses to the Kent Core/LER and create an Additional category based on requests from students to have more choices, only to hear later that students felt there were too many choices and were confused by the Additional category. Another member expressed concern that eliminating courses may hinder some Regional Campuses in offering the Kent Core. It was discussed that the university's new scheduling system will show student demand and may ultimately play a part in what courses are offered and when.

Members talked about how Resource Centered Management (RCM) should not drive the Kent Core; having more large-enrollment courses could become a classroom resource issue; and the need for more interdisciplinary courses.

One member asked rhetorically whether the members were trying to find a legitimate core, or were they trying to legitimize the core. Another member answered that he believed they should accept the challenge of finding a core, rather than legitimizing its current existence.

Associate Provost Booth referred the Council to Senior Associate Provost Timothy J. Chandler's goal of putting resources on a smaller number of courses, making them quality courses and investing in online options for a selected group. Courses that aren't being taught well will drop off the list.

Dean Williams summarized what the URCC needs to look at, courses with high enrollment and to look at what smaller set of courses that would satisfy the core requirements.

Faculty Senate Chair Donald M. Hassler made a motion, seconded by Associate Thomas W. Brewer, that the URCC prepare a global definition of the Kent Core, an ideal core for the university curriculum, including all the items discussed today. Dean Laura Cox Dzurec made a friendly amendment to the motion, to include courses in the Kent Core that reflect how people think across disciplines. The motion passed unanimously with the friendly amendment.

As there were no more requests for discussion or elevation of either the information or lesser action items, Faculty Senate Chair Hassler moved to adjourn the meeting at 4:40 p.m.

Respectfully submitted,

Jennifer Sandoval
Academic Program Officer, Curriculum Services
Office of the Provost

EPC GRADUATE COUNCIL

Ex-officio Members present Dean Mary Ann Stephens, Associate Deans Sonia J. Alemagno, Nancy E. Barbour, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, I. Richmond Nettey, Barbara F. Schloman, Frederick W. Schroath, John R. Stalvey; Director Karen W. Budd.

Ex-officio Members not present:

Faculty Senate-Appointed Representatives present: Tom Janson, Paul R. O'Keeffe, Robin L. Selinger

Faculty Senate-Appointed Representative not present: Jonathan V. Selinger, James A. Tyner

Council Representatives present: Sloane R. Burgess, Ann F. Jacobson, Michael J. Loderstedt, Eric M. Mintz

Council Representatives not present:, Donald A. Coats, Lynette Phillips, Gregory S. Stroh, John H. Thornton, Yin Zhang

Observers not present: Lindsey Ayers (Graduate Student Council)

Consultants and Guests present: Timothy J. Chandler, James P. (J.P) Cooney, Lisa N.H. Delaney, Julie Gabella

---

Dean of Graduate Studies Mary Ann Stephens called the meeting to order at 3:21 p.m., Monday, 18 April 2011, in room 310 of the Kent Student Center.

Prior to the scheduled discussion, a member wished to discuss a comment recently made by Provost and Senior Vice President Robert G. Frank. It was reported that Provost Frank talked about reevaluating graduate studies and, in particular, dissertation requirements (in words of the member, "stunning" the faculty present). The member asked if the faculty will now become an outlier in the graduate studies process. Dean Stephens answered that she believes that was the provost's way of charging faculty to think more innovatively. She added that, in some programs dissertation may remain the best capstone, but may not be the case with other doctoral programs. A member said that in the sciences, a dissertation is often more of a compilation of previously unpublished papers called a dissertation. Another member suggested that attention be paid to the historical significance of a dissertation, and there should be another name for a paper/project that is a variation from the independent research product.

Senior Associate Provost Timothy J. Chandler clarified that nothing was being mandated except to think about the purpose, process and product.

Discussion Item 1: Mission and goal of a graduate education at Kent State University.

Dean Stephens explained that she is looking for more consistency in policies in education in graduate studies. She said she feels the EPC Graduate Council is underused and sees this as a group that could weigh-in on more than programs and define the "P" in EPC. Dean Stephens said that this draft demonstrates where she hopes to see graduate studies in the next few years. She added that it reflects her opinions with respect to best practices, and she is open to feedback. She explained that the document is divided into three sections: mission, five year vision and outcomes.

<u>Mission</u>: Members pointed out that many graduate students receive a terminal degree at the master's level and suggested that, perhaps, instead of stating "…successful academic and professional careers…," it should read "professional degrees" instead of "professional careers." Another member questioned the use of "cross-college" and "cross-disciplinary." Dean Stephens highlighted dual degrees, combined degrees and cross-disciplinary programs. She explained that advantage should be taken of programs already in existence and put them together in new ways to broaden offerings. She added that, currently, the departments of Psychology and Biology are developing a collaborative program.

The members agreed that the statement should read "(G)raduate Studies is in a unique position to stimulate and promote cross-college and cross-disciplinary initiatives."

Members noticed that there is a lot of emphasis placed on students, but not much regarding faculty. Dean Stephens explained the reason for that is because Graduate Studies is not involved in recruiting or hiring faculty; the division has purview over programs only. She agreed, however, that perhaps a broad statement regarding faculty is warranted in case the division expands.

Five-Year Vision: Dean Stephens said that this section was her idea of what activities or goal could be set forth to enrich experiences for student and improve the reputation of graduate degrees. She explained that this section is divided into categories: inputs, throughputs and outputs. A member felt that perhaps a piece in reference to orientation should be added. Dean Stephens said that was a good addition and might fit with the "student quality of life" section. She added that graduate student orientation will no longer be called Orienting New Teaching Assistants Program (ONTAP) and be four days long. It will be called "Graduate Student Orientation" and be one-and-a-half days long. The first day will be for incoming graduate students, regardless of funding status. The half-day session will be for students who will be teaching assistants. Dean Stephens added that to make up for loss of content in orientation, "on time" workshops, many of them online, will be offered. This format also allows for departments to offer their own session. She said that more information regarding orientation will be distributed after the spring semester.

A member said that the provost mentioned the Kent State should be directing its own programs instead of the accrediting bodies; units should scrutinize themselves. Dean Stephens stated that the second bullet under number two highlights that Kent State should "(I)nstitute a culture of rigorous program reviews based on self-examination, peer evaluation and program modification." She did admit that benchmarks and aspirant programs are not mentioned.

Another concern brought forth was the differentiation of full-time and part-time graduate students and what considerations are being made for schedules. Many members stated that their units offer things online or after five o'clock in order to accommodate working students. They found no backlash from full-time students regarding these adjustments.

The residence requirement for graduate students was also mentioned as an issue. Many members felt this was an antiquated policy that in light of distance education and working professionals, it is unreasonable. Concerns with revising the policy were losing academic camaraderie and the informal experience gained. Factors that suggest the policy should be revised that were mentioned are extensions are typically requested and granted for capstone projects, not coursework; poor advising; health issues for the student or family; and international student hurdles such as language and political barriers. Dean Stephens explained that this may be a difficult proposition to get past the Ohio Board of Regents because of the existence of for-profit schools and diploma mills that offer online courses. She agreed that this is a topic that this council needs to scrutinize in-depth next year.

Outcomes: Dean Stephens explained that this section went along with the exit survey. She added that the ideal of the outcomes is to ensure that students keep moving through their program. She said the plan for assessing outcomes is to ask graduates about publications, awards/honors, funding, etc. and what their plan is for further education or future employment. A survey will be sent a year later asking follow-up questions to furthering education or gainful employment. Some members suggested that a study regarding rate of completion is necessary. Another suggestion encompassed parsing out if a student received a job in their desired field instead of just getting a job. Dean Stephens explained that J.P. Cooney, director of graduate admissions, is conducting a study that compares start date to the time until the degree is received. She added once that study was completed a more meaningful discussion could be had.

Discussion Item 2: Exit survey for graduate students.

Dean Stephens explained that the exit survey will be part of the degree clearance process for both the master's and PhD graduates. She said that a template from Council of Graduate Schools was used along with questions gleaned from other institutions exit surveys such as Tufts University, the Ohio State University and the University of California at San Francisco.

In response to a question, Dean Stephens said that the data collected would be shared in aggregate by discipline with the university. However, if it can be determined who the respondent was then the data would be released when there enough respondents to mask the identities. She added that the survey can be completed electronically and accessed and evaluated easily. The survey should only take approximately 15-20 minutes because there are many “skip” patterns included. Students will receive an e-mail containing the link to the survey. It can be determined who has and has not completed the survey. One member suggested that the survey be tied to the application for graduation. Dean Stephens said that a pilot was being run for the May 2011 graduates and that she would report the findings to them members after they are compiled.

One member pointed out that the Likert scales included in the survey are in the reverse order most people are used to seeing them and it may skew data if attention isn’t paid. There was also some concern regarding asking questions that could be ranked one way for part of the question and another for the other part (e.g. The question “Was advising helpful and timely?” may be answered “yes” for one and “no” for the other). It was also suggested that a “not applicable” option be added to all Likert rankings. Some members suggested that for the pilot being run in the spring the question “What should be added?” be included.

Dean Stephens asked that if members had further suggestions to please contact her.

The meeting adjourned at 4:53 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: May 3, 2011

The University Requirements Curriculum Committee has approved the following course for Writing Intensive Course (WIC) status, effective Fall 2011:

ILS 42592, Medical Sociological Practicum, 3 cr.

The CCUs have been submitted through the workflow. The Writing Intensive Course Information Forms and sample syllabi are attached.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, A&S
URCC

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE
College of Arts and Sciences

To: Dr. Don Williams, Chair, URCC

From: Mary Ann Haley, Assistant Dean of Curriculum

Date: April 7, 2011

Subject: Course Workflow

The following curricular changes were approved by the College of Arts and Sciences Curriculum Committee:

A. COLLEGE OF ARTS & SCIENCES (INTEGRATED LIFE SCIENCES)

1. Revise Course: ILS 42592, Medical Sociology Practicum [03-03] **WIC**
   Status: Writing Intensive

Name: Kathy A Poots

Submission Date: 4/7/2011

Organization: Dean Arts & Sciences

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information:

STU0004

Reference Number: CCU002043

Date: 24-JAN-11

Level: 2.00 **of** 3.00

Currently On The Worklist Of: Mary Haley, mhaley

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data

Change type: Revise

Faculty member submitting this proposal: Jennifer Marcinkiewicz

Requested Effective Term: 201180

Campus: Kent

College: AS-Arts and Sciences

Department: AS-Arts and Sciences

Course Subject: ILS-Integrated Life Sciences

New Course Subject:

Course Number: 42592

New Course Number:

Course Title: MEDICAL SOCIOLOGY PRACTICUM

Title Abbreviation: MEDICAL SOCIOLOGY PRACTICUM

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:**
Course Level: Undergraduate	**Grade Rule:** C-Standard letter-in progress (IP)	

Rationale for an IP grade request for this course (if applicable): Students research projects may extend past the end of the semester.

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description: Application of sociological research designs and methods to problems in medical sociology through field research and report on a community health-related research problem. Prerequisite: Intergrated Life Sciences majors. Corequisite: IILS 42591.

Catalog Description (edited): Application of sociological research designs and methods to problems in medical sociology through field research and report on a community health-related research problem. Prerequisite: Integrated Life Sciences majors. Corequisite: ILS 42591

Prerequisites (edited): Integrated Life Sciences majors

Corequisites (edited): ILS 42591

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
5	Introduction to basic research methods concepts
5	Literature review
6	Data management lectures and descriptive statistics
12	Basic descriptive and inferential statistics
6	Discussion of project findings & work on individual research projects
6	Individual research project, work in computer lab
5	Student presentation of research projects

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: The Basics of Social Research (5th edition), by Earl Babbie

Writing Expectations: Students will write a summary of a research article related to the group research project and they will prepare a lengthy research paper on their individual research project.

Instructor(s) expected to teach: Timothy Gallagher

Instructor(s) contributing to content: Timothy Gallagher & Jennifer Marcinkiewicz (ILS Program coordinator)

Proposal Summary

Explain the purpose for this proposal:

The purpose of the proposal is to formalize the course as a writing-intensive course. It has historically been used for this purpose, since it is fundamentally writing intensive in nature, but it had never been formally proposed as a WIC. This is the only course within the ILS major that fulfills the criteria of a WIC.

Explain how this proposal affects program requirements and students in your unit:

Students must have a writing intensive course in order to graduate and this course would fulfill this requirement without adding any more hours to an already accelerated program (students complete the BS degree in 2 academic years plus summers).

Explain how this proposal affects courses, program requirements and student in other units:

Not applicable to any other unit

Explain how this proposal affects enrollment and staffing:

No effects on enrollment or staffing are anticipated

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

Faculty in sociology that are or have been instructors of the course were consulted. The proposal does not affect the course content to any appreciable degree.

Revisions made to form (if applicable):

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

Curriculum Services Information:

Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:** 3

OBR Program Code: 09	**OBR Subsidy Code:** 07
CIP Code: 451101	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
1/24/2011	Jennifer L Marcinkiewicz	No comments available.

History:

Date	User	Status
4/7/2011	Mary Ann Haley	Approved
1/24/2011	Jennifer L Marcinkiewicz	Submitted

HALEY, MARY ANN

From: MARCINKIEWICZ, JENNIFER
Sent: Wednesday, January 26, 2011 3:46 PM
To: HALEY, MARY ANN
Subject: Writing Intensive Course Proposal

Dear Mary Ann:

The Integrated Life Sciences program is submitting ILS 45292 Medical Sociology Practicum for writing-intensive course (WIC) status.

Thank you~

Jenny

Jennifer L Marcinkiewicz, PhD
Associate Professor, Biological Sciences
Integrated Life Sciences (BS/MD) Program Coordinator
Kent State University
218 Cunningham Hall
PO Box 5190
Kent, OH 44242-0001
Phone: 330-672-5554 FAX: 330-672-3713

A+S (ILS) 1

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: ILS 42592 **Credit Hours:** 3 **Effective Term:** Summer, 2011

Course Title: Medical Sociology Practicum

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

There are two writing assignments for the course. The first is a short summary of a research article that is relevant for a class project, where each student contributes to an overall group project. An important learning objective of this course is that students write a clear and concise analysis of a health related research topic and this goal is addressed in the second writing assignment which represents the majority of the course grade (75% of an individual research project grade). The individual research project itself has 7 components that, taken together, represent all of the components of a research article in the field of medical sociology (introduction to the research problem, methods, data analysis/results, discussion, references, figures, etc). This assignment is 10-20 pages in length (excluding references and figures).

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)

In essence, students are fully engaged in scholarly research, from identification of a research question to conducting research to answer their questions and conveying these results in a discipline-appropriate research article. The course itself is designed to teach students research methods and concepts, including the review of the literature, research methodology, data analysis and presentation of research findings.

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 on all elements of the individual research project and writing assignment through classroom discussion and the required textbook (The Basics of Social Research by Earl Babbie).

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

Several components of the individual research project (research problem description, data and methods) are required as a first draft midway through the semester. In addition, the instructor permits students to submit drafts of all other components for comment prior to submitting the final draft at the end of the semester.

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

A+S (ILS) 5

The instructor provides written comments on the first draft of the students' research problem description, data and methods in the first half of the semester. At this time, the instructor assigns a preliminary score so that students can revise their papers to improve their final grade. Students are further encouraged to meet with the instructor for feedback on all other components of the individual research project throughout the semester.

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

Students in this course are Honors students in the highly selective BS/MD program. As such, they have mastered general writing skills prior to this course. Writing instruction is generally restricted to discipline-specific skills, such as how to present research questions, results and discussion in a manner that is typical for medical sociology journals. The development of skills such as how to support research conclusions through integration with the primary literature and research results is also emphasized.

7. What *percentage of the final course grade* is based on *each individual writing assignment* and what is the *total percentage of the final course grade* that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? hy should an exception be approved for this course? (Guidelines: Item 5)

--The class project represents 15% of the final course grade and the writing assignment for the class project is worth 1/3 of this grade.
--The individual research project represents 85% of the final course grade and the writing assignment for the individual research project is worth 75% of this grade.

Altogether then, writing assignments represent approximately 69% of the course grade.

8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

The expected class size is 35, which represents one cohort of students since 35 students are admitted per year in the ILS program. Students have completed 2 semesters of honors colloquium prior to this, and require less instruction on writing fundamentals. The academic qualifications of students and Honors writing experiences make it feasible to maintain the writing-intensive nature of this course.

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?

Dr. Timothy Gallagher and other experienced instructors in the Sociology department are likely to continue teaching the course. The current proposal does not actually represent a significant change from the course content or policies of recent semesters; it has just not previously been formally requested for writing intensive classification. ILS will maintain these standards over time by consultation between the ILS program coordinator and any new instructors of the course.

URCC Use Only

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

A+S (ILS) 6

Writing-Intensive Course (WIC) Information Form

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

A+S (ILS) 7

SYLLABUS

Medical Sociology Research Skills (ILS 42591)
and
Medical Sociology Practicum (ILS 42592)
Summer II 2010
(102 MRL, T & Th, 2:00-4:00; 104 MRL, W, 1:00 - 3:00)

Instructor: Dr. Timothy J. Gallagher, PhD
Associate Professor of Sociology
Office: 302 Merrill Hall
Office Ph: 672-2709
FAX: 672-4724
Office Hr: By appointment
Email: tgallagh@kent.edu
Class web: http://dept.kent.edu/sociology/tgallagher/ILSsu10/

Course Descriptions and Objectives

Medical Sociology Research Skills (2) – T, Th
Formulation of community health-related research problem, theoretical concepts, techniques of data collection and analysis.

Medical Sociology Practicum (3) - W
Application of sociological research designs and methods to problems in medical sociology through field research and report on a community health-related research problem.

These two courses are designed to provide students the experience of carrying out a health-related research project. Since there is simply not the time to conduct a primary research investigation (primary means new data collection), we will use secondary data resources (secondary data is data that has already been collected) to meet the objectives of this class.

Our class meetings will be centered on a class project the primary purpose of which is to demonstrate how to carry out a research project using a secondary data source. Each of you will also carry out a unique research project using a secondary data source. Most of our meetings, especially in the last half of the term, will take place in our computer lab in room 118 where you will be able work on your research project.

Some specific objectives of this class are learning to: (1) interpret research articles; (2) know how and when to generalize research finding; (3) recognize and describe causal relationships; (4) use a basic statistical software package (SPSS); (5) write a clear and concise analysis of a health related research topic.

Textbook *The Basics of Social Research* (5^{4h} Edition), by Earl Babbie.

A+S (ILS) 8

Evaluation

Individual Research Project (IRP): Your research project counts for 85% of your grade. You will be evaluated on your demonstrated ability in 3 components of your research project. The 3 components and their weighting are: (1) the written research paper-75%; (2) identification of the research components of your paper-10%; (3) your oral presentation of your research project-15%.

Class Projects (CP): Your contributions to the class project counts for 15% of your grade. The class project is a collective project meaning it's success as a learning tool for all depends on people showing up and providing their resources and ideas. Thus, attendance is mandatory and counts as 1/3 of your group project grade. You are allowed 2 unexcused absences. For each unexcused absence after 2, your overall grade for the class project will be reduced by 1/3. You will also be evaluated on identifying the research components of a research article that Dr. Gallagher will provide. It is worth 1/3 of your class project grade. Finally, you will identify a research article for the class research project, and write a summary of the article and show how it is relevant to the group project. It is also worth 1/3 of the class project grade.

You will receive one overall grade for the research project and the class project. That will be your grade for both courses. Your grade will reflect the percent of all possible points that you receive. The following grading scale will be used: A (95 - 100%), A- (90 - 94.9%), B+ (87 - 89.9%), B (83 - 86.9%), B- (80 - 82.9%), C+ (77 - 79.9%), C (73 - 76.9%), C- (70 - 72.9%), D+ (65 - 69.9%), D- (60 - 64.6%), F (<60%).

Late policy: 50% penalty for missing a deadline. After 5 days, zero credit will be given.

Students with Disabilities:

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Accessibility Services (SDS) in the Michael Schwartz Student Services Center (672-3391)

University Plagiarism Policy

http://dept.kent.edu/policyregister/register/Chapter%203/Chapter%203%20Section%2033 42-3-07.htm

A+S (ICS) 9

CLASS CALENDAR

I intend to follow the class calendar as written. However, I do reserve the write to make modifications to it at any time. I also reserve the right to make changes to another part of the syllabus at any time. If it becomes necessary to alter the syllabus I will alert you of the changes.

Week of...	Class and Individual Activities
June 14	Introduction Review of basic research methods concepts (Lecture Slides) ICPSR Website and databases CP: Formulation of class research project's main research topic and question(s). Discuss Christakis et al. paper and research components **on Thursday**. IRP: Begin formulating research project topics and question(s). Babbie Chapters 1, 2, 3, 4, 5, 7 Computer work in 118 Merrill.
June 21	CP: Review of the literature relevant to main research question(s): Each student is required to bring to class **on Thursday** one *empirical paper relevant to the class research project.* Paper must be OKed by Dr. Gallagher. Send author(s) name, article title, year of publication, and source to me by email. All OKed papers will posted on the website. The paper you contribute must be based on either primary or secondary data analysis (news reports and websites do not count as empirical papers). That means that the author(s) examine, present and discuss their research finding (secondary analysis is fine). Each student will present that paper and provide their rationale for including it as part of the literature review. Each student will turn-in the paper and their summary of it. Paper must be verified with Dr. Gallagher **by Tuesday at classtime**. **On Thursday**, students will hand-in their description of the research components relevant to the Christakis paper. The paper will be discussed. IRP: Research topic identified (Component 2) and identification of relevant database, including downloading all necessary material (Component 3). NIH Human Subjects Training and Certification completed and **due Tuesday** (Component 1). Babbie Chapters 1, 2, 3, 4, 5, 7 Computer work in 118 Merrill.

A+S (JLS) 10

June 28	CP: Complete Research Problem Description and develop first draft of the Data and Methods section of the project. IRP: Data set must be clean and all relevant variables identified. To be verified by Dr. Gallagher **by Thursday**. Data management lectures and descriptive statistics with SPSS. Computer work in 118 Merrill
July 5	CP: Complete Data and Methods Sections (Component 3). Begin statistical data analysis and reporting. Begin writing the results sections and create tables. IRP: Research Problem Description (Component 2) and Data and Methods section (Component 3) **due Thursday**. Basic descriptive and inferential statistics lectures. Babbie Chapter 14. Computer work in 118 Merrill.
July 12	CP: Complete results, discussion and concluding sections. IRP: Revision of Research Problem Description (Component 2) and Revision of Data and Methods section (Component 3) **due Thursday**. Complete statistical runs and the tables and/or figures to be used in the project. Begin developing Component 4 (Data Analysis and Results) and Component 5 (Discussion and Conclusion). Basic descriptive and inferential statistics lectures. Babbie Chapter 14. Computer work in 118 Merrill
July 19	CP: Discussion of project findings. IRP: Continue developing Data Analysis and Results (Component 4), Discussion and Conclusion (Component 5), and Components 6 - 8. Babbie Chapter 14. Computer work in 118 Merrill
July 26	IRP: Continue developing Data Analysis and Results (Component 4), Discussion and Conclusion (Component 5), Components 6 - 8, as well as identifying the research components in your paper. Computer work in 118 Merrill

A+S (123) 11

Aug 2	IRP: Research projects are due by 12 pm, Monday. Student presentations of research projects. Each student group is required to give a 9 to 11 minute presentation. Presentations will take place on Wednesday and Thursday of this week. Note: Attendance is mandatory this week.

A+S (ILS) 12

Research Project

Component 1: NIH Human Subjects Training and Certification

Go to:
http://phrp.nihtraining.com/users/login.php

Register under "New to PHRP Course"

Once you have registered you can complete the approximately 3-hour course and certification process.

You are expected to read every word and complete all seven modules, take each module test, and print the certificate at the end of the entire exercise demonstrating completion. The certificate is due on Wednesday of the 2nd week of class.

Length: 1 page

Component 2: Describe Your Research Problem

This includes an introduction, a clear statement of your research problem, a literature review of the area of research relevant to your research problem, and the specific research questions/hypotheses you will address in your project.

Length: 4-6 pages. The paper must include 10 - 15 empirically-based references. Use the referencing format used in the Group Projects in previous Group Projects (see class website).

Component 3: Data and Methods

Identify, describe and download the existing data source (referred to as secondary data) that you will use to answer your research question(s). Your description will include the nature of the sample, the variables you will use in your analysis, and the statistics you will use to analyze the data. Clearly differentiate between your independent and dependent variables.

Length: 1.5 to 3 pages.

Component 4: Data analysis and results.

This section will report on a Table that shows the descriptive statistics (means, standard deviations, percentages) for all the variables you are examining in your paper; a Table that shows bivariate associations; a Table that shows multivariate associations; plus any other additions like figures. Multivariate is required unless given a waiver from instructor.

A+S (ILS) 13

Length: 2.5 to 5 pages. Minimum number of variables: 8 (no more than 2 dependent variables)

[Note: all tables and figures will follow the Reference section (Component 6) with the section heading Tables and Figures.]

Component 5: Discussion and Conclusion
Length: 2.5 to 5 pages.

Component 6: Reference Section. Use the format in the Group Projects in 2007 and 2008.

Component 7: Tables and Figures. This section is to have a title page labeled "Appendix 1: Tables" or "Appendix 1: Tables and Figures" (if you are including figures).

Component 8: Frequency Distributions. This section is to have a title page labeled "Appendix 2: Frequency Distributions."

You must include a frequency distribution for each variable that you report on. Here all you need is to copy and paste in MS Word or Wordperfect the SPSS output for the frequency distributions.

FORMATTING for components 2 through 5: 12 pt, Times New Roman font, 1 inch margins, double-spaced, and no gaps (extra spacing) between paragraphs. Also, page numbering throughout, a title page, and section headings.

IMPORTANT! Keep back-up files of everything. Harddrives crash, flashdrives crash, and files get corrupted.

A&S (ILS) 14

URCC Subcommittee: Experiential Learning Requirement (ELR) Implementation

Catalog Statement

The purpose of Kent State's experiential learning requirement (ELR) is to provide students with direct engagement in learning experiences that promote academic relevance, meaning, and an understanding of real-world issues. Experiential learning opportunities exist in a variety of course- and non-course-based forms and may include community service, service-learning, undergraduate research, study abroad/away, and culminating experiences such as internships, student teaching, and capstone projects, to name a few.

~~Each academic program has a list of approved opportunities. Students should consult their academic advisor and refer to the description of their program in the *University Catalog*.~~

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 3/11/11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	
College	AS - Arts and Sciences
Degree	Minor (non degree)
Program Name	**Interdisciplinary Minor: Studies in Globalization, Identity, and Space**
	Program Code
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish program

Description of proposal:

This new program is intended to promote students' awareness of the differences and similaries that characterize the world's increasingly interconnected communities. The departments of Anthropology, Geography, and Pan African Studies propose the creation of a minor to be called, "Studies in Globalization, Identity, and Space." The minor will focus on emerging issues of globalization, local links to transnational networks, and the movement of people, commodities, and information across national borders. The program will provide scholarly materials and intellectual guidance for the study of these new mobilities, their historical foundations, and the challenges that new interactions of globalization present.

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

Current total credit hours: Proposed total credit hours 21

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

none

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

ANTH, GEOG, PAS

REQUIRED ENDORSEMENTS

_____	___/___/___
Department Chair / School Director	
Mary Ann Haley	5/3/11
Campus Dean (for Regional Campuse proposals)	
_____	___/___/___
College Dean (or designee)	
_____	___/___/___
Dean of Graduate Studies (for graduate proposals)	
_____	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	

ANTH 2

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE

College of Arts and Sciences
Undergraduate Office
105 Bowman Hall
Phone: 2-2062 Fax: 2-2646

TO: **College of Arts and Sciences Curriculum Committee**

FROM: **Mary Ann Haley, Assistant Dean** Mary Ann Haley

DATE: **March 29, 2011**

SUBJECT: **Studies in Globalization, Identity and Space Minor**

Under the coordination of Professor Rick Feinberg, the Departments of Anthropology, Geography and Pan-African Studies are proposing the establishment of a new multi-disciplinary minor – Studies in Globalization, Identity and Space.

ANTH 1

Proposal Summary

Title: Establish an Interdisciplinary Minor to be called Studies in Globalization, Identity, and Space

Subject Specification: The departments of Anthropology, Geography, and Pan African Studies propose to establish an interdisciplinary minor called Studies in Globalization, Identity, and Space that will promote students' awareness of the differences and similarities that characterize the world's increasingly interconnected communities.

Background Information:

ACTION AND INTENDED EFFECT: The departments of Anthropology, Geography, and Pan African Studies propose creation of an interdisciplinary minor to be called, "Studies in Globalization, Identity, and Space." The minor will focus on emerging issues of globalization, local links to transnational networks, and the movement of people, commodities, and information across national borders. The program will provide scholarly materials and intellectual guidance for the study of these new mobilities, their historical foundations, and the challenges that new iterations of globalization present.

RATIONALE: As the world grows "smaller" and more interconnected, we are increasingly called upon to interact with others whose backgrounds differ from our own. Our ability to lead productive, rewarding lives requires us to understand the values, assumptions, and expectations of others. Increased mobility has enriched people's lives, providing social and economic opportunities, but it also presents many challenges. The program will promote students' awareness of the differences and similarities that characterize the world's increasingly interconnected communities.

CONFORMITY OF ACTION WITH MISSION OF SPONSORING UNITS: Notions of identity and space are foundational to work in each of the cooperating disciplines. Cultural anthropology focuses on understanding the spectrum of lifeways and worldviews, attempting to gain an insider's perspective. Human geography examines the relationship between communities and their physical environments. Pan-African Studies draws from disciplines like anthropology and geography to elucidate the cultures, worldviews and experiences of peoples of Africa and the African diaspora. The minor will focus on the intersection of these three disciplines and the manner in which they intersect to shed light on the challenges that face us in the modern world.

EFFECT ON CURRENT PROGRAMS: The new minor will make use of current faculty and courses already being offered by the three cooperating departments. The effect should be to make each of the units more attractive to students and increase class size. It will not require additional resources but will make use of the faculty now in place. The risk is negligible: at worst the three departments will continue to do exactly what they are currently doing. If successful it could provide fiscal benefits for each of the units.

ANTH 3

---------- CATALOG COPY ----------

STUDIES IN GLOBALIZATION, IDENTITY,AND SPACE MINOR

COLLEGE: College of Arts and Sciences
DEPARTMENT: Department of Anthropology
226 Lowry Hall
Tel: 330-672-4363
Web: http://www.kent.edu/cas/anthropology/index.cfm

This interdisciplinary program in Globalization, Identity, and Space is intended to promote students' awareness of the differences and similarities that characterize the world's increasingly interconnected communities. It is a cooperative endeavor of the Anthropology, Geography, and Pan African Studies departments. The program requires successful completion of at least 21 semester hours of coursework selected from the participating departments.

Students wishing to graduate with this minor must take a minimum of 21 credit hours from the approved list of courses, appearing below. These must include all three core courses (9 hours) plus four electives (12 hours) selected from the list. Those four courses must come from at least two of the three participating departments. Students may petition to substitute a relevant course in some discipline other than Anthropology, Geography, or Pan-African Studies for one of the designated electives.

Proposed Courses

Required:

ANTH 18210 Introduction to Cultural Anthropology (3)
GEOG 22061 Human Geography (3)
PAS 15200 Introduction to West Africa (3)

Electives (from at least two disciplines)

ANTH 38250 Religion: the Search for Meaning (3)
ANTH 48212 Kinship and Social Organization (3)
ANTH 48214 Politics of Culture (3)
ANTH 48220 Cultural Ecology (3)
ANTH 48230 Socio-cultural Change (3)
ANTH 48250 Culture and Curing (3)
ANTH 48270 Native Peoples of North America (3)
ANTH 48630 Pacific Island Cultures (3)

GEOG 17063 World Geography (3)
GEOG 31070 Population and Environment (3)
GEOG 32080 Politics and Place (3)
Any junior-level world-regional geography course from the following list:
GEOG 37040 Geography of Africa (3)
GEOG 37050 Geography of Russia and the Commonwealth of Independent States (3)
GEOG 37066 Geography of Europe (3)
GEOG 37070 Geography of East and Southeast Asia (3)

ANTH 4

GEOG 37079 Geography of South Asia (3)
GEOG 37084 Geography of South America (3)
GEOG 37085 Geography of Central America and Mexico (3)

PAS 32050 African Literatures (3)
PAS 33130 Gender and Sexuality in Africa and the African Diaspora (3) New f 2011
PAS 35200 African Social and Political Systems (3)
PAS 37100 Pan-African Women's Literature (3) New f 2009

Alternatives and Consequences:
The alternative is not to adopt this program, in which case we will not take advantage of the potential synergy among these three departments.

Specific Recommendation and Justification: Approve new interdisciplinary minor on Globalization, Identity, and Space.

Timetable and Actions Required: .Once the program has been approved by the College Curriculum Committee and EPC (spring 2011), we should be able to implement it almost immediately. The minor would become available in AY 2012-13.

ANTH 5

HALEY, MARY ANN

From: MUNRO-STASIUK, MANDY
Sent: Wednesday, March 30, 2011 12:22 PM
To: HALEY, MARY ANN
Cc: FEINBERG, RICHARD
Subject: Studies in Globalization, Identity and Space proposal for new minor

Dear Mary Ann and Rick,

This e-mail is to confirm that the minor in Studies in Globalization, Identity and Space was developed in consultation with the Department of Geography and we are in full support of the proposal.

Sincerely,

Mandy

Dr. Mandy J. Munro-Stasiuk
Chairperson, Department of Geography
Kent State University
Kent, OH 44242

Tel: 330-672-3225
E-mail: mmunrost@kent.edu
Web: http://neogeo.kent.edu/munro

ANTH 7

HALEY, MARY ANN

From: Meindl, Richard
Sent: Wednesday, March 30, 2011 2:35 PM
To: HALEY, MARY ANN; FEINBERG, RICHARD
Cc: SEEMAN, MARK; Owen Lovejoy
Subject: CCC

Dear Mary Ann Haley,

The proposal for the interdisciplinary minor ("Studies in Identity, Globalization and Space") has the full support of the Department of Anthropology. Let me add our thanks to those faculty members of the Departments of Pan-African Studies, Geography, and Anthropology who moved this initiative forward.

Richard Meindl
Professor and Chair
Anthropology

ANTH 8

From: FEINBERG, RICHARD
Sent: Saturday, March 26, 2011 10:42 AM
To: HALEY, MARY ANN
Subject: FW: SGIS Minor - Next Steps

Hi Mary Ann,

Here's the "letter of endorsement" from Wendy. I trust that the other two will be forthcoming within the next few days.

Best,
Rick

Richard Feinberg
Professor of Anthropology
Kent State University
Kent, OH 44242
USA
330-672-2722

From: WILSON-FALL, WENDY
Sent: Friday, March 25, 2011 10:50 AM
To: FEINBERG, RICHARD
Subject: RE: SGIS Minor - Next Steps

Dear Rick,

I concur with the establishment of the proposed minor, Studies of Globalization, Identity, and Space (SGIS) and look forward to working with you on this exciting project. The Department of Pan African Studies is committed and engaged to work on this new initiative.

Sincerely,

Wendy Wilson-Fall, PhD.
Chair and Associate Professor
Department of Pan African Studies
Kent State University
127B Oscar Ritchie Hall
P.O. Box 5190, Kent OH 44242-0001
Main office: 330-672-2300
Fax: 330-672-4837

ANTH 9

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 25-Apr-11 Curriculum Bulletin _____

Effective Date Fall ~~2011~~ 2012 Approved by EPC _____

Department

College CT - Technology

Proposal

Proposal Name **Name Change for the College of Technology**

Description of proposal:
Change of name to: College of Applied Engineering, Sustainability and Technology

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

Units consulted (other departments, programs or campuses affected by this proposal):
It is not anticipated that other units would be affected.

REQUIRED ENDORSEMENTS

Dawn Boyd — 4/28/2011
Department Chair / School Director / Campus Dean

Donald L. Bulenger — 4/28/2011
College Dean

_____ ___/___/___
Dean of Regional Campuses / Dean of Graduate Studies

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

Title: College of Applied Engineering, Sustainability, & Technology

Subject Specification: To change the name of the College of Technology to the College of Applied Engineering, Sustainability, & Technology

Background Information: In recent years the College of Technology has made advances to solidify its mission and niche within the university. These changes have included: developing a major in applied engineering, developing a growing emphasis on sustainability with two certificates in this area, developing a minor in innovation which supports the sustainability, engineering and technology emphases. To change the name of the college will allow us to market our programs more accurately and attractively to potential students and to potential faculty. It will have no fiscal impact other than that required for signage and record changes.

Alternatives and Consequences: Several alternative titles were studied although faculty thought the title proposed was most accurate, fit with our accrediting bodies, and will be attractive to students. We thought about waiting to change the title pending further development of the college but to delay the name change would hamper recruitment of students and faculty

Specific Recommendation and Justification: The name of the College shall be; College of Applied Engineering, Sustainability, & Technology. The justification is noted above.

Actions required:

EPC approval: Spring- Summer 2011

Faculty Assembly: Summer- Fall 2011

KSU Board of Trustees: Fall 2011

Effect: January 2012 or Fall 2012

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 4-4-11 Curriculum Bulletin _____

Effective Date ~~Spring~~ Fall 2012 Approved by EPC _____

Department			
College	CT - Technology		
Degree	Bachelor of Science		
Program Name	Applied Engineering	Program Code	AENG
Concentration(s)	Computer and Electronics Technology	Concentration(s) Code(s)	CMEL
Proposal	Revise Program Requirements		

Description of proposal:

1. Inactivation of the Computer and Electronics Technology concentration (CMEL)
2. Establishment of a Computer Engineering Technology concentration (CET).

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

Current total credit hours: Proposed total credit hours 121

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

Regional College, COMT faculty, Computer Science

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

Regional College, Computer Science, College of Business

REQUIRED ENDORSEMENTS

Darin Boyd — 4/14/2011
Department Chair / School Director / Campus Dean

Donald L. Bubenzer — 4/21/2011
College Dean

_____ ___/___/___
Executive Dean of Regional Campuses / Dean of Graduate Studies

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

KENT STATE

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. John C. Duncan, College of Technology

Subject: Proposed Changes to the Computer and Electronics Technology Concentration

Date: April 2, 2011

Proposal Summary

Title: Replacement of the Computer and Electronics Technology Concentration of the Bachelor of Science degree in Applied Engineering with a Computer Engineering Technology concentration.

Subject Specification: The purpose of this proposal is to recommend 1) Inactivation of the Computer and Electronics concentration of the Bachelor of Science in Applied Engineering degree (AENG) offered by the College of Technology. The Kent State University major/submajor code for this concentration is CMEL. 2) Establishment of a Computer Engineering Technology (CET) concentration of the Bachelor of Science in Applied Engineering degree (AENG) offered by the College of Technology.

Background Information: Several curricular changes are proposed for replacing the Computer and Electronics Technology concentration of the College of Technology's Bachelor of Science degree in Applied Engineering with a Computer Engineering Technology concentration, effective for the Spring 2012 semester. These changes are part of an ongoing effort that began approximately six years ago to change the focus of the computer/electronics programming and to improve the quality, content, and academic standards of this specific concentration area. The changes are intended to meet industry needs and the programmatic interests of students by focusing on computer and networking hardware systems, with less emphasis on traditional electronic subjects than the existing computer/electronics concentration. During this past few years the college has added two full-time faculty members with experience, expertise, and interests in this area to support the proposed curricular changes.

These proposed changes are a result of discussions among various electronics and computer technology undergraduate and graduate faculty, and are further driven by faculty discussions with current and prospective students, industry, and faculty colleagues in similar programs across the country.

The main objective of this change proposal is to create a concentration with a strong hands-on, applied technology emphasis on the design, development, evaluation, installation, configuration, troubleshooting, maintenance, and repair of personal computer systems, computer network systems, and their supporting components. A faculty review of similar programs accredited by ATMAE indicates that the new curriculum will adhere to ATMAE standards and guidelines and should be easily accredited.

These changes will not impact current students, nor will they require additional faculty, staff, or classroom and laboratory facilities. No significant additional laboratory equipment resources are required.

Alternatives and Consequences: Failure to implement this proposal will perpetuate the current concentration which has declining enrollment and does not adequately satisfy the needs of potential students, industry, and business. Failure to implement these changes will result in a continuation of the current program focus in areas that are becoming less relevant to industry and students. The current program will become increasingly unable to meet industry needs and the programmatic interests of students if it does not provide greater emphasis in computer and computer networrking hardware and systems, and digital electronics applications.

Specific Recommendation and Justification: See Attachment.

Timetable and Actions Required:
College of Technology's Applied Science and Technology (AST) Academic Program Area approval (Undergraduate curriculum): November 2010
College of Technology's Graduate Studies Committee approval (Graduate curriculum): November 2010
College of Technology's CCC Approval: December 2010
EPC Approval: Spring 2011
Activation: Spring 2012

Curricular Bodies That Have Reviewed and Approved This Action

Approved: Applied Science and Technology Curricular Group	December, 2010
Approved: College of Technology Graduate Studies Advisory Committee	December, 2010
Approved: College of Technology College Curriculum Committee	December, 2010

Attachment: Summary of Significant Curriculum Changes

- Establishment of a new B.S in Applied Engineering concentration entitled *Computer Engineering Technology*

- The inclusion of existing courses (unmodified) to concentration requirements
  1. COMM 15000 Introduction to Human Communication (3 credit hours)
  2. COMT 36320 Computer Forensics (3 credit hours)
  3. COMT 36330 Local Area Network Security Fundamentals (3 credit hours)
  4. ENG 20002 Introduction to Technical Writing (3 credit hours)
  5. MATH 11010 Algebra for Calculus (3 credit hours)
  6. MATH 11012 Intuitive Calculus (3 credit hours)
  7. MATH 11022 Trigonometry (2 credit hours)
  8. MIS 24056 Principles of Business Statistics (3 credit hours)
  9. MIS 24163 Principles of Management (3 credit hours)
  10. PHY 13001 General College Physics I (4 credit hours)
  11. PHY 13002 General College Physics II (4 credit hours)
  12. PHY 13021 General College Physics Laboratory I (1 credit hour)
  13. PHY 13022 General College Physics Laboratory II (1 credit hour)
  14. TECH 10001 Information Technology (3 credit hours)
  15. TECH 13580 Engineering Graphics I (3 credit hours)
  16. TECH 21021 Survey of Electricity and Electronics (4 credit hours)
  17. TECH 31000 Cultural Dynamics of Technology (3 credit hours)
  18. TECH 43060 Management of Technology Innovation (3 credit hours)
  19. US 100097 Destination Kent State: First Year Experience (1 credit hour)
  20. Kent Core Composition (6 credit hours)
  21. Kent Core H&FA (9 credit hours)
  22. Kent Core Social Sciences (6 credit hours)
  23. General Elective Hours (5 credit hours)

- The creation of new courses and their inclusion into the concentration requirements
  1. TECH 23010 Computer Hardware I (3 credit hours)
  2. TECH 33020 Computer Hardware II (3 credit hours)
  3. TECH 26301 Networking Hardware I (3 credit hours)
  4. TECH 36302 Networking Hardware II (3 credit hours)
  5. TECH 26310 Web Design and Development (3 credit hours)
  6. TECH 33030 Computer Peripherals and Special Use Hardware (3 credit hours)
  7. TECH 43016 Advanced PC/Network Engineering and Troubleshooting (3 credit hours)
  8. TECH 43222 Computer Hardware Engineering and Architecture (3 credit hours)
  9. TECH 46312 Wireless Network and Telecommunication Systems (3 credit hours)
  10. TECH 46350 Network Management & Design Technology (3 credit hours)

- The modification of existing courses and their inclusion into the proposed concentration
  1. TECH 33222 Digital Design for Computer Engineering (3 credit hours)
  2. TECH 33223 Electronic Communications (3 credit hours) formerly Digital Design and Application
  3. TECH 36620 Project Management in Engineering and Technology (3 credit hours)
  4. TECH 46330 Visual Basic Programming in Engineering Technology (3 credit hours) formely Coordinating Technical Projects

- The total number of credit hours in the concentration is 121.

- Inactivation of the current B.S in Applied Engineering concentration entitled *Computer and Electronics Technology*

Kent State University Catalog 2010 - 2011

Applied Engineering - B.S.

COLLEGE: College of Technology
DEPARTMENT: 119 Van Deusen Hall
E-mail: cotinfo@kent.edu
Tel: 330-672-2892
Fax: 330-672-2894
Web: http://technology.kent.edu/

DESCRIPTION: The Bachelor of Sciences in Applied Engineering consists of ~~two~~ three concentration: Applied Engineering and Technology Management, Computer ~~and Electronics~~; Manufacturing Systems, ~~Industrial Technology for associate degrees.~~

Engineering Technology

The applied engineering field is 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 and Technology Management provides students the necessary skills to manage complex technological systems. It also functions as a completer degree for students with engineering technology associate degrees. The majority of the coursework in the last two years focuses on the management of applied engineering.

Insert A

~~Computer and Electronics 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 in-depth knowledge and understanding of electronic devices, circuit fabrication, computer hardware and networking and microprocessor systems, as well as a sound knowledge of computer programming. These technical skills are combined with principles of quality and management, a strong proficiency in physical sciences and mathematics, along with a broad-based liberal education.~~

Manufacturing Systems 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.

~~Applied Engineering 2+2 concentration for associate degree graduates 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.~~

CAREER OPPORTUNITIES: Industrial production managers held about 156,100 jobs in 2008. About 80 percent are employed in manufacturing industries, including fabricated metal product, transportation equipment, and computer and electronic product manufacturing. Production managers work in all parts of the country, but jobs are most plentiful in areas where manufacturing is concentrated.

Graduates ~~Students~~ can find position in product design, facility planning, technical sales, and quality assurance. While they may start out in entry-level positions, they will lead to positions in management.

(Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: **General Admissions for New Freshman**: Students most likely to be admitted and succeed at the Kent Campus are those who have graduated with at least 16 units of the recommended college preparatory curriculum in high school, who have achieved a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and whose composite ACT score is 21 or better (980 combined critical reading and math SAT score). For more information on admissions, visit the Admissions website for new freshmen.

General Admissions for Transfer Students: Generally, a transfer applicant who has taken 12 or more semester hours with a college cumulative GPA of at least 2.0 on a 4.0 scale may be admitted. An applicant who has taken fewer than 12 semester hours will be evaluated on both collegiate and high school records. For more information on admissions, visit the Admissions website for transfer students.

GRADUATION REQUIREMENTS: Minimum ~~120 total~~ credit hours (depending on concentration) and 39 upper-division hours for graduation. Minimum 2.00 GPA overall and 2.25 GPA in major required for graduation. 121

LANGUAGE REQUIREMENT: None

STUDY ABROAD/AWAY OPPORTUNITIES: There are many study abroad/away opportunities, for more information contact the Office of International Affairs.

PROGRAM FEE: None

ACCREDITATION: National Association of Industrial Technology

GRADUATE PROGRAMS: Master of Technology
M.A. and M.S. in Computer Science

A

The Computer Engineering Technology concentration is an in-depth, hands-on curriculum that prepares students for computer technology- or computer engineering technology-related careers. The program emphasis is on the system-level design, development, integration, management, and evaluation of computer and network components and systems in a variety of settings. The program focuses on the development of computer system performance analysis and troubleshooting knowledge and skills, and laboratory experiences are extensively integrated throughout the curriculum. ~~Students graduating from this concentration~~ Graduates will be able to design, develop, install, interface, upgrade, analyze, evaluate, maintain, repair, manage, and secure personal computer and computer networking hardware components and systems.

Catalog Copy Red-lines

Please read the sections in the University Catalog on Kent Core, diversity and writing-intensive requirements.

I. DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)				
Type	Course		Title	Credits
	US	10097	Destination Kent State: First Year Experience	1
II. MAJOR PROGRAM REQUIREMENTS (12 credits) *Courses count in major GPA*				
Type	Course		Title	Credits
	ENG	20002	Introduction to Technical Writing	3
	MIS	24056	Principles of Business Statistics	3
	TECH	10001	Information Technology	3
		13580	Engineering Graphics I	3
III. ADDITIONAL PROGRAM REQUIREMENTS (23 credits)				
Type	Course		Title	Credits
KAD	COMM	15000	Introduction to Human Communication	3
~~KSS~~	~~ECON~~	~~22060~~	~~Principles of Microeconomics~~	~~3~~
KMC	MATH	11010	Algebra for Calculus	3
		11022	Trigonometry	2
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
IV. CONCENTRATIONS (~~85-86~~ credits)				
Type	Course		Title	
	Applied Engineering and Technology Management ~~(83)~~ ~~(86)~~ 78			
	Computer Engineering Technology ~~and Electronics (84)~~ ~~(85)~~ 77			
	Manufacturing Systems ~~(85)~~ ~~(88)~~ 80			
			MINIMUM TOTAL	**121~~2~~-124**

31

moved to various concentration

added PHY13001(4) 13002(4)

77-80

Applied Engineering and Technology Management Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (52 credits) *Courses count in major GPA*			
Type	Course	Title	Credits
	TECH 20001	Energy Power	3
	20002	Materials and Processes	3
	21021	Survey of Electricity and Electronics	4
	23581	Computer-Aided Engineering Graphics	3
WIC DD	31000	Cultural Dynamics of Technology*	3
	31016	Manufacturing Technology	3
	31020	Automated Manufacturing	3
	31065	Cast Metals	3
	33031	Programmable Logic Controllers	3
	33033	Hydraulics/Pneumatics	3
	33700	Quality Techniques	4
	33870	Facility Design and Material Handling	3

stet.

		36620	~~Coordinating Technical Projects~~ **Project Management in Engineering and Technology**	3
		43060	Management of Technology Innovation	3
		43080	Industrial and Environmental Safety	3
		43550	Computer Aided Manufacturing	3
		43800	Senior Seminar	2
II. ADDITIONAL REQUIREMENTS (31 credits)				
Type	**Course**		**Title**	**Credits**
KSS	ECON	22060	**Principles of Microeconomics**	3
KBS	PHY	13001	General College Physics I (4)	~~5~~ 1
			and	
		13021	~~General College~~ Physics Laboratory I (1)	
KBS		13002	General College Physics II (4)	~~5~~ 1
			and	
		13022	General College Physics Laboratory II (1)	
KSS	PSYC	11762	General Psychology	3
		31773	Industrial Psychology	3
	Kent Core Additional			3
	General Electives			12
			MINIMUM TOTAL	~~83~~ 78

move to major

move to major

*A minimum C (2.0) grade must be earned ~~with~~ to fulfill the writing-intensive requirement.

Computer ~~and Electronic~~ Enginering Technology Concentration

For semester-by-semester course sequencing for this program, view the 2010-2011 Roadmap.

I. CONCENTRATION REQUIREMENTS (58 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
	~~CS~~	~~10061~~	~~Introduction to Computer Programming~~	~~3~~
	~~MIS~~	~~24163~~	~~Principles of Management~~	~~3~~
		~~34060~~	~~Operations Management~~	~~3~~
~~WIC~~		~~44150~~	~~Total Quality Management*~~	~~3~~
	~~TECH~~	~~20004~~	~~Fundamentals of Electronics Circuits~~	~~4~~
	COMT	**36320**	**Computer Forensics**	**3**
		36330	**Local Area Network Security Fundamentals**	**3**
	TECH	**21021**	**Survey of Electricity and Electronics**	**4**
		23010	**Computer Hardware I**	**3** NEW
		26301	**Networking Hardware I**	**3** NEW

		26310	**Web Design and Development**	3	NEW
		~~23200~~	~~Electronic Circuits Fabrication Laboratory~~	~~1~~	
WIC DD		31000	Cultural Dynamics of Technology*	3	stet
		~~33010~~	~~Computer Hardware~~	~~3~~	
		33020	**Computer Hardware II**	**3**	NEW
		33030	**Computer Peripherals and Special Use Hardware**	3	NEW
		~~33016~~	~~PC/Network Engineering and Troubleshooting~~	~~3~~	
		~~33220~~	~~Electronic Devices~~	~~4~~	
		33222	Digital Design ~~and Applications~~ **for Computer Engineering**	3	
		33223	Electronic Communication	3	
		36302	**Networking Hardware II**	3	NEW
		36620	**Project Management in Engineering and Technology**	3	
		43016	**Advanced PC/Network Engineering and Troubleshooting**	3	NEW
		43060	**Management of Technology Innovation**	3	
		43222	**Computer Hardware Engineering and Architecture**	3	NEW
		~~43026~~	~~Microprocessor Systems~~	~~4~~	
		~~43221~~	~~Digital Control Systems and Instrumentation~~	~~4~~	
		46312	**Wireless Network and Telecommunication Systems**	3	NEW
		46330	Visual Basic Programming in Engineering Technology	3	
		~~46311~~	~~Technology of Networking~~	~~3~~	
		46350	**Network Management and Design Technology**	3	NEW

II. ADDITIONAL REQUIREMENTS (27 credits) — 19

Type	Course		Title	Credits
~~KBS~~	~~CHEM~~	~~10060~~	~~General Chemistry I~~	~~4~~
~~KBS~~	~~-~~	~~10062~~	~~General Chemistry I Laboratory~~	~~1~~
~~KAD~~	~~ECON~~	~~22061~~	~~Principles of Macroeconomics~~	~~3~~
~~-~~	~~MATH~~	~~12002~~	~~Analytical Geometry and Calculus I~~	~~5~~
~~-~~	~~-~~	~~12003~~	~~Analytical Geometry and Calculus II~~	~~5~~
~~-~~	~~-~~	~~21001~~	~~Linear Algebra with Applications~~	~~3~~
~~KBS~~	~~PHY~~	~~23101~~	~~General University Physics I~~	~~5~~
~~KBS~~		~~23102~~	~~General University Physics II~~	~~5~~
KMC	MATH	11012	**Intuitive Calculus**	3
	MIS	24163	**Principles of Management**	3
KBS	PHY	13001	**General College Physics I (4)** *and*	~~5~~ 1
		13021	**General College Physics Lab I (1)**	
KBS		13002	**General College Physics II (4)** *and*	~~5~~ 1
		13022	**General College Physics Lab II (1)**	

oratory — move to major

oratory

Kent Core Social Sciences (must be from two disciplines)	~~3~~ 6
General Electives	~~3~~ 5
MINIMUM TOTAL	~~84~~ ~~85~~ 77

*A minimum C grade must be earned ~~in either TECH 31000 or MIS 44150 in order~~ to fulfill the writing-intensive requirement

Manufacturing Systems

I. CONCENTRATION REQUIREMENTS (62 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
	CS	10061	Introduction to Computer Programming	3 or DSCI 15310
	MIS	24163	Principles of Management	3
	TECH	20002	Materials and Processes	3
		21021	Survey of Electricity and Electronics	4
		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
	Choose from the following			6
	MIS	34060	Operations Management (3)	
		34180	Human Resource Management (3)	
WIC		44150	Total Quality Management* (3)	
	Choose from the following			5
WIC DD		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)	

II. ADDITIONAL REQUIREMENTS (23 credits) 18 credits				
Type	**Course**		**Title**	**Credits**
	ACCT	23020	Introduction to Financial Accounting	3
KBS	CHEM	10050	Fundamentals of Chemistry	3
KSS	ECON	22060	**Principles of Microeconomics**	3

	MATH	12002	Analytical Geometry and Calculus I	5
KBS	PHY	13001	General College Physics I	4
KBS		13002	General College Physics II	4
	Kent Core Basic Science Laboratory			1
	Kent Core Social Sciences (must be from two disciplines)			3
			MINIMUM TOTAL	~~85~~ 80

move to major

5

*A minimum C grade must be earned in either TECH 31000 or MIS 44150 ~~in order~~ to fulfill the writing-intensive requirement

2

KENT STATE UNIVERSITY

Roadmap: ~~Major Name~~ - Applied Engineering - Computer Engineering Technology - Bachelor of Science
(CT-BS-AENG-CET)
College of Technology
Catalog Year: 2012-2013

This roadmap is a recommended semester-by-semester plan of study for this major. However, courses and milestones designated as critical (in boldface and shaded areas) must be completed in the semester listed to ensure a timely graduation.

	Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
	Semester One: [16 Credit Hours]				
	~~ENG 11011 College Writing I~~ Kent Core	3			Kent Core Composition
	MATH 11010 Algebra for Calculus	3			KMC
m	TECH 10001 Information Technology	3			
m	TECH 13580 Engineering Graphics I	3			
	US 10097 Destination Kent: FYE	1			Not required for transfer students with 25 credits
	Kent Core: ~~Humanities in Arts and Sciences Course~~	3			
	Semester Two: [15 Credit Hours]				
	COMM 15000 Introduction to Human Communication	3			Fulfills Kent Core Additional
	~~ENG 21011 College Writing~~ II Kent Core	3			
	MATH 11022 Trigonometry	2			
m	TECH 21021 Survey of Electricity & Electronics	4			
	Kent Core: ~~Humanities in Arts and Sciences category or Humanities in Fine Arts category~~	3			
	Semester Three: [14 Credit Hours]				
	MATH 11012 Intuitive Calculus	3			KAD
	PHY 13001 General College Physics I	4			KBS
	PHY 13021 General College Physics Lab I	1			KBS
m	TECH 23010 Computer Hardware I	3			
m	TECH 26301 Networking Hardware I	3			
	Semester Four: [17 Credit Hours]				
m	ENG 20002 Introduction to Technical Writing	3			
	PHY 13002 General College Physics II	4			KBS
	PHY 13022 General College Physics Lab II	1			KBS
m	TECH 33020 Computer Hardware II	3	✓		
m	TECH 36302 Networking Hardware II	3	✓		
	Kent Core: ~~Humanities Fine Arts category.~~	3			

m - Courses count in major GPA

KENT STATE UNIVERSITY

Roadmap: Major ~~Name~~ - Applied Engineering - Computer Engineering Technology - Bachelor of Science
(CT-BS-AENG-CET)
College of Technology
Catalog Year: 2012-2013

	Semester Five: [15 Credit Hours]				
	MIS 24163 Principles of Management	3			
M	TECH 26310 Web Design and Development	3			
M	TECH 33030 Computer Peripherals and Special use Hardware	3	✓		
	COMT 36320 Computer Forensics	3	✓		
	~~Social Sciences~~ Kent Core Requirements	3			
	Semester Six: [15 Credit Hours]				
M	TECH 31000 Cultural Dynamics of Technology	3	✓	C	Writing Intensive & Domestic Diversity Course
M	TECH 33223 Electronic Communication	3	✓		
M	TECH 36620 Project Management in Eng & Tech	3	✓		
	COMT 36330 Local Area Network Security Fundamentals	3	✓		
	~~Social Sciences~~ Kent Core Requirements	3			
	Semester Seven: [15 Credit Hours]				
M	MIS 24056 Principles of Business Statistics	3			
M	TECH 33222 Digital Design for Computer Engineering	3	✓		
M	TECH 43016 Advanced PC/Network Engineering and Troubleshooting	3	✓		
M	TECH 43060 Management of Technology Innovation	3	✓		
M	TECH 46330 Visual Basic Programming in Engineering Technology	3	✓		
	Semester Eight: [15 Credit Hours]				
M	TECH 43222 Computer Hardware Engineering and Architecture	3	✓		
M	TECH 46312 Wireless Network and Telecommunication Systems	3	✓		
M	TECH 46350 Network Management and Design Technology	3	✓		
	General Electives	5			

Graduation Requirements Summary

Minimum Total Hours	Upper-Division Hours	Kent Core Requirements Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	~~45~~ 39	36	TECH 31000	TECH 31000	2.25	2.00

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled with COMM 15000 & MATH 11012	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with PHY 13001, 13002, 13021 and 13022	0
Composition (6-8 credit hours)	Enrollment based on placement test	0
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	0
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test; Fulfilled by MATH 11010	0

KENT STATE UNIVERSITY

Roadmap: Major Name - Applied Engineering - Computer Engineering Technology - Bachelor of Science
(CT-BS-AENG-CET)
College of Technology
Catalog Year: 2012-2013

Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 28-Apr-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department Office of International Affairs

College

Proposal Revise Policy

Proposal Name **Clarification of Transfer Credit Evaluation Policy to include international students**

Description of proposal:

See proposed modification to the policies below (additions underlined and in bold):

Excerpt from the Transfer Credit Evaluation policy:
… Generally, only those non-remedial courses in which students have earned a minimum C (2.00) grade at an accredited school (as determined by the Transfer Center) will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited college or university in Ohio and earned fall 2010 and later from a regionally accredited**, or international equivalent,** college or university outside Ohio will be awarded for all non-remedial courses in which students have earned a minimum D (1.00) grade. …

Excerpt from the Transient Work at Another University policy:
… Generally, credit for non-remedial courses in which students have earned a minimum C (2.0) grade at an accredited school (as determined by the Transfer Center) will be considered for transfer. However, transfer credit earned fall 2005 and later from a regionally accredited college or university in Ohio and earned fall 2010 and later from a regionally accredited**, or international equivalent,** college or university outside Ohio will be awarded for all non-remedial courses in which students have earned a minimum D (1.00) grade. …

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

Policy revision will ensure a consistent policy in evaluating transfer credit and equal treatment for international students.

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

Office of the Provost, Associate and Assistant Deans Committee

---

REQUIRED ENDORSEMENTS

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

_____ ____/____/____
College Dean

_____ ____/____/____
Dean of Regional Campuses / Dean of Graduate Studies

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

TILLETT, THERESE

From: Di Maria, David
Sent: Thursday, April 28, 2011 2:17 PM
To: TILLETT, THERESE
Subject: RE: Int'l Students and the Revised Course Transfer Policy

Follow Up Flag: Follow up
Flag Status: Completed

Dear Therese,

We evaluate foreign credentials to determine the following:

1. Accreditation equivalency
2. Degree equivalency
3. GPA conversion

As far as regional accreditation goes, it again depends on interpretation as the institutions we recognize are all accredited within their own regions of the world. As you know, it is standard practice for us to award transfer credit to students who have taken non-remedial courses at an accredited postsecondary institution. What I fear may be happening here is this policy implies a grade of "D" from the poorest quality accredited U.S. institution is equivalent to a grade of "C" from Oxford (ranked 6th in the world), Tsinghua (ranked 58th in the world) or other world-class institutions. Kent State is ranked 196th in the world, but the majority of regionally accredited institutions in the U.S. from which we are willing to accept grades of "D" don't even qualify to appear in world rankings.

While such a policy would make for uncomfortable conversations with international partners and applicants, I can also foresee problems when U.S. students study abroad at our partner institutions and find their courses do not transfer. It seems this leaves us open to allegations of prejudicial treatment and hinders efforts to internationalize.

If you think we need to present this international perspective to EPC, then I would be very happy to do so. I feel very confident in our evaluation process and the quality of students we admit. In fact, we recently received a report from RPIE indicating international undergraduate students typically earn higher grade point averages (3.07 vs. 2.90) than their domestic peers. Again, I find it hard to accept the academic quality of all accredited institutions in the U.S. are superior to all accredited institutions outside of the U.S., which it seems current interpretation of this policy implies.

Any assistance you can provide in this matter would be greatly appreciated.

David L. Di Maria, PDSO/RO
Director, International Student Recruitment, Admissions and Advising
Office of International Affairs
Kent State University
106 Van Campen Hall
625 Loop Road
Kent, Ohio 44242-0001
U.S.A.
Phone: +1.330.672.7980
Fax: +1.330.672.4025
ddimari1@kent.edu
http://www.kent.edu/oia/

Explore Academic Programs: http://www.kent.edu/gps/index.cfm

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Nov-10 Curriculum Bulletin _____

Effective Date Spring 2011 Approved by EPC _____

Department	Theatre and Dance		
College	CA - The Arts		
Degree	BFA - Bachelor of Fine Arts		
Program Name	**Theatre Studies**	Program Code	**THEA**
Concentration(s)	Design/Technology	Concentration(s) Code(s)	DT
Proposal	Articulation Agreement		

Description of proposal:

Establish a 2+2 articulation agreement with Cuyahoga Community College (Tri-C) and its Associate of Arts degree.

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

Current total credit hours: 129 Proposed total credit hours 129*

* Student transfers from Tri-C may need to take more credits to complete the baccalaureate at Kent State University.

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

N/A

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

N/A

REQUIRED ENDORSEMENTS

Cynthia [signature] 4/11/11

Department Chair / School Director / Campus Dean

Ralph Lorenz 4/22/11

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

ARTICULATION AGREEMENT
By and Between
Cuyahoga Community College
and
Kent State University

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this 15th day of April, 2011 (the "Effective Date") by and between Cuyahoga Community College District (the "College"), with an address at 700 Carnegie Avenue, Cleveland, Ohio 44115-2878; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The College is an institution of higher education established pursuant to Section 3354 of the Ohio Revised Code, and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The College and Kent State desire to enter into a contract pursuant to which students of the College would be eligible for articulated course credits at Kent State, 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 in Attachment A.

b. Articulation Benefits to Students. Kent State will provide the Articulation Benefits at no charge to past and present students of the College who meet the Articulation Criteria.

c. Accreditation of the College. The College warrants that it is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The College will notify Kent State if such accreditation ceases to exist.

d. Accreditation of Kent State. Kent State warrants that it is accredited by the North Central Association of Colleges and Schools. Kent State will notify the College if such accreditation ceases to exist.

e. Admissions Processing. For those past or present students who meet Articulation Criteria 1(a-e), Kent State will consider their applications for admission in accordance with standard Kent State admission application evaluation criteria, while favorably recognizing students' accomplishments at the College.

f. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2014, academic term of the College, at which time this Agreement will automatically expire.

b. Termination. 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 Kent State, 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. Post-Termination. Upon expiration or termination of this Agreement for any reason, College students previously accepted by or admitted to Kent State shall continue to receive the benefits contemplated by this Agreement.

3. *Miscellaneous.*

a. Severability. 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. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio applicable to contracts made and to be enforced wholly within Ohio.

c. Jurisdiction; Venue. 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 an Ohio court.

d. Survival. Sections 2(c) and this Section 3 will survive termination or expiration of this Agreement.

e. Notices. 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 the College, an additional copy addressed to "General Counsel":

For Cuyahoga Community College:
Mr. Peter Ross
Vice President, Enrollment Management
700 Carnegie Avenue
Cleveland, OH 44115

For Kent State University:
Dr. Robert G. Frank
Provost and Senior Vice President
Library, Executive Suite
Kent, OH 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. Assignment. 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. Complete Agreement; Integration. 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. Counterparts; Facsimile Signatures. This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.

j. Independent Contractors. The parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this Agreement. Neither party shall make any commitment, or give the impression that it has authority to make any commitment, on behalf of the other party.

k. Compliance with Laws. The parties will comply with all applicable laws and regulations in performing their obligations hereunder. When taking actions (or failing to act) in any way relating to this Agreement, each party agrees that it will not unlawfully discriminate against any person on the basis of race, sex, religion, disability, age, national origin, or color.

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

CUYAHOGA COMMUNITY COLLEGE DISTRICT:

By:_____
Mr. Peter Ross
Vice President for Enrollment Management

KENT STATE UNIVERSITY:

By:_____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Dated April 15, 2011
By and Between
Cuyahoga Community College District and Kent State University

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of an Associate Degree or Credit Hour Equivalent (i.e., 60 semester hours)*

   b. Achieving a minimum overall cumulative grade point average of 2.0.

   c Submission of an official College transcript.

   d. Completion of Bridge Courses (Tri-C courses taken beyond the Associate of Arts degree. Refer to transfer courses on next pages; those designated may be taken at the College (Appendix 2).

   e. Fulfillment of residence requirements for the Bachelor of Fine Arts degree in Theatre Studies (Design/Technology concentration) The requirement for the degree is completion of a minimum thirty (30) credit hours of coursework at Kent State University. Credit earned by means of transfer courses does not count toward residence.

2. ***The articulation benefits ("Articulation Benefits") are:***

   a. Facilitate transfer of courses between the College, Associate of Arts degree, and Kent State, Bachelor of Fine Arts degree in Theatre Studies (Design/Technology concentration), see Appendix 2.

   b. Benefitting Northeast Ohio by infusing the job market with qualified graduates.

   c. Students with 3.0 GPA will be eligible to apply for Kent State scholarships.

   d. A student who completes all of the degree requirements in the Associate of Arts degree at Tri C (see Appendix 2) will be admitted into Kent State's Bachelor of Fine Arts degree in Theatre Studies (Design/Technology concentration) program with junior status.

APPENDIX 1: ARTICULATION AND TRANSFER TABLE

DRAFT

Cuyahoga Community College: Associate of Arts degree
Kent State University: Bachelor of Fine Arts degree in Theatre Studies (Design/Technology)

EQUIVALENCIES CURRENTLY ON THE TRANFER TABLES (and u.select)

CUYAHOGA COMMUNITY COLLEGE	Credits	KENT STATE UNIVERSITY	Credits
Ohio Transfer Module English Composition		**Kent Core Composition (6 credits)**	
ENG 1010 College Composition I	3	ENG 11011 College Writing I	3
ENG 1020 College Composition II	3	ENG 21011 College Writing II	3
Ohio Transfer Module Mathematics, Statics and Logic		**Kent Core Mathematics and Critical Reasoning (3 credits)**	
MATH 1060 Survey of Mathematics	3	MATH 11008 Explorations in Modern Mathematics	3
Ohio Transfer Module Arts and Humanities		**Kent Core Humanities or Fine Arts (9 credits)**	
THEA 1010 Theatre Appreciation	3	THEA 11000 The Art of the Theatre	3
ART 2020 Art History Survey: Prehistoric to Renaissance	3	ARTH 22006 Art History I: Ancient and Medieval Art	3
Humanities course	3	Humanities course	3
Ohio Transfer Module Social and Behavioral Sciences		**Kent Core Social Sciences (6 credits)**	
Numerous course options available	6-8	Two courses (must be from two disciplines)	6
Ohio Transfer Module Natural Sciences		**Kent Core Basic Sciences (6-7 credits)**	
Numerous course options available (including one lab)	6-7	Two or three courses, including one laboratory	6-7
Ohio Transfer Module (additional)		**Kent Core Additional (6 credits)**	
ART 2030 Art History Survey: Last Renaissance to Present	3	ARTH 22007 Art History II: Renaissance to Modern Art	3
SPCH 1010 Fundamentals of Speech Communication	3	COMM 15000 Introduction to Human Communication	3
Program Requirements		**Program Requirements**	
ART 1050 Drawing I ***or*** ART 1060 Drawing II ***or*** ART 1070 3-D Foundations (***or*** ART 1100 Sculpture)	3	ARTF 14000 Drawing I ***or*** ARTF 14001 Drawing II ***or*** ARTF 14055 Sculpture I	3
THEA 1300 Fundamentals of Theatre Makeup	3	THEA 21016 Makeup for Stage and Screen	3
THEA 1410 Stage Design II: Scenery and Lighting	3	THEA 11522 Introductory Lighting	3
THEA 1500 Acting I	3	THEA 11303 The Art of Acting	3
THEA 1530 Stagecrafts	2	THEA 22092 Practicum I in Design and Technology	3
THEA 1540 Rehearsal and Performance	2	THEA 22192 Practicum II in Performance	3
THEA 2010 Script Analysis	3	THEA 21111 Script Analysis	3

APPROVED NEW / REVISED EQUIVALENCIES TO BE PUT ON THE TRANFER TABLES (and u.select)

CUYAHOGA COMMUNITY COLLEGE	Credits	KENT STATE UNIVERSITY	Credits
THEA 1320 Introduction to Stage Costumes	3	THEA 11524 Introductory Costuming	3
THEA 1430 Introduction to Scenery and Stagecrafts	3	THEA 11622 Introductory Scenery	3
THEA 1440 Introduction to Stage Lighting	3	THEA 11522 Introductory Lighting	3
THEA 1550 Practicum in Technical Theatre	2	THEA 22092 Practicum I in Design and Technology	3
THEA 2450 Drafting for Theatre	3	THEA 21521 Theatrical Drafting	3
THEA 2540 Advanced Rehearsal and Performance	2	THEA 42192 Practicum II in Performance	3
THEA 2550 Advanced Practicum in Technical Theatre	2	THEA 42092 Practicum II in Design and Technology	3

APPENDIX 2: SUGGESTED SEMESTER SEQUENCE

Semester One: [15 Credit Hours] Cuyahoga Community College Associate of Arts

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ENG 1010 College Composition I	3		ENG 11011 College Writing I (Kent Core Composition)
MATH 1060 Survey of Mathematics	3		MATH 11008 Explorations in Modern Mathematics (Kent Core Mathematics)
THEA 1010 Theatre Appreciation	3		THEA 11000 The Art of the Theatre (Kent Core Fine Arts)
THEA 1320 Introduction to Stage Costumes ***or*** THEA 1430 Stagecraft ***or*** THEA 1440 Introduction to Lighting	3		THEA 11524 Introductory Costuming ***or*** THEA 11622 Introductory Scenery ***or*** THEA 11522 Introductory Lighting (all courses required and may be taken any semester)
THEA 1500 Acting I	3		THEA 11303 The Art of Acting

Semester Two: [16 Credit Hours] Cuyahoga Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ART 2020 Art History Survey: Prehistoric to Renaissance	3		ARTH 22006 Art History I: Ancient and Medieval Art (Kent Core Fine Arts)
ENG 1020 College Composition II	3		ENG 21011 College Writing II (Kent Core Composition)
THEA 1320 Introduction to Stage Costumes ***or*** THEA 1430 Stagecraft ***or*** THEA 1440 Introduction to Lighting	3		THEA 11524 Introductory Costuming ***or*** THEA 11622 Introductory Scenery ***or*** THEA 11522 Introductory Lighting (all courses required and may be taken any semester)
THEA 1540 Rehearsal and Performance ***or*** THEA 1550 Practicum in Technical Theatre	2		THEA 22192 Practicum in Performance ***or*** THEA 22092 Practicum I in Design and Technology (four practicum courses required; two in design tech)
Social and Behavior Sciences	4		Kent Core Social Sciences, see advisor for transfer

Semester Three: [17 Credit Hours] Cuyahoga Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
THEA 1300 Fundamentals of Theatre Makeup	3		THEA 21016 Makeup for Stage and Screen
THEA 1320 Introduction to Stage Costumes ***or*** THEA 1430 Stagecraft ***or*** THEA 1440 Introduction to Lighting	3		THEA 11524 Introductory Costuming ***or*** THEA 11622 Introductory Scenery ***or*** THEA 11522 Introductory Lighting (all courses required and may be taken any semester)
THEA 1540 Rehearsal and Performance ***or*** THEA 1550 Practicum in Technical Theatre	2		THEA 22192 Practicum in Performance ***or*** THEA 22092 Practicum I in Design and Technology (four practicum courses are required; minimum two in design technology)
THEA 2450 Stagecrafts	2		THEA 21521 Theatrical Drafting
Natural Sciences (with laboratory)	4		Kent Core Basic Sciences, see advisor for transfer
Social and Behavior Sciences	3		Kent Core Social Sciences, see advisor for transfer

Semester Four: [17 Credit Hours] Cuyahoga Community College

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
ART 2030 Art History Survey: Last Renaissance to Present	3		ARTH 22007 Art History II: Renaissance to Modern Art (Kent Core Additional)
SPCH 1010 Fundamentals of Speech Communication (Communication)	3		COMM 15000 Introduction to Human Communication (Kent Core Additional)
THEA 2010 Script Analysis	3		THEA 21111 Script Analysis
THEA 2540 Advanced Rehearsal and Performance ***or*** THEA 2550 Advanced Practicum in Technical Theatre	2	■	THEA 42192 Practicum II in Performance ***or*** THEA 42092 Practicum II in Design and Technology (four practicum courses required; two in design tech)
Natural Sciences	3		Kent Core Basic Sciences, see advisor for transfer
Social and Behavior Sciences	3		general elective

65 Total Credit Hours to Graduate with the AA Degree from Cuyahoga Community College

Summer [1 Credit Hours] Kent State University **BFA in Theatre Studies (Design/Technology)**

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
THEA 21501 Sophomore Portfolio Review	1		

Semester Five: [17-18 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
THEA 31112 History of Theatre and Drama I	3	■	Offered in fall only
THEA 31522 Lighting Design ***or*** THEA 31524 Costume Design ***or*** THEA 31622 Scene Design ***or*** THEA 41523 Sound and Design Technology I	3	■	Three of the four courses are required in the program; one must be taken this semester
THEA 41620 History of Period Styles for Theatre Designers	3	■	Offered in odd years only
THEA 41621 Presentation Media	3	■	Offered in odd years only
THEA 42092 Practicum II in Design and Technology ***or*** THEA 42192 Practicum II in Performance THEA 42292 Practicum II in Theatre Management ***or***	3	■	May transfer from Tri-C THEA 2540 Advanced Rehearsal and Performance ***or*** THEA 2550 Advanced Practicum in Technical Theatre
Theatre/Art/Design Elective (lower or upper division)	2-3		See note on next page

Semester Six: [16 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
THEA 31113 History of Theatre and Drama II	3	■	Offered in spring only
THEA 31501 Junior Portfolio Review	1	■	
THEA 31522 Lighting Design ***or*** THEA 31524 Costume Design ***or*** THEA 31622 Scene Design ***or*** THEA 41523 Sound and Design Technology I	3	■	Select course not taken earlier
Kent Core Humanities	3		May transfer from Tri-C, see advisor
Theatre/Art/Design Elective (lower or upper division)	3		May transfer from Tri-C ART 1050 Drawing I ***or*** ART 1060 Drawing II ***or*** ART 1070 3-D Foundations ***or*** ART 1100 Sculpture; see note on next page
Theatre/Art/Design Elective (lower or upper division)	3		See note on next page

Semester Seven: [15 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
THEA 31114 History of Theatre and Drama III	3	■	Offered in fall only
THEA 31522 Lighting Design ***or*** THEA 31524 Costume Design ***or*** THEA 31622 Scene Design ***or*** THEA 41523 Sound and Design Technology I	3	■	Select course not taken earlier
THEA 31525 Costume Technology ***or*** THEA 31560 Scenic Technology	3	■	
THEA 41525 Props and Crafts	3	■	Offered in even years only
Theatre/Art/Design Electives (lower or upper division)	3		See note on next page

Semester Eight: [15 Credit Hours] Kent State University

Course Subject and Title	Credits	UD	Notes on Transfer Coursework to Kent State
DAN 47163 Dance History II ***or*** THEA 41026 Playwriting ***or*** THEA 41110 Theatre Criticism ***or*** THEA 41140 American Musical Theatre History	3	■	Fulfills writing intensive requirement; minimum C grade required
THEA 31401 Directing ***or*** THEA 41736 Production and Stage Management	3	■	
THEA 41306 Professional Aspects: Design/Technology	3	■	Offered in odd years only
THEA 41501 Senior Portfolio Review	1	■	
Theatre/Art/Design Electives (lower or upper division)	3		See note on next page
General Elective (lower or upper division)	2		May transfer from Tri-C; credits required depends on meeting minimum 129 credit hours and 39 upper-division hours for graduation

129 Total credit hours to graduate with the BFA, including transfer coursework, from Kent State University

Note: Theatre/art/design electives (14-15 credit hours), choose from the following:

ARTF 14000 Drawing I	3	THEA 41521 Advanced Lightning Technology	3
ARTF 14001 Drawing II	3	THEA 41522 Design Studio: Lighting	3
ARTF 14055 Sculpture I	3	THEA 41523 Sound and Design Technology I	3
FDM 10020 Fashion Visuals	2	THEA 41524 Design Studio: Costume	3
FDM 10140 Foundations of Fashion Drawing	3	THEA 41527 Sound Design and Technology	3
THEA 21016 Makeup for Stage and Screen	3	THEA 41529 Advanced Wig and Makeup Techniques for Stage and Screen	3
THEA 21621 Scene Painting	3		
THEA 31401 Directing	3	THEA 41560 Theatre Fabrication Technology	3
THEA 31522 Lighting Design	3	THEA 41622 Design Studio: Scenery	3
THEA 31524 Costume Design	3	THEA 41736 Production and Stage Management	3
THEA 31525 Costume Technology	3		
THEA 31560 Scenic Technology	3	VCD 13001 Introduction to Visual Communication Design II	3
THEA 31622 Scene Design	3		
THEA 41095 Special Topics	3	VCD 27000 Interiors Rendering	3

Admission to the BFA degree: Entrance to the B.F.A. program is based on a rigorous audition or theatre design portfolio and interview. Students who pass the audition or portfolio review and interview will be invited to enroll in the B.F.A. program upon beginning classes at Kent State. All B.F.A. students are required to be evaluated on a yearly basis. Musical theatre and dance auditions are head every fall and spring for entrance the following fall. There are also dance program auditions in August just prior to the start of the fall semester. Portfolio Reviews for Design and Technology may be schedules at any time by appointment through the Undergraduate Coordinator.

Graduation with the BFA degree: Graduates must have minimum 129 credits hours (of which 39 are upper-division) and a minimum 2.50 major and 2.50 overall GPA.

Additional notes for the BFA Theatre Studies–Design/Technology program:

- Students are expected to participate in at least one main-stage production per semester (this may be in addition to any production design assignment).
- Students on academic probation may not participate in School of Theatre and Dance productions. Students may be dropped from the program for failure to maintain a 2.50 GPA.
- Students must pass yearly portfolio reviews to remain in the program.

Ohio | Board of Regents

University System of Ohio

LETTER OF INTENT

Date of submission: to come

Name of institution: Kent State University

Intent: To establish a Bachelor of Arts major within the Computer Science degree.

Primary institutional contact for this request:

Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Institution type (please check all that apply):

- ☒ Public
- ☐ Private, non-profit
- ☐ Out-of-state
- ☐ For-profit

Type of request (please check all that apply):

- ☐ First request to the Chancellor (i.e., request for initial authorization)
- ☐ New degree in an approved institution
- ☒ New program within an existing degree (e.g., major, minor, concentration, etc.)
- ☐ Certificate program
- ☐ New licensure/endorsement area (educator preparation)
- ☐ Other (please describe):

Alternative Delivery Options (please check all that apply):

- ☐ More than 50% of the program will be offered online
- ☐ More than 50% of the program will be offered using a flexible or accelerated delivery model
- ☐ More than 50% of program will be offered at a site different from the institution's central/main campus location
- ☐ The program will be offered at multiple campus locations

Date that the request was approved or will be approved by the institution's Governing Board (e.g. Board of Trustees, Board of Directors):

Approved by the Educational Policies Council on xxxxxx; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: to come

Projected start date: to come

Please provide responses to the following items. Your total response should not exceed two pages.

1. Provide a brief description of the request.

KSU would like to offer a Bachelor of Arts (BA) degree program in the Computer Science Department beginning Fall of 2012.

The proposed BA program will be designed so that students with wider disciplinary interests may receive a solid foundation in computer science and also pursue broader liberal arts education. The students will take core computer science courses like the BS in CS majors, but will have flexibility to choose the electives from other area while pursuing a liberal education objective.

2. Explain the institution's rationale for making the request.

A foundation in computer science is invaluable in any profession today- be it in natural or social sciences, arts & humanities, business or management. Every profession now has to encounter immersive computing and cyber systems.

This program by design takes computer science education right into the heart of the traditional disciplines and professions- rather than training students to be the traditional computer scientist.

Liberal education is KSU's strength. KSU is the second largest university in the State. It does not have an engineering school but it offers about 250 degree programs covering wide areas of liberal education. KSU also has a thriving CS department which offers full range of traditional computing degree programs BS, MS, MA and PhD. The department has also received a decade long investment from OBR- chosen to be one of the four CS programs in Ohio to be the hub of CS expertise in the state. The program prides itself with high quality courses which are staffed by qualified and research active full-time TT faculty. The department now has the strength and required resources to support the new BA program that will combine the depth of computer science with the breadth of liberal education programs in the university. The proposed BA program can be established using the existing capacity of the department without requiring any additional resource.

This new degree program will strategically serve Northeastern Ohio. Ohio's diversified industrial base needs a diversified workforce. The new BA graduates will be employable right in Ohio. BA in CS programs are

relatively new but they have gone beyond the experimental stage. Nationwide many universities have begun offering this integrative degree to meet the needs of the new generation workforce. There are current no BA in CS programs within the public institutions of the Northeastern Ohio. This new KSU program will fill a void in the region and will offer an attractive new choice to incoming KSU liberal education focused students.

3. For institutions that already have the Chancellor's approval to operate in Ohio:

   a. Indicate whether additional faculty and staff will be needed to support the proposed request.

   No additional faculty or staff will be needed. The courses will be offered by the CS department. The department currently has 18 full time faculty and 4-5 full time staff. It serves about 250-300 undergraduate and 80-100 graduate students. The new BA program will use high quality courses from the unit's existing BS program which are staffed by qualified and research active full-time TT faculty.

   b. Indicate whether additional administrative (e.g., admissions, financial aid, registrar, etc.) and student support services (e.g., advising, tutoring, counseling, etc.) will be needed to support the proposed request.

   None will be needed. The administration, admissions, financial aid, screening, registration, advising, tutoring etc. will be handled within the university's and unit's current capacity.

   c. Indicate whether additional library services and resources will be needed to support the proposed request.

   None will be needed. The existing library services, access to books, and journals, as available to existing programs meet current and future needs.

   d. Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.

   None will be needed. The program uses existing courses in BS in CS and other programs. Therefore no additional rooms or expanded technology requests will be needed.

By submission of this request, the institution acknowledges and agrees to the following:

- The submission of the letter of intent and applicable fees initiates the review process. If a complete proposal for this request is not submitted within one year from the date of this letter, the institution must submit another letter of intent and related fees to the Chancellor of the Ohio Board of Regents.
- The institution may withdraw its request it any time. However, fees will not be returned to the institution once a full proposal has been submitted for review.
- Full proposals will not be reviewed until the institution has submitted all applicable fees to the Ohio Board of Regents.
- The Chancellor or his staff may, in their judgment, request additional information and/or modify the type of review performed as outlined in the guidelines if the following occurs during the course of the review process:
    - Previously approved institutions fail to continue to meet the Chancellor's standards;
    - The institution is sanctioned by its regional, national or specialized accreditor, or is sanctioned by another state approval/licensing agency;
    - For-profit institutions registered with the State Board of Career Colleges and Schools are sanctioned by that board; or
    - Institutions undergo a change in ownership or profit status.
- The Chancellor or his staff, in their judgment, may modify the forms used to submit requests for approval if it is determined that such changes will improve the process. If such change occurs after the institution has submitted a request, the institution may choose to either complete the process using the previous forms or resubmit its request using the new forms.
- The Chancellor, at his discretion, reserves the right to modify the review guidelines and processes in accordance with the laws and rules of the Ohio Revised Code and Ohio Administrative Code.

Respectfully,

[BOB FRANK'S SIGNATURE

Robert G. Frank
Provost and Senior Vice President for Academic Affairs
Kent State University

Curriculum Nomenclature at Kent State University

Kent State University uses the following naming conventions to clarify appropriate interpretation of the relative importance of degrees, majors and sub-hierarchical degree categories:

Degree: A general degree name (e.g., Bachelor of Science) conferred on students upon completion of a unified program of study. Some professional degrees denote the field of study in the degree name (e.g., Master of Public Administration).

Major: A program of requirements for completion of a degree as authorized by the Kent State Board of Trustees and the Ohio Board of Regents. The major may represent a field of study or be interdisciplinary.

Concentration: The second sub-hierarchical expression of degree requirements. The concentration is a subset of program requirements within a major where two or more explicitly designated concentration choices share a common core in the major.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Apr-11 Curriculum Bulletin _____

Effective Date ~~select one~~ Fall 2011 (per Gary Romes) Approved by EPC _____

Department Mathematics

College AS - Arts and Sciences

Degree BS - Bachelor of Science

Program Name **Mathematics** Program Code **MATH**

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

Proposal Establish articulation agreement with Lorain Community College

Description of proposal:
Establish an articulation agreement with Lorain Community College to allow students with an Associate of Science from Lorain Community College to complete a BS in Mathematics from Kent State.

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

Current total credit hours: 121 Proposed total credit hours 121

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None

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

REQUIRED ENDORSEMENTS

Andrea M Tonge 4/18/11
Department Chair / School Director

Mary Ann Haley 4/19/11
Campus Dean (for Regional Campuse proposals)

___/___/___
College Dean (or designee)

___/___/___
Dean of Graduate Studies (for graduate proposals)

___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

ARTICULATION AGREEMENT
By and Between
Lorain County Community College
Associate of Science
and
Kent State University
Bachelor of Science, Math

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this seventh day of April, 2011 (the "Effective Date") by and between Lorain County Community College (the "College"), with an address of Lorain County Community College, 1005 N Abbe Road, Elyria, Ohio 44035; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The College is an institution of higher education established pursuant to Section 3354 of the Ohio Revised Code, and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The College and Kent State desire to enter into a contract pursuant to which students of the College would be eligible for articulated course credits at Kent State, 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 in Attachment A.

b. Articulation Benefits to Students. Kent State will provide the Articulation Benefits at no charge to past and present students of the College who meet the Articulation Criteria. Articulation Criteria for which the student is eligible to receive transfer credit will be based upon the articulation agreement in place at the time the student applies to KSU.

c. Accreditation of the College. The College warrants that it is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The College will notify Kent State if such accreditation ceases to exist.

d. Accreditation of Kent State. Kent State warrants that it is accredited by the North Central Association of Colleges and Schools. Kent State will notify the College if such accreditation ceases to exist.

e. Admissions Processing. For those past or present students who meet Articulation Criteria 1(a-e), Kent State will consider their applications for admission in accordance with standard Kent State admission application evaluation criteria, while favorably recognizing students' accomplishments at the College.

f. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the College, at which time this Agreement will automatically expire.

b. Termination. 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 Kent State, 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. Post-Termination. Upon expiration or termination of this Agreement for any reason, College students previously accepted by or admitted to Kent State shall continue to receive the benefits contemplated by this Agreement.

3. *Miscellaneous.*

a. Severability. 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. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Ohio applicable to contracts made and to be enforced wholly within Ohio.

c. Jurisdiction. The parties to this Agreement each specifically consent to jurisdiction in Ohio in connection with any dispute between the parties arising out of this Agreement or pertaining to the subject matter hereof an Ohio court.

d. Survival. Sections 2(c) and this Section 3 will survive termination or expiration of this Agreement.

e. Notices. 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 the College, an additional copy addressed to "General Counsel":

For Lorain County Community College:
Dr. Karen Wells
Provost/Vice President for Academic
and Learner Services
1005 N Abbe Road
Elyria, Ohio 44035

For Kent State University:
Dr. Robert G. Frank

Provost and Senior Vice President
Library, Executive Suite
Kent, OH 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 in writing signed by both parties.

g. Assignment. Neither party may assign its rights or delegate its duties under this Agreement. Any attempted assignment or delegation in violation of this Section would be null and void.

h. Complete Agreement; Integration. This Agreement contains the complete understanding of the parties with respect to the subject matter hereof and supersedes all other agreements, understandings, communications and promises of any kind, whether oral or written, between the parties with respect to such subject matter.

i. Counterparts; Facsimile Signatures. This Agreement may be executed in multiple counterparts, all of which shall be originals and which together shall constitute a single agreement. For the purpose of interpreting this Agreement, facsimile signatures shall be considered equivalent to original signatures.

j. Independent Contractors. The parties are independent contractors, and no agency, partnership, franchise, joint venture, or employment relationship is intended or created by this Agreement. Neither party shall make any commitment, or give the impression that it has authority to make any commitment, on behalf of the other party.

k. Compliance with Laws. The parties will comply with all applicable laws and regulations in performing their obligations hereunder. When taking actions (or failing to act) in any way relating to this Agreement, each party agrees that it will not unlawfully discriminate against any person on the basis of race, sex, religion, disability, age, national origin, or color.

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

LORAIN COUNTY COMMUNITY COLLEGE:

By:_____
Dr. Karen Wells
Provost/Vice President for Academic and Learner Services

KENT STATE UNIVERSITY:

By:_____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Dated seventh day of April, 2011
By and Between
Lorain County Community College and Kent State University

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of an Associate of Science Degree

   b. Achieving a minimum overall cumulative grade point average of 2.5.

   c. Submission of an official College transcript.

   d. Fulfillment of residence requirements for the baccalaureate at Kent State University. The requirement for the degree is completion of a minimum thirty (30) credit hours of coursework (of which nine are upper-division credit hours in the major) at Kent State University. Credit earned by means of transfer courses does not count toward residence.

   f. Courses for which the student is eligible to receive transfer credit will be based upon the articulation agreement in place at the time the student applies to Kent State.

2. ***The articulation benefits ("Articulation Benefits") are:***

   a. Facilitate transfer of courses between the College, Associate of Science, and Kent State, Bachelor of Science in Math, see Appendices 1and 2.

   b. Benefitting Northeast Ohio by infusing the job market with qualified graduates.

   c. Students with 3.0 GPA will be eligible to apply for Kent State scholarships.

   d. A student who completes all of the associate degree requirements in Associate of Science at the Lorain County Community College (see Appendix 2) will be admitted into Kent State's Bachelor of Science in Math program with junior status.

APPENDIX 1
ARTICULATION AND TRANSFER TABLE

Lorain County Community College: Associate of Science
Kent State University: Bachelor of Science in Math

EQUIVALENCIES CURRENTLY ON THE TRANSFER TABLES (AND U.SELECT)			
Lorain County Community College	**Credits**	**KENT STATE UNIVERSITY**	**Credits**
Ohio Transfer Module English Composition		**Kent Core Composition (6 credits)**	
ENGL 161 College Writing	3	ENG 11011 College Writing	3
ENGL 162 College Writing II	3	ENG 21011 College Writing II	3
Ohio Transfer Module Mathematics		**Kent Core Math/Critical Reasoning (3 credits)**	
1 Course	3	1 Course	3
Ohio Transfer Module Humanities		**Kent Core Humanities (3 credits)**	
1 Course	3	1 course	3
Ohio Transfer Module Fine Arts		**Kent Core Fine Arts (3 credits)**	
1 Course	3	1 course	3
Ohio Transfer Module Humanities or Fine Arts		**Kent Core Humanities and Fine Arts (3 credits)**	
1 course	3	1 course	3
Ohio Transfer Module Basic Sciences		**Kent Core Basic Sciences (6-7 credits)**	
1 Course	3	Must include one Lab	6-7
Ohio Transfer Module Social Sciences		**Kent Core Social Science (6 credit hours)**	
2 Courses	6	Must be from two disciplines	6
Ohio Transfer Module Foreign Language		**Kent Foreign Language (8-10 credit hours)**	
2 Courses	8	2 courses	8-10
Program Requirements		**Program Requirements (To be taken at KSU)**	
MTHM 181 Calculus I	5	@MATH 12002 Analytic Geometry & Calculus I	5
MTHM 182 Calculus II	5	@MATH 12003 Analytic Geometry & Calculus II	5
MTHM 280 Linear Algebra	4	@MATH 21001 Linear Algebra with Applications	3
MTHM 281 Multivariable Calculus	4	@MATH 22005 Analytic Geometry & Calculus III	4
		MATH 41001 Intro to Modern Algebra I	3
		MATH 41002 Intro to Modern Algebra II	3
		CS or MATH Electives (40000 level)	9
		MATH 41021 Theory of Matrices	3
		MATH 42001 Introduction to Analysis I*	3
		MATH 42002 Introduction to Analysis II*	3
PHYC 251 College Physics	5	@PHY 23101 General University Physics I	5

Approved New/Related Equivalencies to be put on the Transfer Tables (and U Select)			
Lorain County Community College	**Credits**	**KENT STATE UNIVERSITY**	**Credits**
MTHM 270 Discrete Mathematics	3	@MATH 31001 Discrete Mathematics	3
MTHM 283 Differential Equations	3	@MATH 32044 Intro to Ordinary Differential Equations	3
CMPR 2xx (new course being developed)	3	@CS 33001 Computer Science II: Data Structure & Abstraction	3
CMPR 2xx (new course being developed)	3	@CS 35101 Computer Architecture	3
		@Concentration Requirements (see note 2 below)	22

APPENDIX 2
SUGGESTED SEMESTER SEQUENCE

Lorain County Community College: Associate of Science
Kent State University: Bachelor of Science in Math

Course Subject and Title	Credit Hours	Upper Division	Notes on Transfer Coursework to Kent State
Semester One: [15 Credit Hours] Lorain County Community College			
CMPR 166 Introduction to Computer Science	3		# Fulfills CS 10051 Intro to Computer Science, Kent Core
ENGL 161 English Composition	3		# Fulfills Eng 11011 College Writing I; Kent Core Composition
MTHM 181 Calculus I	5		# Fulfills Math 12002 Calculus I; Kent Core
Humanities or Fine Arts, Kent Core equivalent	3		
SDEV 101 College 101	1		Fulfills US 10097 destination Kent State: FYE
Semester Two: [16 Credit Hours] Lorain County Community College			
MTHM 182 Calculus II	5		Fulfills MATH 12003 Calculus II
PHYC 251 College Physics	5		Fulfills PHY 23101 General University Physics
ENGL 162 English Composition	3		
Humanities, Kent Core equivalent	3		
Semester Three: [15 Credit Hours] Lorain County Community College			
MTHM 280 Linear Algebra	4		Fulfills MATH 21001 Linear Algebra with Applications
MTHM 281 Multivariable Calculus	4		Fulfills MATH 22005 Analytical Geometry and Calculus III
Foreign Language I, Kent equivalent	4		
Social Sciences, Kent Core equivalent	3		
Semester Four: [16 Credit Hours] Lorain County Community College			
Foreign Language II, Kent equivalent	4		
Basic Sciences, Kent Core equivalent	3		
Additional, Kent Core equivalent	3		
Social Sciences, Kent Core equivalent	3		
Fine Arts, Kent Core equivalent	3		
62 Total Credit Hours to Graduate with the Associate of Science Degree from Lorain County Community College			

Course will fulfill Kent State University's Kent Core (general education) requirement.

Course Subject and Title	Credit Hours	Upper Division	Notes on Transfer Coursework to Kent State
Semester Five: [15 Credit Hours] Kent State University			
MATH 41001 Intro to Modern Algebra	3	■	**# Fulfills Writing-intensive course requirement; see note 1**
*Allied Area Electives	6		See note 1
General Electives	6		
Semester Six: [15 Credit Hours] Kent State University			
MATH 41002 Intro to Modern Algebra II	3	■	**# Fulfills Writing-intensive course requirement; see note 1**
MATH 41021 Theory of Matrices	3	■	**Offered in spring only**
*Allied Area Electives	9		See note 2
Semester Seven: [15 Credit Hours] Kent State University			
MATH 42001 Intro to Analysis I	3	■	**# Fulfills Writing-intensive course requirement; see note 1**
CS or MATH Elective (40000 level)	3	■	See note 2
Allied Area Elective	3	■	
General Elective (lower or upper division)	6		
Semester Eight: [15 Credit Hours] Kent State University			
MATH 42002 Intro to Analysis II	3	■	**# Fulfills Writing-intensive course requirement; see note 1**
CS or MATH Elective (40000 level)	6	■	
General Electives	6		Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours
122 Total Credit Hours to Graduate with the Bachelor of Science in Math, including transfer coursework, from Kent State University			

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global/Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	42	36*	Kent Core or General Electives	MATH 41001, 41002, 42001 or 42002	2.0	2.0

*In addition to the Kent Core, the College of Arts and Sciences requires for all its BS programs a minimum 8 credit hours of a foreign language.

Note 1: Allied area electives (18 credit hours), selected in consultation with the major advisor from approved courses in the following:

BSCI upper-division courses	**1-18**	**MIS upper-division courses**	**1-18**
CHEM upper-division courses	**1-18**	**PHY upper-division courses**	**1-18**
CS upper-division courses	**1-18**	**PHIL 31045 Formal Logic**	**3**
ECON upper-division courses	**1-18**	**PHIL 41035 Philosophy of Science**	**3**
GEOL upper-division courses	**1-18**	**PHIL 41045 Metalogic**	**3**
MATH upper-division courses	**1-18**		

Note 2: Concentration Requirements (22 credit hours), selected in consultation with the major advisor from approved courses in the following:

CS 10051 Intro to Computer Science	**4**
4xxxx CS or MATH elective (40000-level)	**9**
MATH 41001 Introduction to Modern Algebra I*	**3**
MATH 41002 Introduction to Modern Algebra II*	**3**

** Satisfies the Writing-Intensive course requirement, one of these courses must be earned with a minimum C grade.*

Course will fulfill Kent State University's Kent Core (general education) requirement.
@ Courses may be taken at Lorain County Community College and transfer to Kent State, however, please be aware of Kent's Residence policy. Visit www.kent.edu/catalog/2010/policies/requirements-undergraduate.cfm for more information.

Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list

Writing-Intensive Course Requirement
Students must complete a one course writing-intensive requirement in their major and earn minimum C (2.0) grade. Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 39 upper-division (numbered 30000-49999) credit hours of coursework. Programs in the College of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

Foreign Language
Visit www.kent.edu/catalog/foreign-languages for course list.

Romes, Gary

From: Patrick Keebler [pkeebler@lorainccc.edu]
Sent: Wednesday, April 13, 2011 1:30 PM
To: Romes, Gary
Subject: Update on Math Agreement

Hi Gary,

Our Math and Science Division has **approved** the Math Articulation Agreement with Kent State. Please proceed with submitting it to your Provost for signature.

Thanks,

Patrick

Patrick J. Keebler
University Partnership
Program Developer
pkeebler@lorainccc.edu
440-366-4841
Lorain County Community College

TILLETT, THERESE

From: MELTON JR, AUSTIN
Sent: Wednesday, May 04, 2011 12:41 PM
To: Romes, Gary
Cc: TILLETT, THERESE; MELTON JR, AUSTIN
Subject: RE: LCCC Computer Science Course Number
Attachments: image001.jpg

Gary,

These two courses are good; they are the courses we expected.

Best regards,
Austin

From: Romes, Gary
Sent: Wednesday, May 04, 2011 12:25 PM
To: MELTON JR, AUSTIN
Cc: TILLETT, THERESE
Subject: FW: LCCC Computer Science Course Number

Austin,
Patrick sent over the two new courses for the Lorain math articulation agreement. Are these courses acceptable?
Let me know.

Thanks
Gary

Gary A. Romes Ed.D, Ed.S
Director of Articulation
Kent State University
PO Box 5190 Kent Ohio 44242-0001
Direct: 330 672-5810
Cell: 216 403-9572
gromes@kent.edu

From: Patrick Keebler [mailto:pkeebler@lorainccc.edu]
Sent: Wednesday, May 04, 2011 8:38 AM
To: Romes, Gary
Subject: LCCC Computer Science Course Number
Importance: High

Hi Gary,

Here are the numbers for the two new Computer Science courses.

CMPR 268 - Data Structures

CMPR 275 - Computer Architecture

Please let me know if you need anything else.

Thanks,

Patrick

Patrick J. Keebler
University Partnership
Program Developer
pkeebler@lorainccc.edu
440-366-4841
Lorain County Community College

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2/10/2011 Curriculum Bulletin _____
Effective Date Fall 2011 Approved by EPC _____

Department	Management & Information Systems
College	BU - Business Administration
Degree	BBA - Bachelor of Business Administration
Program Name	**Operations Management** Program Code **OPMG**
Concentration(s)	Concentration(s) Code(s)
Proposal	~~Inactivate~~ Suspend Program

Description of proposal:

Suspend admission into the Operations Management (OPMG) major. The continuing declining enrollment in the major has made the major impractical and unsustainable. The objective of the proposal is to suspend admission into the major starting fall 2011 through spring 2012 to allow the Department opportunity to try other marketing strategies for improving studentsOterwise, the major would be discontinued starting fall 2012.

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

Current total credit hours: 121 Proposed total credit hours

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

The proposed suspension of the OPMG major has little or no resource implications to the proposing unit and other units in the College or university. The proposal will enable the proposing unit to leverage its faculty resources in pursuing opportunities in the supply chain management and healthcare systems management areas.

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

1. Department of Accounting
2. Department of Economics
3. Department of Finance
4. Department of Marketing
5. College of Business Undergraduate Programs

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	2/10/11
Elizabeth A. Sinclair College Dean	4/8/11
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs	___/___/___

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Elizabeth Sinclair, *Assistant Dean*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department

DATE: February 10, 2011

SUBJECT: Proposal to Discontinue the Operations Management Major

---

The Operations Management (OM) major has steadily declined in enrollment from about 60 students fifteen years ago to less than 10 today, in spite of efforts the Department has made to improve the major's attractiveness. There is no doubt that operations is in the core of any business s. However, it is becoming ubiquitous and transcends all business specialties, which coupled with inadequate exposure contributed to declining interest by our students. Further, our experience shows that institutions where OM is thriving as a major have complementary majors such as engineering and supply chain management, while some others have merged or restructured the major into supply chain and other similar broadly defined majors.

We believe that it is only a matter of time before enrollment in the major eventually hit the zero mark. Logistically, it has been extremely difficult offering courses in the major on a regular basis and students have been meeting their degree requirements through substitutions and individual investigations. We are doing a disservice to our students and wish to suspend admissions to the major.

This proposal was approved by the M&IS Faculty Advisory Committee (FAC) and the whole faculty body.

Proposal Summary

Title: Temporary Suspension of admissions into the Operations Management (OPMG) major

Subject Specification: [Temporary suspension of admission into the Operations Management (OPMG) major, in the Bachelor of Business Administration (BBA) degree program, due to unsustainable declining enrollment.]

Background Information: [Enrollment in the Operations Management (OPMG) major, one of nine majors offered by the College of Business Administration, Kent State University, has been steadily declining over the years. In the past few years that decline reached a level that could no longer be sustained by the Department, in spite of efforts to stem the tide of decline. Because of this decline courses in the major are offered infrequently and were often offered as independent investigations or students allowed to take other courses in lieu of those in their majors. As a consequence, students in the major often come out with different experiences, calling into question the efficacy of the substitutions and independent studies coursework for the major.

Tmporarty suspension of the major would enable the Department to stop admitting students into the major immediately and provide more time for the program faculty to perform more indepth review of the major, its enrollment and departmental resources for its sustenance. The temporary suspension is being requested for two years.

Suspension of the OMGT program would mean that the following courses in the major would no longer be thought:

M&IS 34055: Computer Decision Models
M&IS 34065: Quality Assurance
M&IS 34059: Service Operations Management
M&IS 34064: Manufacturing Resource Planning
M&IS 44061: Operations Planning & Control
M&IS 44065: Strategies in Production & Operations Management

These courses are required of OPGM majors only, and do not affect programs at any other unit.

According to Research, Planning and Institutional Effectiveness (RPIE), the enrollment and degree trends in the Operations Management major over the passt five years are as follows:

	2006	2007	2008	2009	2010
Enrollment Trend:	15	9	8	9	16
Graduation Trend:	13	1	2	2	3

Students currently enrolled in the program will be given the opportunity to complete their degree requirements, after which active courses in the major will be discontinued. The courses will continue to be offered infrequently and through independent studies as is currently the case untill all students in the program graduate. The expertise of affected faculty who teach in the program will be leveraged for other program areas in the Department, especially the newly revised Business Management (BMGT) major.

Affected students were contacted by e-mail and invited for a private consultation and advisement by the Chair of the Department. The decision to suspend the major was first discussed and approved by the Faculty Advisory Committee (FAC) and was later brought to the whole faculty

body for further discussions and approval. Understandably, some students and faculty were disappointed that the major is being suspended but generally understood the department's reasons for the action.

The suspension of the OPMG major has little or no resource implications to the proposing unit and other units in the College or university; it actually improves operating efficiencies for both the department and other units in the college, as the proposing unit will leverage OPMG faculty resources in other emerging and more relevant areas of business such as supply chain management and healthcare systems management.

The Department's phase out plan is to provide students currently in the major ample opportunity to complete their program requirements. Thus, the Department will continue to offer courses in the major until all students in the major complete their degree requirements. Meanwhile, no further admissions will be allowed into the major with effect from fall 2011.]

The anticipated changes in the major such as curriculla revisions and retaining the necessary faculty expertise have already been made. Further marketing of the major to students inside and outside of KSU will be expanded within the proposed period of suspension. If these efforts are not successful in growin enrollment in the major then it would be inactivated.

Alternatives and Consequences: Other than suspension of the major as proposed the only other option is to maintain the current status quo with students taking courses that do not necessarily qualify them as operations management majors and at the same stretching and inefficiently managing our limited faculty resources.

Specific Recommendation and Justification: The preferred action is the suspension of the major as presented in this document. The suspension would allow the Departyment to reassess the major and leverage its limited faculty resources for other more viable and timely subject areas such as supply chain management and healthcare systems management.

Timetable and Actions Required: [It is recommended that the proposed suspension and all cessetion of admissions into the major take effect starting fall 2011 and through spring 2012, at which point reinstatement or inactivation of the major would be proposed for fall 2012. Meanwhile, students currently in the major will be offered ample opportunity to complete their degree program.]

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Elizabeth Sinclair, *Assistant Dean*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department

DATE: February 10, 2011

SUBJECT: Impact of Suspension of OPMG on other programs

The following table shows the current enrollment in the Operations Management (OPMG) major across the KSU 8-campus system. It is clear from this table that the suspension of the major would have limited impact on the Regional Campuses. Indeed, we anticipate that the impact on Regional Campuses would be positive as the campuses can now leverage their limited resources to serving students in other programs, especially the newly revised Business Management (BMGT) major.

OMGT Enrollment by campus

	Kent	Stark	SALEM	TUSCARAWAS	TRUMBULL
Freshman	3	1	1		1
Sophomore	2			1	
Junior	4	1			
Senior	6	1			

Also, discontinuation of the major would have no impact on other programs within the Kent Campus College of Business, as attested to by the attached memos from Chairs of these programs.

OFFODILE, O. FELIX

From: THORNTON, JOHN
Sent: Wednesday, February 09, 2011 1:47 PM
To: OFFODILE, O. FELIX
Subject: RE: Dicontinuation of OMGT

Felix,

This is to confirm that your decision to discontinue the Operations Management major will not impact the Finance Department.

John Thornton
Associate Professor and Chair
Department of Finance
Kent State University
Email: jthornt5@kent.edu
330-672-1205

OFFODILE, O. FELIX

From: GRIMM, PAMELA
Sent: Sunday, February 06, 2011 5:27 PM
To: OFFODILE, O. FELIX
Subject: RE: Dicontinuation of OMGT

Felix,
The decision to discontinue the Operations Management (OMGT) majr in the M&IS Department will have no effect on the Marketing Department. I support your decision to discontinue the major. Let me know if you need additional documentation.
Sincerely,
Pam Grimm

Pamela E. Grimm, PhD.
Associate Professor and Chair
Department of Marketing
Kent State University
P.O. Box 5190
Kent, OH 44242-0001
330-672-1262

KENT STATE
UNIVERSITY

COLLEGE OF BUSINESS AND
GRADUATE SCHOOL OF MANAGEMENT

DEPARTMENT OF ACCOUNTING

TO: **Dr. Felix Offodile, Chair, Department of M&IS**

FROM: **Dr. Linda Zucca, Chair, Department of Accounting**

DATE: **February 9, 2011**

SUBJECT: **Discontinuation of the Operations Management (OMGT) major in the M&IS Department**

I understand that the M&IS Department has decided to discontinue the Operations Management (OMGT) major due to low enrollment. The discontinuation of this major will not impact the staffing, space, finances, or student progress for any of our accounting programs or students. Thus, I support your decision.

Operations Management - B.B.A.

COLLEGE: College of Business Administration
DEPARTMENT: Department of Management and Information Systems
Room A432, Business Administration Building
E-mail: mis@bsa3.kent.edu
Tel: 330-672-2750
Fax: 330-672-5006
Web: http://www.kent.edu/business/departments/index.cfm

- **Roadmaps**
- Program Requirements
- College Requirements
- University Requirements

DESCRIPTION:

The Bachelor of Business Administration in Operations Management focuses on the management of processes that create and deliver goods and/or services. Operations management is a core functional area of all organizations. The operations function is responsible for insuring that the organization produces goods and services that meet the quality expectations of the customer. In operations a systems approach is adopted in which the production of goods and services to satisfy customer demand is integrated with the financial and marketing plans of the organization. Service organizations such as hospitals, banks and retailer stores as well as manufacturing firms such as automobile and computer manufacturers draw heavily on operations management to insure continuous improvement of overall company performance and capability. As an operations management major your courses will provide you with a balanced mix of computer-based analytical tools, management training and problem solving skills so that you can make an immediate impact on improving how a manufacturing or service organization operates.

Combined Baccalaureate/Master's Program in the College of Business Administration and Graduate School of Management: Students must have earned 90 semesters hours to apply for the Combine Baccalaureate/Master's Program in the College of Business Administration. In addition, they must meet the GPA requirement of 3.30 after 90 semester hours

CAREER OPPORTUNITIES:

Graduates with an operations management degree enjoy a wide range of career opportunities. These opportunities include supply chain analyst, materials manager, forecasting analyst, production planner, purchasing and logistics analyst, operations manager and quality assurance analyst. Given the emphasis on global business practices, all organizations can benefit by the skill base that an operations management graduate has to offer hence there is a high demand in industry for operations management graduates. Positions offered to recent graduates include materials analyst at Diebold Incorporated, inventory control analyst at the Cleveland Clinic,

and operations analyst at Precision Supply. Check the Internet and you will see that the average starting salary for an operations management graduate is in the $45,000 - $55,000 range.

ADMISSION REQUIREMENTS:

Requirements to be admitted as an operations management major:

- Satisfactory completion of 46 semester hours applicable to the pre-operations management major
- Minimum 2.50 cumulative GPA
- Minimum C (2.00) grade in COMM 15000, ENG 11011, 21011 and MATH 11010 (or placement out of ENG 11011 and/or MATH 11010)
- Minimum C (2.00) grade in MIS 34060

For more information on admissions, visit the Admissions website for new freshmen.

Transfer Student: A cumulative GPA of at least 2.50 (2.25 for economics) is required for admission into the College of Business Administration. Students who have previously attended Kent State must also have a minimum 2.50 GPA (2.25 for economics) in their former Kent State coursework.

GRADUATION REQUIREMENTS: Minimum 121 total credit hours and 39 upper-division hours for graduation. Minimum 2.50 GPA overall and 2.50 GPA in major required for graduation.

LANGUAGE REQUIREMENT: None

STUDY ABROAD/AWAY OPPORTUNITIES: There are many study abroad/away opportunities, for more information contact the Office of International Affairs.

PROGRAM FEE: $75/semester

ACCREDITATION: Association to Advance Collegiate Schools of Business, The

STUDENT ORGANIZATIONS: Collegiate Business Association; Construction Management Student Chapter; Delta Sigma Pi; Management and Information System Association (MISA); Net Impact Kent State University

GRADUATE PROGRAMS: Master of Business Administration: Accounting, Finance, Human Resource Management, Information Systems, International Business, Marketing

- Home
- |
- Emergency Information
- |
- Jobs
- |
- For the Media
- |
- Mobile Site

As one of Ohio's top universities, Kent State offers the resources and facilities of a large university with the friendly, casual atmosphere of a liberal arts college. Enroll today to start pursuing your future at one of the best colleges in Ohio. We've been educating successful graduates for over 100 years; join us today.

KENT STATE UNIVERSITY

Roadmap: Operations Management - Bachelor of Business Administration

[BU-BBA-OPMG]
College of Business Administration
Department of Management and Information Systems
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]				
MATH 11010 Algebra for Calculus	**3**		**C**	**Fulfills Kent Core Mathematics and Critical Reasoning**
BUS 10123 Exploring Business	3			Fulfills Pre-Major Business requirement
COMM 15000 Introduction to Human Communication	3		C	Fulfills Kent Core Additional
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Two: [15-17 Credit Hours]				
MATH 11012 Intuitive Calculus *or* MATH 12002 Analytic Geometry and Calculus I	**3-5**			**Fulfills PRE-Major Additional Mathematics requirement**
MIS 24053 Introduction to Computer Applications	**3**			**Fulfills Kent Core Pre-Major Business requirement**
ECON 22060 Principles of Microeconomics	3			Fulfills Kent Core Social Sciences
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
ACCT 23020 Introduction to Financial Accounting	**3**			**Fulfills Pre-Major Business requirement; must have 28 credit hours to register**
MIS 24056 Fundamentals of Business Statistics	**3**			**Fulfills Pre-Major Business requirement**
ECON 22061 Principles of Macroeconomics	3			Fulfills Kent Core Additional
MIS 24163 Principles of Management	3			Fulfills Pre-Major Business requirement
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]				
ACCT 23021 Introduction to Managerial Accounting	**3**			**Fulfills Pre-Major Business requirement**
MIS 34060 Operations Management	**3**	■	**C**	
FIN 26074 Legal and Regulatory Environment of Business	3			Fulfills Pre-Major Business requirement
MKTG 25010 Marketing	3			Fulfills Pre-Major Business requirement
Kent Core Requirement	3			See Kent Core Summary on page 2
Semester Five: [15-16 Credit Hours]				
Required: minimum cumulative 2.50 GPA				
ACCT 33063 Cost Control and Analysis for Management	**3**	■		
ENG 30063 Business and Professional Writing	3	■		
Kent Core Requirement	6			See Kent Core Summary on page 2
General Electives (lower or upper division)	3			Should fulfill diversity requirement if not satisfied earlier; see note below
Semester Six: [15 Credit Hours]				
Required: minimum cumulative 2.50 GPA				
MIS 34064 Manufacturing Resource Planning	**3**	■		**Offered in spring only**
FIN 36053 Business Finance	**3**	■		
General Electives (lower or upper division)	9			Should fulfill diversity requirement if not satisfied earlier; see note below

KENT STATE UNIVERSITY

Roadmap: Operations Management - Bachelor of Business Administration

[BU-BBA-OPMG]
College of Business Administration
Department of Management and Information Systems
Catalog Year: 2010-2011

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Seven: [15 Credit Hours]				
Required: minimum cumulative 2.50 GPA				
MIS 34055 Computer Decision Modeling	3	■		**Offered every other fall term: 2011, 2013**
MIS 34059 Service Operations Management	3	■		**Offered every other fall term: 2011, 2013**
MIS 44061 Operations Planning and Control	3	■		**Offered in fall only**
MIS 44062 Supply Chain Management	3	■		**Offered in fall only**
General Electives (lower or upper division)	3			Should fulfill diversity requirement if not satisfied earlier; see note below
Semester Eight: [15 Credit Hours]				
Required: minimum cumulative 2.50 GPA and completion of The Assurance of Learning Assessment given in MIS 44285				
MIS 34065 Quality Assurance	3	■		**Offered every other spring term**
MIS 44065 Strategies in Production and Operations Management	3	■	C	**Offered in spring only; fulfills writing-intensive course requirement**
MIS 44285 Integrated Business Policy and Strategy	3	■		
General Electives (3 credits must be upper division)	6	■		Number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division hours

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	39	36	Kent Core or General Electives	MIS 44065	2.50	2.50

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with ECON 22061, COMM 15000 and either MATH 11012 or 12002.	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; a grade of C is required in both courses	6-8
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 11010.	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credits are fulfilled in this major with ECON 22060; May fulfill diversity requirement	3

Note: Students may take or use any course at any level as long as the minimum 39-hour requirement for upper-division courses is satisfied for graduation with a B.B.A. Exceptions: Maximum 3 credit hours of physical education activity (PEB) courses and maximum 3 credit hours for courses in applied music and music ensembles (MUS courses with a second digit of 5, 6 or 7) combined may be counted toward the 121-total hour or 39-upper-division-hour graduation requirement. Non-business courses may be selected, provided there is minimum 6 credit hours in each of two different disciplines/departments. A minor (business or non-business) is encouraged. There is no limit on other music coursework. Any other exceptions must be approved by the assistant dean. Credit for ENG 11001 or 11002 or MATH 10023 or 10024 may apply only toward lower-division non-business electives.

Kent Core

Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade. Visit www.kent.edu/catalog/kent-core for course list.

KENT STATE UNIVERSITY

Roadmap: Operations Management - Bachelor of Business Administration
[BU-BBA-OPMG]
College of Business Administration
Department of Management and Information Systems
Catalog Year: 2010-2011

Diversity Course Requirement
Students must complete a two-course diversity requirement, consisting of one with a domestic (U.S.) focus and one with a global focus. One course must come from the Kent Core. The second course may be taken as a second Kent Core, within a major or minor, or as a general elective; or, with dean's approval, by completing one semester of study in another country. Visit www.kent.edu/catalog/diversity for course list.

Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
Visit www.kent.edu/catalog/wic for course list.

Upper-Division Requirement
Students must complete a minimum 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.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 29-Mar-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department ~~Applied Business~~ e

College RE - Regional College

Degree AAB - Associate of Applied Business

Program Name **Computer Technology** Program Code **COMT**

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

Proposal Establish Program - alternate instructional delivery

Description of proposal:

Offer program online as well as on-ground at the Trumbull Campus, Ashtabula, East Liverpool, Salem, Geauga, Trumbull, Tuscarawas

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

Current total credit hours: 60 Proposed total credit hours 60

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. These changes will not impact other programs, policies, or procedures. It may increase program enrollment if the program is advertised as being completely online.

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

RC CCC, RC COMT

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director / Campus Dean

_____ ____/____/____

College Dean

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs

Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
ONLINE OR BLENDED/HYBRID DELIVERY

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or blended/hybrid[1] delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences and student teaching.

Date of submission: *to come*

Name of institution: Kent State University

Degree/degree program to be offered using online or blended/hybrid delivery:
Computer Technology major within the
Associate of Applied Business degree

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Director, Curriculum Services, Office of the Provost
Phone number: 330-672-8558
E-mail: ttillet1@kent.edu

Proposed start date: Fall 2011

Date that the request received final approval from the appropriate institutional committee: Approved by the Educational Policies Council, a subcommittee of the Faculty Senate on *to come*

Does the institution have Higher Learning Commission approval for online or blended/hybrid delivery: Yes

Educator Preparation Programs:
Leads to licensure No
Leads to endorsement No

[1] For this document, the following definitions will be used:
Online—most (80+%) of the content is delivered online; typically requires no face-to-face meetings.
Blended/hybrid—blends online and on-ground delivery; substantial content is delivered online; typically has a reduced number of face-to-face meetings.
Web-facilitated—use web-based technology (learning management system or web pages) to facilitate what is essentially a face-to-face course.
On-ground (aka traditional)—traditional, face-to-face, whereby content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

3. CURRICULUM

3.1 Will the online or blended/hybrid program be offered instead of or in addition to the onsite program?

The online program offering will be in addition to the on-ground program. The AAB degree in Computer Technology is offered at Kent State's Ashtabula, East Liverpool, Geauga, Salem, Trumbull and Tuscarawas campuses.

3.2 Indicate whether the online or blended/hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability, etc.). If there are differences, please explain.

All student learning outcomes, number of credits required and course availability are equivalent.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

Kent State University utilizes the Blackboard Learning System software to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using chat, email, message boards and announcements as appropriate.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

The growing enrollment in online courses indicates a need determined by Kent State students. Computer Technology students often have the advantage of being technology-oriented students, and the Computer Technology faculty were early adopters of the online delivery mode. Offering Computer Technology (COMT) courses online is not a new initiative. COMT courses have been offered online at the Regional Campuses for more than a decade.

Student learning outcomes have been identified for every COMT course, and students are assessed in the capstone course COMT 21009 Seminar in Computer Technology. The results are evaluated and discussed internally. In addition, student comments from end-of term student evaluations have helped shape the online delivery of COMT courses.

Kent State University offers support and counseling to online students through multiple departments. The Office of Student Services provides online information regarding all aspects of registration and advising. Online students will be afforded the same access to professional advisors as traditional students, and will be able to contact advisors by telephone or through their official Kent State e-mail accounts for advising advice (as well as having the same opportunities to see an advisor in person, if they so desire). The Office of Student Accessibility Services (each campus has one) assists students with varying degrees and types of disabilities and oversees providing ADA-compliant materials in online courses.

Kent State is a partner in the Ohio Collaborative eTutoring Network, which offers online assistance in writing, mathematics, biology, chemistry and accounting.

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores and have the materials delivered to any location. For technology assistance, the Kent State Online Support Center is available 24 hours a day, seven days a week.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or blended/hybrid format.

The same assessment and evaluation processes are used for on-ground and online evaluations. Student learning is assessed based on the outcomes set forth in the program assessment plans. Each academic program implemented an assessment plan that focuses on student learning outcomes. The goals, objectives, measures, and results for each program are posted on WEAVEonline. The COMT faculty have identified 6 main categories of goals for their program area including Computing Skills, Critical Thinking, Effective Communication, Interpersonal Skills, Current Issues in Information Technology, and Lifelong Learning. For each of those main categories, student learning outcomes, related measures, achievement targets, findings, and action plans are identified or reassessed each year.

***3.6* Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, blended/hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.)**

Kent State University Catalog – AAB degree in Computer Technology:
www.kent.edu/catalog/2011/collegesprograms/re/ug/comt.cfm

Course	Online	On-ground (including web facilitated)	Blended / hybrid	Currently in approved program	Comments
MAJOR REQUIREMENTS					
COMT 11002 Visual Basic Programming	■	■		Yes	Required
COMT 11005 Introduction to Operating Systems and Networking	■	■		Yes	Required
COMT 11006 Introduction to Web Site Technology	■	■		Yes	Required
COMT 11009 Computer Assembly / Configuration	■	■		Yes	Required
COMT 21002 Network Setup and Configuration	■	■		Yes	Required
COMT 21009 Seminar in Computer Technology	■	■		Yes	Required
COMT 21010 Workgroup Productivity Software	■	■		Yes	Required
ADDITIONAL PROGRAM REQUIREMENTS					
ACTT 11000 Accounting I-Financial	■	■		Yes	Option
BMRT 11000 Introduction to Business	■	■		Yes	Option
BMRT 11009 Introduction to Management Tech.	■	■		Yes	Option
BMRT 21004 Introduction to Business Statistics	*	■		Yes	Option
COMM 15000 Introduction to Human Comm.	■	■		Yes	Required
COMT 11004 Survey of Information Technology	■	■		Yes	Required
COMT 12000 Personal Productivity Software	■	■		Yes	Required
ADDITIONAL PROGRAM REQUIREMENTS continued					
COMT 21007 Internet Ethics and Policies	■	■		Yes	Option

ECON 22060 Principles of Microeconomics	■	■		Yes	Option
ENG 11011 College Writing I	■	■		Yes	Required
ENG 20002 Introduction to Technical Writing	■	■		Yes	Option
ITAP 26638 Business Communication		■		Yes	Option
MATH 11009 Modeling Algebra	■	■		Yes	Option
MATH 11010 Algebra for Calculus	■	■		Yes	Option
US 10097 Destination Kent State: First Year Experience	■	■		Yes	Required
CONCENTRATION REQUIREMENTS					
COMT 20001 C++ Programming	■	■		Yes	Option
COMT 20011 Java Programming	■	■		Yes	Option
COMT 21005 Visual Basic Database Programming	■	■		Yes	Required
COMT 21007 Internet Ethics and Policies	■	■		Yes	Option
COMT 21011 Techniq. of Multimedia Web Design	■	■		Yes	Required
COMT 21036 Web Scripting I	■	■		Yes	Option
COMT 21100 Local Area Network Troubleshooting	■	■		Yes	Required
COMT 21110 Internetworking	■	■		Yes	Required
ELECTIVES					
COMT 11000 Introduction to Computers	■	■		No	Option

* Although not a requirement for the degree program, BMRT 21004 is expected to be online in the future.

4. FACULTY AND ADMINISTRATION

4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or blended/hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.

Ruth Watson, PhD, associate professor, is the coordinator of the Computer Technology program. As such, she oversees both on-ground and online course schedules, monitors (and/or reports to appropriate bodies when necessary) the overall effectiveness of the program (e.g., student recruitment, retention, etc.), and works with the marketing office to promote the program.

In addition to offering online courses for over a decade at the Trumbull Campus, Dr. Watson has been involved with various facets of distance learning since the mid-1990s. Her research for her master's degree in technology focused on distance learning. Her doctorate included coursework on the design, development, implementation and evaluation of courses utilizing technology; and her dissertation topic was online instructional strategies affecting learner motivation. Her past technical experiences as a local area network (LAN) administrator and other capacities involved working closely with distance learning technologies. See Appendix A for Dr. Watson's curriculum vitae.

4.2 Describe faculty members' responsibilities to the online or blended/hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/hybrid program affect their responsibilities to the on-ground program,

including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or blended/hybrid program? Will these faculty members participate in only the online or blended/hybrid program or will they participate in the on-ground program as well.

Teaching load is determined by the university's collective bargaining agreement. Tenure-track faculty are expected to teach 24 credit hours per academic year; non-tenure-track faculty teach 30 credit hours per academic year. Regional Campus tenure-track faculty are expected to participate in faculty committees/governance. Computer Technology faculty will teach on-ground or online courses as needed. No additional faculty will be hired at this time. The COMT courses have been offered in both the online and on-ground format for several years.

4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.

Training sessions are held regularly for faculty requesting technical assistance. Support is available at each regional campus in various forms: network support staff, instructional/educational technology coordinators, and faculty resources. The institution offers support by providing and maintaining consistency through course management systems and other technologies (e.g., Blackboard, Tegrity, Camtasia Studio). Several campuses have online resources for faculty & students as well as faculty committees that meet regularly to discuss issues in online teaching and/or provide demonstrations of different technologies available, invite guest presentations on online teaching and generally provide an on-campus forum for online teaching issues. Some of the support staff and faculty have become certified in Quality Matters or participated in Quality Matters activities.

In addition to local campus support, faculty can take advantage of the Faculty Professional Development Center (FPDC) resources available (seminars, training sessions, support staff) to prepare and manage their courses. Kent State's Faculty Professional Development Center offers opportunities and resources for faculty to adapt to and enhance learning in an online environment.

4.4 Using the form on next page, provide the information requested for each member of the instructional staff. A faculty member must be identified for each course to be taught during the first two years of program delivery. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below).

See Appendix B for faculty curriculum vita.

Name of instructor	Rank or title	Full-time part-time	Terminal degree title, discipline on diploma, institution, year	Courses instructor teaches in proposed program	Experience teaching/ professional development in online courses	Number courses teaches / year (traditional and online)
William Ward	Associate Professor	FT	MA, Technology, Kent State University, 1997; MBA, Systems Management, Baldwin Wallace, 1988	COMT 11000, 11004, 11006, 12000, 21007, 21010, US 10097	Ten+ years experience developing and offering online courses; proficient with Blackboard	10
Ruth Watson	Associate Professor	FT	PHD, Educational Psychology, Educational, Kent State University, 2004	COMT 11006, 21002, 21009, 21100, 21110	Ten+ years experience developing and offering online courses; proficient with Blackboard	8
Anthony Zampino	Assistant Professor	FT	MTec, Technology, Kent State University, 2003	COMT 11002, 11005, 11009, 20001, 20011, 21005, 21009, 21011, 21110, 21036	Ten+ years experience developing and offering online courses; proficient with Blackboard	10
Jeffrey Nelson	Associate Professor	FT	PhD, Speech Communication, University of Michigan, 1972	COMM 15000	One year experience offering online courses; proficient with Blackboard	8
Noelle Bowles	Associate Professor	FT	PhD, English, University of Miami, 1996	ENG 11011	Two years experience developing and teaching online courses; proficient with Blackboard	8
James Canacci	Lecturer	FT	MA, English, Youngstown State University, 1995	ENG 20002	One year experience with hybrid courses, working with English Department to develop fully online courses; proficient with Blackboard	10
Hai Dinh	Associate Professor	FT	PHD, Mathematics, Ohio University, 2003	MATH 11009	Two + years experience developing and teaching online courses; proficient with Blackboard	8
Vicumpriya Perera	Associate Professor	FT	PHD, Mathematics, Purdue University, 1993	MATH 11009	Two + years experience with developing and teaching online courses; proficient with Blackboard	8
Jyotsna Neuman	Assistant Professor	FT	MAFIS, Cleveland State University, 1981	ACTT 11000	Two+ years experience with online courses, instrumental in developing ACTT courses for online delivery; proficient with Blackboard	8
John Marino	Associate Professor	FT	MBA, Suffolk University	BMRT 11000, 11009	Two+ years experience developing and teaching online courses; proficient with Blackboard	8

Name of instructor	Rank or title	Full-time part-time	Terminal degree title, discipline on diploma, institution, year	Courses instructor teaches in proposed program	Experience teaching/ professional development in online courses	Number of courses instructor teaches /year (traditional and online)
Susan Emens	Associate Professor	FT	MA, Economics, Kent State University, 2003; MBA, Kent State University, 1990	BMRT 21004	Two + years experience in developing and teaching online courses; proficient with Blackboard	8
Nicole Bissessar	Assistant Professor	FT	PhD, Economics, Clark University, 2008	ECON 22060	One year experience teaching and developing online courses; proficient with Blackboard	8
Irene Edge	Assistant Professor	FT	MTec, Technology, Kent State University, 2002	COMT 11004, 20001, 20011	Ten+ years experience developing and offering online courses; proficient with Blackboard	8
Charlene Fox	Assistant Professor	FT	PhD, Management, Kent State University, 1996	COMT 11000, 11005	Two + years experience in developing and teaching online courses; proficient with Blackboard	10
Judith Paternite	Lecturer	FT	PhD ABD, Educational Psychology, Educational, Kent State University, 2010	COMT 11002, 11005, 21005, 21007, 21009, 21011	Ten+ years experience developing and offering online courses; proficient with Blackboard	10
Robert Logan	Assistant Professor	FT	MBA, Kent State University, 2001	COMT 12000, 20011, 21005, 21010	Five+ years experience developing and offering online courses; proficient with Blackboard	10
Carolyn Carvalho	Assistant Professor	FT	MTec, Technology, Kent State University, 2007	COMT 11002, 21005	Three + years experience in developing and teaching online courses; proficient with Blackboard	10
Chris Naylor	Assistant Professor	FT	BS, Business Administration, Bowling Green State University, 1970	COMT 12000, 21010	Ten+ years experience developing and offering online courses; proficient with Blackboard	10
Shawn Golden	Assistant Professor	FT	M.Ed., Instructional Technology, Kent State University, 2002	COMT 11000, 11004, 11006, 12000, 21007, 21011, 21036	Five + years experience in developing and teaching online courses; proficient with Blackboard	10
Robert Remedio	Assistant Professor	FT	MS, Math & Computer Education, Youngstown State University, 1978	COMT 11000, 11006, 12000, 21009	Five + years experience in developing and teaching online courses; proficient with Blackboard	8
Bruce Gunning	Assistant Professor	FT	MS, Accounting, Texas Tech University, 1983	ACTT 11000	Six+ years experience in developing and teaching online courses; proficient with Blackboard	8
Judith Wooten	Assistant Professor	FT	PhD, English, Case Western Reserve University, 1982	ENG 11011	Six+ years experience in developing and teaching online courses; proficient with Blackboard	8

* Split load with Ashtabula Campus (typically one or two courses per semester at Trumbull Campus).

APPENDICES

Appendix items

Appendix A: Curriculum vitae for Ruth Watson, Computer Technology program coordinator
Appendix B: Curriculum vita for faculty in the Computer Technology program

---

Kent State verifies that the information in this request is truthful and accurate.

Respectfully,

Robert G. Frank
Provost and Senior Vice President for Academic Affairs

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 31-Mar-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College RE - Regional College

Degree CER1 - Post-Secondary Certificate <1 year

Program Name **College Prep/Bridge** Program Code **C120**

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

Proposal Inactivate program

Description of proposal:

Inactivate the College Pre: Bridge C120 certificate program as the regional campuses were unaware of the certificate. courses within the certificate are remedial courses and shall remain active as they are used by other programs.

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):

n/a

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

Regional Campuses

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuse proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

Certificate established fall 2000 on campuses Ashtabula, East Liverpool, Trumbull, Tuscarawas (EPC approved 27-NOV-00)
No enrollment reported in any years.

Proposal Summary:

Recommend inactivation of College Pre: Bridge C120 program) as none of the regional campuses who are designated as offering the program have had a student enroll. The courses within the program shall remain active as these courses are included in the curriculum of other programs.

College Prep—Bridge [C120]

Kent State University Catalog 2010 - 2011 > Areas of Study > Undergraduate Certificates > College Prep: Bridge

Students completing this certificate program successfully complete all prescribed courses resulting from the COMPASS assessment, thereby preparing themselves as much as possible for college-level course work.

COLLEGE PREP-BRIDGE CERTIFICATE REQUIREMENTS (20 credits)			
Course		**Title**	**Credits**
ENG	11001	Introduction to College Writing—Stretch	3
	11002	College Writing I—Stretch	3
MATH	10006	Core Mathematics I and II	4
	10007	Core Mathematics III and IV	4
US	10003	Reading Strategies for College Success	3
	10006	Study Strategies for College Success	3
If COMPASS prescription requires fewer than 20 hours, select from these electives to complete the 20 hours required for the certificate.			
COMM	15000	Introduction to Human Communication (3)	
ENG	11011	College Writing I (3)	
ENG ITAP	20002 26638	Technical Writing (3) ***or*** Business Communications (3)	
PSYC SOC	1172 12050	General Psychology (3) ***or*** Introduction to Sociology (3)	
US	10097	Destination Kent State: First Year Experience (1)	
		TOTAL	**20**

Kent State University Catalog 2010 - 2011

College Prep: Bridge Certificate (Post Secondary)

Students completing this certificate program successfully complete all prescribed courses resulting from the COMPASS assessment, thereby preparing themselves as much as possible for college-level course work.

COLLEGE PREP-BRIDGE CERTIFICATE REQUIREMENTS (20 credits)			
Course		**Title**	**Credits**
ENG	11001	Introduction to College Writing—Stretch	3
	11002	College Writing I—Stretch	3
MATH	10006	Core Mathematics I and II	4
	10007	Core Mathematics III and IV	4
US	10003	Reading Strategies for College Success	3
	10006	Study Strategies for College Success	3
If COMPASS prescription requires fewer than 20 hours, select from these electives to complete the 20 hours required for the certificate.			
COMM	15000	Introduction to Human Communication (3)	
ENG	11011	College Writing I (3)	
ENG ITAP	20002 26638	Technical Writing (3) ***or*** Business Communications (3)	
PSYC SOC	1172 12050	General Psychology (3) ***or*** Introduction to Sociology (3)	
US	10097	Destination Kent State: First Year Experience (1)	
		TOTAL	**20**

Students must complete all certificate courses prior to attaining 30 hours (sophomore status).

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 31-Mar-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department

College RE - Regional College

Degree CER4 - Post-Secondary Certificate 2<4 years

Program Name **Legal Nurse Consulting/Nurse Paralegal** Program Code **C403**

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

Proposal Inactivate program

Description of proposal:

Inactive Legal Nurs Consulting Certificate - C403. The regional campuses were unawae of this certificate and there are no students who are currently enrolled. The courses within the certificate will remain active as these courses are course in the curriculum of other programs.

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):

n/a

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

Regional Campuses, College of Nursing

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

_____ ___/___/___

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Certificate established 1999 - offered at East Liverpool, Ashtabula, Tuscarawas campus. Total five graduates (spring 2001). One "current" student declared spring 2010, see attached e-mails.

Proposal Summary:

Recommend inactivation of the Legal Nurse Consulting certificate program (C403) as none of the regional campuses who are designated as offering the program have had a student enroll. The courses within the program shall remain active as these courses are included in the curriculum of other programs.

Legal Nurse Consulting: Nurse Paralegal-C403

Kent State University Catalog 2011 > Areas of study > Undergraduate Certificates > Legal Nurse Consulting: Nurse Paralegal

Regional College

Ashtabula Campus
http://www.ashtabula.kent.edu

Trumbull Campus
http://www.trumbull.kent.edu

East Liverpool Campus
http://www.eliv.kent.edu

Tuscarawas Campus
http://www.tusc.kent.edu

The Legal Nurse Consulting/Nurse Paralegal certificate further educates and advances the skills of licensed registered nurses with training in law and legal procedures to offer expert opinions and advice relating to medical issues. A legal nurse consultant offers the legal system an affordable alternative to higher priced physicians and other medical experts by being able to project medical costs, review patient care, conduct medical records review, provide life care planning and conduct medical bill audits. Certificate students must be licensed registered nurses with two years experience and either an associate or bachelor's degree in nursing.

Students must satisfy the prerequisite of each course in the program by either: (a) completing the prerequisite courses, or (b) demonstrating to the legal assisting technology program director that they have otherwise met the prerequisites. Students must complete a minimum of 15 hours of the certificate curriculum at Kent State University. A maximum of 10 transfer credit hours may be applied to the certificate ate provided the original course grade appears on the transcript.

CERTIFICATE (25 credits)			
Course		**Title**	**Credits**
BMRT	21000	Business Law and Ethics I	3
JUS	22100	Basic Interviewing	3
LEGT	18000	Introduction to Paralegal Studies	3
	18001	Legal Research and Writing	3
	28004	Principles and Practice of Litigation	3
Special Topics Courses (offered once per calendar year)			
NURS	21095	Special Topics: Principles and Concepts of Legal Nurse Consulting	4
	21095	Special Topics: Medical Records Review	3
PHIL	40005	Health Care Ethics	3
		TOTAL	**25**

Kent State University Catalog 2010 - 2011

Legal Nurse Consulting—Nurse Paralegal Certificate (Post Secondary)

This certificate program is designed to further educate and advance the skills of licensed registered nurses. A Legal Nurse Consultant (LNC) is a part of a growing field of experts contracted or employed by various legal entities for expert opinions and advice relating to medical issues. A LNC is a licensed registered nurse who has broad clinical experience coupled with training in law and legal procedures. A LNC offers the legal system an affordable alternative to higher priced physicians and other medical experts. A LNC is able to project medical costs, review patient care, conduct medical records review, provide life care planning and conduct medical bill audits.

The program is limited to licensed registered nurses with a minimum of an Associate Degree in Nursing, Bachelor Degree in Nursing is preferred. A minimum of two years full-time (2000 hours or equivalent experience) of demonstrable work experience as an RN is also required. For admission to the program students must submit a copy of the RN license, transcripts showing completion of at least an Associate Degree in Nursing, and some proof of two years of work experience.

Students must satisfy the prerequisite of each course in the program by either: (a) completing the prerequisite courses, or (b) demonstrating to the legal assisting technology program director that they have otherwise met the prerequisites. Students must complete a minimum of 15 hours of the certificate curriculum at Kent State University. A maximum of 10 transfer credit hours may be applied to the certificate ate provided the original course grade appears on the transcript.

LEGAL NURSE CONSULTING-NURSE PARALEGAL CERTIFICATE (25 credits)			
Course		**Title**	**Credits**
BMRT	21000	Business Law and Ethics I	3
JUS	22100	Basic Interviewing	3
LEGT	18000	Introduction to Paralegal Studies	3
	18001	Legal Research and Writing	3
	28004	Principles and Practice of Litigation	3
Special Topics Courses (offered once per calendar year)			
NURS	21095	Special Topics: Principles and Concepts of Legal Nurse Consulting	4
	21095	Special Topics: Medical Records Review	3
PHIL	40005	Health Care Ethics	3
		TOTAL	**25**

TILLETT, THERESE

From: TILLETT, THERESE
Sent: Wednesday, April 27, 2011 6:11 PM
To: THOMAS, WANDA; Sines, Robert
Subject: RE: Legal Nurse Consulting/Nurse Paralegal certificate

Hello, Bob and Wanda,

I received the paperwork to inactivate this certificate (C403) effective for fall 2011. I wanted to alert you that there is an "active" student in the certificate:

800048079 Christina M. Pfender Elkins

She is at the Trumbull Campus and declared this certificate in spring 2010, the same term she declared the AAS in Legal Assisting program.

As far as I can tell, she has successfully completed only one course for the certificate. She last attempted course enrollment in spring 2010. I just wanted to make sure she is on your radar if she comes back anytime soon.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

From: Rossi, Susan
Sent: Tuesday, November 23, 2010 2:19 PM
To: TILLETT, THERESE
Subject: FW: Legal Nurse Consulting/Nurse Paralegal certificate

Hi Therese -

It seems that this program is still listed on several KSU sites that we currently offer it, but no one on our campus realizes we do! It appears that some time ago, it was determined to stop offering this due to low enrollment. In fact, one of our faculty members who was in the program years ago, told me that it was "ended" while she was still in it. Obviously, it was "ended" incorrectly.

What do we need to do to correct this?

Sue

Susan Rossi, Ph.D.
Assistant Dean
Kent State University at East Liverpool
400 East 4th Street
East Liverpool, Ohio 43920
(330) 382-7417
5 digit 77417
Fax (330) 382-7564

From: Nolte, Jeff
Sent: Saturday, November 20, 2010 6:47 PM
To: THOMAS, WANDA
Cc: RC Deans; RC Assistant Deans
Subject: Re: Legal Nurse Consulting/Nurse Paralegal certificate

Never heard of it.

Jeffrey Nolte

From: SERPE, RICHARD
Sent: Friday, November 19, 2010 8:52 PM
To: TILLETT, THERESE; THOMAS, WANDA; DZUREC, LAURA; HALEY, MARY ANN
Subject: RE: Legal Nurse Consulting/Nurse Paralegal certificate

Therese,
I do not have any information about this program. In fact, this is the first time I have even heard about the certificate.
Richard

Richard T. Serpe, Ph.D.
Chair and Professor of Sociology

Department of Sociology
Kent State University
P.O. Box 5190
Kent, OH 44242-0001

email: rserpe@kent.edu
voice: (330) 672-4896
fax: (330) 672-4724

From: TILLETT, THERESE
Sent: Friday, November 19, 2010 3:37 PM
To: THOMAS, WANDA; DZUREC, LAURA; HALEY, MARY ANN; SERPE, RICHARD
Subject: Legal Nurse Consulting/Nurse Paralegal certificate

A question was asked at a past EPC meeting about the origins of the Legal Nurse Consulting/Nurse Paralegal certificate.

It was proposed in 1999 by Mark Ciccarelli, then-director of the Legal Assisting Technology program, and Suzanne Fitzgerald, then-dean of the East Liverpool Campus.

The document states it was reviewed and approved by the following people:

- Edna Erez, chair, Criminal Justice Studies
- Davina Gosnell, dean, Nursing
- Laura Davis, assistant dean, Arts & Sciences
- Gayle Ormiston, chair, Philosophy

Any subsequent revisions were done by Mark Cicarelli with a notation that Nursing was consulted.

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

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 2-May-11 Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Graduate Studies
College	PR - Provost
Proposal	Revise Academic Unit
Proposal Name	**Integrate the Graduate School of Management and the Graduate School of Education, Health and Human Services into the Division of Graduate Studies**

Description of proposal:

Following the recommendations of the Graduate Education Taskforce, the two graduate schools will be incorporated into Graduate Studies for such functional purposes as processing admission applications.

Consequently, references of the graduate schools will be removed from the official names of the College of Business Administration and the College of Education, Health and Human Services.

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

At this time, no academic programs, courses, faculty and staff are moving. Staffing in Graduate Studies may be increased to handle the transferred works.

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

Provost's Office; Graduate Studies; Graduate Studies Administrative Advisory Committee (GSAAC); College of Nursing; College of Arts and Sciences; College of the Arts; College of Business Administration; College of Architecture and Environmental Design; College of Education, Health and Human Services; College of Communication and Information; Office of International Affairs

---

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director / Campus Dean

_____ ____/____/____

College Dean

_____ ____/____/____

Dean of Regional Campuses / Dean of Graduate Studies

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs

Graduate Education Taskforce Recommendations

May 2010

Graduate Education Taskforce Members:

Mary Ann Stephens, Taskforce Chair (Interim Dean, Graduate Studies)
Mary Anthony (College of Nursing)
Stephane Booth (Office of Quality Initiatives and Curriculum)
Shawn Fitzgerald (Foundation, Leadership and Administration)
Paul Haridakis (Communication Studies)
Ann Heiss (History)
Declan Keane (Physics)
Richard Kolbe/Murali Shanker (College of Business)
Ralph Lorenz (College of the Arts)
Richard Rubin (Library and Information Science)
Mary Anne Saunders/Ted McKown (Office of International Affairs)
Thomas Stauffer (Architecture)

Provost's Charge to Graduate Education Taskforce

In the spring semester of 2010, the Graduate Education Taskforce was formed by the Provost and charged with reviewing the relationship between Graduate Studies (soon to be Graduate College) and academic colleges. In his invitation to taskforce members, the Provost noted the following: "…Many policies and procedures governing faculty appointments, graduate students, curriculum and budget have been developed for a decentralized model. It is important that the new Graduate College be given sufficient resources and influence to enhance graduate education and provide vital services to students and faculty. Moreover, the new Graduate College should be accountable and assessed by quality assurance metrics that are informed by academic colleges".

The general issues that the Provost asked the taskforce to consider and about which he requested the group to provide advice and/or recommendations are:

I. Use the Council of Graduate Schools' (CGS) best practices to guide organization of Graduate College functions
II. Determine relationship between professional degree programs and the Graduate College
III. Re-activate the Graduate College Council (advisory committee) to advise the Dean on graduate programs, policies and procedures
IV. Develop plan and timeline for transition
V. Determine how and when the Graduate College will be evaluated
VI. Any other issues believed to be relevant to the strategic relationship between the academic colleges and the new Graduate College

The Taskforce

Taskforce Chair:	Mary Ann Stephens, Interim Dean, Graduate Studies
Taskforce Members:	Mary Anthony (College of Nursing) Stephane Booth (Office of Quality Initiatives and Curriculum) Shawn Fitzgerald (Foundation, Leadership and Administration) Paul Haridakis (Communication Studies) Ann Heiss (History) Declan Keane (Physics) Richard Kolbe/Murali Shanker (College of Business) Ralph Lorenz (College of the Arts) Richard Rubin (Library and Information Science) Mary Anne Saunders/Ted McKown (Office of International Affairs) Thomas Stauffer (Architecture)
Meeting Dates:	March 9, 2010 March 26, 2010 April 14, 2010 April 22, 2010 May 7, 2010

Process

Taking into account Kent State University's history and priorities, the taskforce reviewed functions of KSU's graduate education in the context of the CGS publication, *Organization and Administration of Graduate Education* (2004). CGS membership includes over 500 universities in the United States and Canada, and CGS institutions annually award more than 95 percent of all U.S. doctorates and over 78 percent of all U.S. master's degrees. Graduate Deans, Associate and Assistant Deans of member institutions meet semi-annually to discuss common problems and solutions to address the changing landscape of graduate education in North America. CGS is devoted to identifying administrative and organizational practices and procedures that work effectively in graduate schools/colleges and to share this information with member institutions through publications, workshops, listserv notices and on-campus consultations. The CGS publications that describe best practices regarding various dimensions of graduate education are used widely in American and Canadian institutions as guideposts for planning and benchmarks for evaluation.

Charge I. Recommendations for functions of KSU's Graduate College

Review and approval of new and existing graduate programs and departments

Graduate Studies is currently in the chain of internal approvals for all new and revised graduate programs. Specifically, a program is initially approved by the department/school, the academic college, Graduate Studies, the Office of the Provost, Graduate Council, Faculty Senate, the President and the Board of Trustees.

Graduate Studies currently collaborates with the Office of Quality Initiatives and Curriculum in conducting reviews of academic programs on a seven-year cycle. In units offering doctoral degrees, Graduate Studies also constitutes a panel of external reviewers with expertise in the discipline of the department/school. Graduate Studies and the Office of Quality Initiatives and Curriculum are actively involved with the department/school and Dean in reviewing recommendations from internal and external reviews and in developing an action plan for the next three to five years.

The taskforce recommends that the Graduate College retain these responsibilities.

Development of new graduate programs

The taskforce recommends that the Graduate College actively encourage new ideas and interdisciplinary cooperative ventures by faculty, providing assistance in proposal development and reviewing new program ideas early on for content and appropriateness to the graduate mission of the university. The faculty of each unit, however, has the ultimate responsibility for the development of new graduate courses and programs.

Setting academic policies that govern graduate study

Currently, most of KSU's student-related policies and procedures pertain to undergraduates. The taskforce recommends that academic policies governing graduate study be established by the Graduate College through an advisory committee. The Graduate College should provide oversight, ensuring policies and procedures fairly

represent the needs of graduate students. Although initiated by the Graduate College, all policies would go through the University's standard approval process. Academic units could set more stringent policies.

Admissions

Currently, KSU has three graduate admitting units: the Graduate School of Management (GSM), the Graduate School of Education, Health and Human Services (EHHS) and Graduate Studies. The Office of International Affairs verifies documents and compiles international applicant files for the three admitting units. Graduate Studies compiles electronic files for the colleges of Architecture & Environmental Design, the Arts, Arts & Sciences, Communication & Information, Nursing and Technology. The primary decision to admit or deny admission of a student to a graduate program is the responsibility of the relevant academic unit. In addition, decisions regarding academic "conditions" for an applicant are made by the relevant academic unit. Once domestic and international electronic files with admission decisions are returned to Graduate Studies, Graduate Studies officially admits or denies admission in Banner. The university's official decision letter is then automatically generated and printed in the office of the relevant academic dean. Units may send more detailed letters once applicants receive the university's official letter.

Moving from three admitting units to one was of concern to some taskforce members. Concerns centered on two key issues: 1) the potential for insufficient staffing in the Graduate College to handle the approximately 80% increase in applications that would occur and 2) the potential for a decrease in the speed with which applications would be processed. The taskforce recommends that the centralization of graduate admissions be phased in over time. The first step would be for the Graduate College to add the processing of only doctoral applications for GSM and EHHS. The phase-in period would allow the Graduate College adequate time to increase its staff to handle the additional applications, and would allow GSM and EHHS to become familiar with and confident in the process. Decisions about phasing in applications for professional degree programs would be contingent on the success of the first phase. Success would be ascertained by cost effectiveness of the system for all parties involved, speed and timeliness of file processing and absence of bureaucratic encumbrances.

Recruitment/Marketing

Recruitment of new graduate students is primarily the responsibility of each academic unit/program but the Graduate College could support these efforts. Graduate Studies has provided such support through representation of the university's graduate programs at recruitment "fairs," and through participation in the McNair program. The taskforce recommends that the Graduate College be responsible for university-level recruitment efforts. These efforts should focus on promoting KSU's graduate programs in general.

Fellowships, traineeships and financial aid

The taskforce recommends that administering honors and awards (e.g., University Fellowship, David B. Smith Fellowship) be a responsibility of the Graduate College. Moreover, the taskforce recommends that the Graduate College assist units in developing proposals for nationally competitive traineeship programs. The Graduate

College should also ensure that there are policies in place about eligibility and distribution of financial aid for graduate students.

Teaching and research assistants

Under Responsibility Center Management, academic colleges manage their own graduate assistantship budgets. The taskforce recommends that the Graduate College ensure there are policies to govern graduate assistants, including average workloads, appointment and renewal procedures and a mechanism for resolving grievances. The taskforce also recommends that the Graduate College serve as an advocate for graduate assistants; be responsible for providing TA training programs, or ensuring that departments/schools conduct these training programs.

Monitoring student academic progress

The faculty in each academic unit bear primary responsibility for monitoring their students' progress towards degree completion. The Graduate College, however, can supplement this effort. The taskforce recommends that the Graduate College serve a support function by establishing policies, informing advisers about the policies and by helping resolve disputes resulting from policies when academic college-level mechanisms fail to achieve an appropriate outcome. The Graduate College should also ensure that guidelines are in place for minimum enrollment requirements, minimum GPA, leaves of absence, maximum time to degree and for notifying units and/or students when time limits for adequate academic progress have been exceeded.

Appointment & approval of faculty membership on committees that review student work

Currently, the appointment and approval of thesis and dissertation committees is performed by each academic unit and by the academic college, and the taskforce recommends no change to this practice. The taskforce does recommend that the Graduate College assume a role by taking responsibility for policies that specify the nature of committee composition.

Maintaining academic records and degree verification

Academic colleges are currently responsible for maintaining student academic records and verifying final degree completion. The taskforce recommends no change to this practice.

Thesis and dissertation document approval

Academic colleges currently check thesis and dissertation manuscripts for proper format before final electronic submission. The taskforce recommends no change to this practice. The taskforce does recommend that the Graduate College provide mediation when problems over thesis/dissertation format arise.

Student support services and retention programs

The taskforce recommends that the Graduate College assume responsibility for providing support services necessary to make academic progress possible, such as offering development and enrichment activities for students. In addition, the taskforce

recommends that the Graduate College provide campus-wide programs aimed at retaining graduate students (e.g., faculty/student mentoring programs, student social events) and assist units with developing their own retention strategies.

Liaison with student organizations

The taskforce recommends that the dean of the Graduate College regularly meet with graduate students, both formally and informally, to obtain reactions to proposed new policies and regulations, and to stay attuned to student issues and concerns.

Liaison with administrative offices that serve graduate students

The taskforce recommends that the dean of the Graduate College be responsible for ensuring that campus administrative offices are serving graduate students as well as possible. This includes educating staff in these offices about graduate education, and how it differs from undergraduate education, as well as serving as a mediator between academic units and university administrators when problems arise.

Student grievance procedures

There should be clear grievance policies and procedures that address the unique needs and circumstances of graduate students. The taskforce recommends that the Graduate College be responsible for ensuring that these policies are in place, widely understood and easily accessed.

Review of academic progress

Although graduate faculty have responsibility for making decisions on quality of a graduate student's work, it is the responsibility of the Graduate College to see that the criteria for evaluation are clear, appropriate and made known to all students in advance and that the process of review is fair and equitable. The taskforce recommends that the Graduate College be responsible for ensuring that policies and procedures for the review of academic progress are clearly delineated, and that the appeal process is widely understood and easily accessed.

Academic dishonesty or plagiarism

The taskforce recommends that the Graduate College ensure that current policies and procedures are broad enough to encompass activities that are unique to graduate students, and that units provide their students training in professional ethics. The taskforce further recommends that the Graduate College be responsible for providing students with training in the responsible conduct of research.

Appointment and review of graduate faculty

Appointment and review of graduate faculty are currently the responsibility of academic units. The taskforce recommends no change to this practice.

Faculty development

The taskforce recommends that the Graduate College be responsible for training graduate coordinators about the policies and practices of the Graduate College, as well as sharing best practices (in recruiting, mentoring, etc.). In addition, the Graduate College should support the university's new faculty orientation and faculty development programs.

Data collection and dissemination

There is currently a lack of systematic data on graduate students and programs at KSU. The taskforce recommends that the graduate dean work with the advisory committee to determine data needed for the purposes of planning and evaluation. The taskforce agreed that a combination of data maintained by the Graduate College and data maintained by RPIE would be the most practical and efficient use of university resources.

Liaison with legal affairs

All academic decisions concerning individual graduate students must remain with the graduate faculty. The taskforce recommends that the graduate dean be responsible for consulting with legal affairs in regards to university-level disputes and threatened legal actions.

Promotion of intellectual collegiality

The Graduate College should support intellectual collegiality on campus. The taskforce recommends that the Graduate College sponsor (or co-sponsor) university-level symposia, seminars, guest lectures and events that recognize scholarly accomplishments of faculty and graduate students.

Participation in central university decision making

The taskforce strongly recommends greater representation of and greater advocacy for graduate education at KSU. To help in advancing the cause of graduate education, the taskforce recommends that the graduate dean have a seat at the central "decision-making table". To accomplish this goal, reporting lines in the organization of administrative roles and/or administrative role titles may need to be changed.

Enhancement of scholarship and research

The taskforce recommends that the Graduate College engage in activities and programming that foster scholarship and research by graduate students, including the promotion of interdisciplinary interactions among students and faculty, as well as providing small amounts of funding for graduate students (e.g., research, travel) through Graduate Student Senate.

External Relations

Currently, the Dean of Graduate Studies is the university's representative in the Council of Graduate Schools. It is essential that a graduate dean keep up-to-date on best

practices in graduate education, findings on student success, federal budget proposals, changes in tax laws, etc., and it is impossible to do so without information from external associations and a network of contacts with other graduate deans. The taskforce recommends that the graduate dean retain this primary responsibility. In addition, where appropriate, the graduate dean should develop and maintain effective relationships with officials involved with graduate education in national and state governments.

Research Administration

The taskforce recommends that the Graduate College be responsible for ensuring that research assistants and teaching assistants receive training in such issues as conflict of interest, intellectual property, and the responsible conduct of research. In addition, the taskforce recommends collaboration between Research and Sponsored Programs and the Graduate College.

Charge II. Recommendations regarding relationship between professional degree programs and the Graduate College

The taskforce recommends that activities of the Graduate College be sensitive to the unique aspects of master's/professional programs in regard to admissions, funding, and other aspects of student engagement in these programs. In some cases, policies and procedures developed for doctoral and master's programs may be the same whereas in other cases, they may need to differ. To insure that policies and procedures developed by the Graduate College support the needs and goals of the master's/professional programs, the taskforce recommends that the advisory committee include a substantial number of faculty and students who represent these programs.

Charge III. Recommendations regarding reactivating the Graduate College Council

Currently, the advisory body to Graduate Studies is the Graduate Studies Administrative Advisory Committee (GSAAC) which is comprised of the associate deans for graduate affairs from each academic college. With this structure, there is no representation of graduate faculty and graduate students. The taskforce recommends that the Graduate College Council (GCC) be reactivated, and that along with GSAAC, membership include graduate faculty and graduate students from each of the academic colleges. See Appendix A for bylaws.

Charge IV. Recommendations regarding plan and timeline for transition

The taskforce's concerns center largely on the unknowns involved with a transition, especially in relation to the efficiency of admissions, the total costs of operating a Graduate College, and the method(s) of funding such costs.

Prior to implementing any changes, the taskforce recommends that detailed budget projections be prepared and shared with academic deans These projections should also include how the costs of operation will be handled specifically identifying the sources of revenue that would offset these costs.

The taskforce also recommends that the centralization of graduate admissions be phased in over time, beginning with the centralization of doctoral applications. The phase-in period would allow the Graduate College adequate time to increase its staff to handle the additional applications, and would allow GSM and EHHS to become familiar with and confident in the process. Decisions about phasing in applications for master's/professional degree programs (as well as non-degree programs) would be contingent on the success of the first phase, as well as the cost effectiveness for both the Graduate College and the relevant academic colleges.

Charge V. Recommendations regarding how and when the Graduate College will be evaluated

The taskforce recommends that the Graduate College be reviewed every five years, as are KSU's centers and institutes. The review committee should represent all of the units and constituencies the Graduate College serves. Evaluation criteria should be based on the Graduate College's final list of functions, and the methodology should include both quantitative and qualitative assessments.

Charge VI. Recommendations regarding other issues believed to be relevant to the strategic relationship between the academic colleges and the Graduate College

The taskforce recognizes that additional resources will be needed to carry out most of these recommendations, and argues that these additional costs should come from efficiencies in support operations and not from taxes levied on academic colleges.

In moving to a centralized admissions process, the taskforce cautions that the Graduate College will need additional resources to efficiently manage the increase in applications. Such resources include the hiring and training of staff and the training of faculty in the colleges of Business and Education, Health & Human Services who are not familiar with the electronic application system.

Without adequate resources or a viable role in allocating institutional resources to colleges, departments/schools and graduate programs, the ability of the Graduate College to promote and effect beneficial changes in graduate education are severely limited.

Appendix A

Bylaws of the graduate college council

(A) Name of organization. Kent State University graduate college council.

(B) Object and aim of organization. The graduate college council serves the university as the primary academic advisory body to the dean on those matters involving graduate college programs, policies and procedures.

(C) Membership.

(1) Members. The graduate college council consists of the dean of the graduate college, the associate and assistant deans of the graduate college, the associate dean for graduate affairs in each academic college, two faculty members chosen by each academic college's college advisory committee (CAC), and one graduate student from each academic college chosen by the graduate student senate. CAC's should strive to choose faculty who represent both doctoral programs and master's/professional programs. Each faculty member must be a full member of the graduate faculty.

(2) Voting privileges. All members of the council have voting rights.

(3) Terms. Faculty representatives are chosen by their college's CAC in accordance with customary procedures; the term of the faculty member so chosen shall normally be for two years with renewal possible. Terms are staggered such that half of the faculty is replaced in one year, and the other half is replaced in the next. Graduate student members shall serve terms of one year with reappointment permitted. Terms shall commence at the start of fall semester.

(D) Officers. The dean of the graduate college, and in case of absence, his/her designee, is chairperson of the council.

(E) Meetings.

(1) Meetings shall be held monthly during the academic year. Special meetings may be called at any time by the dean of the graduate college.

(2) A quorum is necessary to conduct any council business. A quorum shall consist of at least one member greater than half the total membership, with the stipulation that no vote for approval be allowed to pass with less than 2/3 affirmative votes of those in attendance.

(3) Items of council business and agenda shall be sent to all members of the council in advance of a meeting.

(4) New business of an emergency nature can be brought before council at any meeting if a majority of the members present agree.

(5) Items of business, other than changes in the bylaws, shall be passed if a majority of members present vote favorably.

(F) Committees.

(1) There shall be standing committees on curricula, graduate faculty, graduate student affairs, and long-range planning. A slate of membership for each committee shall be prepared by the dean and presented to the council for approval in the fall semester. The term of duty is one calendar year.

(2) Agenda items for these committees normally shall be directed to them by

council or by the dean of the graduate college. These committees shall report to council.

(3) Ad hoc committees shall be authorized by council upon need, and the method of appointment of their members shall be specified by council.

(G) Parliamentary authority.

(1) The parliamentary authority for graduate college council is defined in these bylaws.

(2) For parliamentary procedure not defined in these bylaws, graduate college council shall follow "Robert's Rules of Order."

(H) Amendments.

(1) Consideration of changes in the bylaws of the graduate college council may be brought before council at any time on motion duly made, seconded, and favorably voted upon by a majority of council present.

(2) The specific proposal to amend the bylaws shall be considered at the next regular meeting of council provided it has been circulated to the membership as required by paragraph (E)(3) of this rule. A favorable vote by at least a majority of council present at the meeting is necessary to carry the motion to amend these bylaws.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Feb-11 Curriculum Bulletin _____

Effective Date Fall ~~2012~~ 2011 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	MA - Master of Arts
Program Name	**Learning and Development** Program Code **LRDV**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate program

Description of proposal:
This proposal inactiviates the Master of Art in Learning and Development.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: 32 Proposed total credit hours 0

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
There currently are no students enrolled in this program. No new students will be admitted into the program. There is no effect on staffing.

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

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins 3/2/2011
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuse proposals)

Nancy E. Barbour 4/29/11
College Dean (or designee)

Nancy Cox Stanley 5/4/11
Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Feb-11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	MED - Master of Education
Program Name	**Learning and Development** Program Code **LRDV**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate program

Description of proposal:
This proposal inactivates the Master of Education in Learning and Development.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: 32 Proposed total credit hours 0

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
Currently there are no students enrolled in this program. No new students will be admitted to the program. There is no effect on staffing.

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

REQUIRED ENDORSEMENTS

H. Dellmann - Jenkins 3/2/2011
Department Chair / School Director

_____ __/__/__
Campus Dean (for Regional Campuse proposals)

Nancy E. Barbour 4/29/11
College Dean (or designee)

Nancy Bu Stanley 5/4/11
Dean of Graduate Studies (for graduate proposals)

_____ __/__/__
Provost and Senior Vice President for Academic Affairs (or designee)

Transmittal Memo

Date: February 15, 2011

To: Nancy Barbour, Ph.D., Associate Dean, Administrative Affairs and Graduate Education

From: Drew Tiene, Ph.D., EPSY/ITEC Program Coordinator

Re: Revisions to Learning and Development program

This proposal is to inactivate the MA/MEd in Learning and Development [LRDV].

Curricular/consultative bodies that have approved this action:
EPSY Faculty: February 18, 2011
LDES SCC: March 2, 2011
Presented to EHHS Curriculum Committee: March 18, 2011
Presented to EPC: April 18, 2011

Proposal Summary

Title: Revisions to Learning and Development program

Subject Specification: This proposal is intended to revise the Education Psychology program by inactivating the Master of Arts and Master of Education in Learning and Development majors [MA/MEd LRDV].

Background Information:
The Educational Psychology (EPSY) program currently offers a Master of Art (MA) and a Master of Education (MEd) in Learning and Development. Over the past 5 years there has been no enrollment in either of these graduate programs. Students interested in developing expertise in the development and learning field choose the Master's program in Educational Psychology. Therefore, there is no longer a need for the MA/MEd degrees in Learning and Development.

The proposed revision will have no effect on EPSY course offerings or staff.

If inquires or applications to the Learning and Development Master's programs are received prior to Fall 2012, those individuals will be contacted by the program coordinator and advised to apply to the Educational Psychology Master's program.

Specific Recommendations and Justification: Inactivate the MA and MEd Learning Development degrees.

Alternatives and Consequences
If this proposal is not approved, there will continue to be MA/MEd Learning and Development degrees with no students enrolled in them.

Timetable and Actions Required
If approved, these changes would be effective Fall 2012 semester.
Approved by EPSY faculty: February 18, 2011
Approved by LDES Curriculum Committee: March 2, 2011
Presented to EHHS Curriculum Committee: March 18, 2011
Present to EPC: April, 18 2011

Kent State University Catalog 2010 - 2011

Learning and Development - M.A. and M.Ed.

COLLEGE:	College of Education, Health and Human Services
DEPARTMENT:	School of Lifespan Development and Educational Sciences 405 White Hall Tel: 330-672-2294 Web: www.kent.edu/ehhs/ldes/index.cfm
DESCRIPTION:	The **Master of Arts** and the **Master of Education** in Learning and Development focuses on academic scholarship, personal development and independent learning.
ADMISSION REQUIREMENTS:	Official transcript(s), GRE, goal statement and two letters of recommendation.
GRADUATION REQUIREMENTS:	**M.A. and M.Ed.:** The 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.
THESIS/ DISSERTATION:	Some programs, but not all, have six hours of Thesis I or six hours of Master's Project.
PROGRAM FEE:	None

AUGUSTINE, SUSAN

Subject: FW: Plan of Study

From: Dellman-Jenkins, Mary
Sent: Monday, February 21, 2011 11:19 AM
To: WAS, CHRISTOPHER
Subject: Plan of Study

Hi, Chris,
Would one of you please drop off two plans of study: one for the MA in Learning and Development and the second for the MEd in Learning and Development? Or, tell me where I can find them. These documents need to attach this to the curriculum proposal (that is requesting that the programs be inactivated). Thanks! Mary

Per conversation with Dr. Was 2/21,2011 – there are (never were) any plans of study for either program

AUGUSTINE, SUSAN

Subject: FW: MA/MEd Learning and Development and EdS Rehab Counseling

From: TILLETT, THERESE
Sent: Friday, February 11, 2011 10:49 AM
To: Dellman-Jenkins, Mary; STEPHENS, MARY ANN
Cc: AUGUSTINE, SUSAN; BARBOUR, NANCY
Subject: MA/MEd Learning and Development and EdS Rehab Counseling

Hello, Mary,

I apologize if I did not respond to this e-mail. Would you please request formal inactivation of these two programs? All I need is a CCP form (signed by you and Nancy Barbour) and a proposal summary that explains the reason behind inactivation and effect on students, staff or faculty, if any.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 334 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

-----Original Message-----
From: Dellman-Jenkins, Mary
Sent: Thursday, June 03, 2010 1:22 PM
To: STEPHENS, MARY ANN; TILLETT, THERESE
Subject: Request from Mary Ann Stephens

Hi, Mary Ann, and Therese,
This email is probably not necessary - but just incase: both the MA Med Learning Development and EdS Rehab Counseling are both inactive based on feedback from faculty in their respective areas. Not sure what you all have figured out with the Intervention Specialist program, but if you do have questions, please direct them to Kristi. Thanks!! Mary

-----Original Message-----
From: STEPHENS, MARY ANN
Sent: Thursday, May 20, 2010 2:38 PM
To: PRETTI-FRONTCZAK, KRISTIE; Dellman-Jenkins, Mary
Cc: BARBOUR, NANCY; TANKERSLEY, MELODY; TILLETT, THERESE
Subject: RE: Request from Mary Ann Stephens

Hi Kristie,

These are programs that are "on the books," but do not appear to be active. Since you don't seem to know anything about them, I am letting Therese (cc'ed) know that they are no longer active. Therese will take over from here!

Mary Ann

Mary Ann Parris Stephens, PhD
Interim Dean of Graduate Studies
Kent State University
124 Cartwright Hall
Kent, OH 44242

-----Original Message-----

From: Dellman-Jenkins, Mary
Sent: Wednesday, May 19, 2010 2:16 PM
To: WAS, CHRISTOPHER; Phil Rumrill; TANKERSLEY, MELODY; PRETTI-FRONTCZAK, KRISTIE
Subject: Request from Mary Ann Stephens

Please see below email from Nancy Barber; please provide feedback.
Thank you.

From: BARBOUR, NANCY
Sent: Wednesday, May 19, 2010 2:11 PM
To: ROWAN, LYNNE; Dellman-Jenkins, Mary; FITZGERALD, SHAWN; SANDMANN, ALEXA
Subject: Request from Mary Ann Stephens

Please see below, Mary Ann Stephens wants to know if these programs are still active (have students in them and continue to accept students) or if they are inactive. Or we can suspend admissions for up to 3 years:

Lynne:
MA Audiology
MA/MEd School Health
MEd Health Education and Promotion

Mary:
MA MEd Learning and Development
EdS Rehab Counseling
MEd Intervention Specialist (General Education and Early Education of the Handicapped Endorsement concentration)
MA MEd Early Childhood (Pre-kindergarten Special Needs concentration)

Alexa:
EdS Career-Technical Teacher Education

ALL SCHOOL DIRECTORS:
MA Exercise, Leisure and Sport (Gerontology)

Hi, Drew and Chris,
Please see below stream of emails from Therese Tillet/Provost's office. The bottom-line is back in June the decision was made to inactivate several programs in EHHS that had very low, if any enrollment. These included the MA and MEd in Learning and Human Development. I guess the paperwork wasn't done. Please review and if you approve, I'll send on to the school curriculum committee.

Thank you, Mary

Hi, Phil,

Please see below stream of emails from Therese Tillet/Provost's office. The bottom-line is back in June the decision was made to inactivate several programs in EHHS that had very low, if any enrollment. One was the Ed.S. in Rehabilitation Counseling. Please review and if you approve, I'll send on to the school curriculum committee.

Thank you, Mary

Mary,

This looks fine. I guess my signature is not required anywhere. You can change the blanks for program approval to the 17th of February, as far as I am concerned. Thank you for taking care of this. Better you than me! :)

Drew

Yes, thank you Mary.

Christopher A. Was. Ph.D.
Assistant Professor of Educational Psychology Kent State University
edpsychlab@kent.edu

From: TIENE, DREW
Sent: Thursday, February 17, 2011 10:27 PM
To: Dellman-Jenkins, Mary; WAS, CHRISTOPHER
Subject: RE: Learning and Human Development Program

So approved, Mary, thanks for doing that..phil

TILLETT, THERESE

From: Dellman-Jenkins, Mary
Sent: Wednesday, May 04, 2011 6:55 PM
To: TILLETT, THERESE
Subject: RE: Inactivation - EdS RHAB and MA/MEd Learning and Development

Hi, Therese,
No problems from my perspective since there aren't any students enrolled in either program.
Take care!! Mary

From: TILLETT, THERESE
Sent: Wednesday, May 04, 2011 5:26 PM
To: BARBOUR, NANCY; Dellman-Jenkins, Mary
Cc: AUGUSTINE, SUSAN; WYMER, LUCI
Subject: Inactivation - EdS RHAB and MA/MEd Learning and Development

Hello, Nancy and Mary,

Would there be any issues if we were to inactivate these three degree programs for fall 2011 instead of fall 2012? I will check to see if there are any submitted or in-progress applications before I do.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/provost/curriculum

TILLETT, THERESE

From: AUGUSTINE, SUSAN
Sent: Thursday, May 05, 2011 10:04 AM
To: TILLETT, THERESE; BARBOUR, NANCY; Dellman-Jenkins, Mary
Cc: WYMER, LUCI
Subject: RE: Inactivation - EdS RHAB and MA/MEd Learning and Development

Therese,
This is fine—there have been no students registered in the program for at least the last 5 years. We used the 2012 date because of curriculum deadlines and didn't know it could be effective Fall 2011.
~Susan

From: TILLETT, THERESE
Sent: Wednesday, May 04, 2011 5:26 PM
To: BARBOUR, NANCY; Dellman-Jenkins, Mary
Cc: AUGUSTINE, SUSAN; WYMER, LUCI
Subject: Inactivation - EdS RHAB and MA/MEd Learning and Development

Hello, Nancy and Mary,

Would there be any issues if we were to inactivate these three degree programs for fall 2011 instead of fall 2012? I will check to see if there are any submitted or in-progress applications before I do.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Feb-11 Curriculum Bulletin _____

Effective Date Fall ~~2012~~ 2011 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	EDS - Educational Specialist
Program Name	**Rehabilitation Counseling** Program Code **RHAB**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate program

Description of proposal:
This proposal inactiviates the Education Specialist degree in Rehabilitation Counseling.

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: Proposed total credit hours 0

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
There currently are no students enrolled in this program. No new students will be admitted into the program. There is no effect on staffing.

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

REQUIRED ENDORSEMENTS

A. Dellmann-Jenkins	3 / 2 / 2011
Department Chair / School Director	
	___/___/___
Campus Dean (for Regional Campuse proposals)	
Nancy E. Barbo	4/29/11
College Dean (or designee)	
Nancy E. Barbo	4/29/11
Dean of Graduate Studies (for graduate proposals)	
	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	

Transmittal Memo

Date: February 15, 2011

To: Nancy Barbour, Ph.D., Associate Dean, Administrative Affairs and Graduate Education

From: Phil Rumrill, Ph.D., RHAB Program Coordinator

Re: Revisions to EdS in Rehabilitation Counseling

This proposal is to inactivate the EdS in Rehabilitation Counseling [RHAB].

Curricular/consultative bodies that have approved this action:
EPSY Faculty: February 16, 2011
LDES SCC: March 2, 2011
Presented to EHHS Curriculum Committee: March 18, 2010
Presented to EPC: April 18, 2011

Proposal Summary

Title: Revisions to Rehabilitation Counseling program

Subject Specification: This proposal is intended to revise the Rehabilitation Counseling program by inactivating the Educational Specialist degree [EDS RHAB].

Background Information:
The Rehabilitation Counseling program currently offers the Educational Specialist (Ed.S) degree. For the past five years there has been no enrollment in this post-master's practitioner program. Students interested in developing expertise in the field rehabilitation choose the Master of Education Rehabilitation Counseling degree. Therefore, there is no longer a need for the Ed.S. degree.

The proposed revision will have no effect on RHAB course offerings or staff.

If inquires or applications to the Ed.S. Program are received prior to Fall 2012, those individuals will be contacted by the program coordinator and advised to apply to the Rehabilitation Counseling Master of Education program.

Specific Recommendations and Justification:
Inactivate EDS RHAB major.

Alternatives and Consequences:
If this proposal is not approved, there will continue to be an Ed.S. Rehabilitation Counseling Degree with no students enrolled in it.

Timetable and Actions Required:
If approved, these changes would be effective Fall 2012 semester.
Approved by RHAB faculty: February 16, 2011
Approved by LDES Curriculum Committee: March 2, 2011
Presented to EHHS Curriculum Committee: March 18, 2011
Present to EPC: April, 18 2011

Kent State University Catalog 2010 - 2011

Rehabilitation Counseling - Ed.S. and M.Ed.

COLLEGE: College of Education, Health and Human Services

DEPARTMENT: School of Lifespan Development and Educational Sciences
405 White Hall
Tel: 330-672-2294
Fax:
Web: www.kent.edu/ehhs/ldes/index.cfm

For more information contact:
Phillip Rumrill
413 White Hall
330-672-2294
prumrill@kent.edu

DESCRIPTION: The **Educational Specialist** in Rehabilitation Counseling is designed to help people return to gainful lives. The history of modern rehabilitation focuses on assisting persons with both physical and mental disabilities. The discipline of rehabilitation covers areas of vocational, psychological, social and medical.

The **Master of Education** in Rehabilitation Counseling consists of two concentrations: Rehabilitation Counseling and Rehabilitation Counselor. Both programs features an interdisciplinary approach that focuses on the inclusion of persons with disabilities into the life of the community. Graduates 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.

ADMISSION REQUIREMENTS: 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.

GRADUATION REQUIREMENTS: 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.

The program requires two years of study culminating in a semester-long internship under the field supervision of a certified rehabilitation counselor.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.

CULMINATING REQUIREMENTS: Paid internships are available on a competitive basis and are arranged by program faculty.

THESIS/ DISSERTATION:

PROGRAM FEE: None

ACCREDITATION:

STUDENT ORGANIZATIONS:

AUGUSTINE, SUSAN

Subject: FW: MA/MEd Learning and Development and EdS Rehab Counseling

From: TILLETT, THERESE
Sent: Friday, February 11, 2011 10:49 AM
To: Dellman-Jenkins, Mary; STEPHENS, MARY ANN
Cc: AUGUSTINE, SUSAN; BARBOUR, NANCY
Subject: MA/MEd Learning and Development and EdS Rehab Counseling

Hello, Mary,

I apologize if I did not respond to this e-mail. Would you please request formal inactivation of these two programs? All I need is a CCP form (signed by you and Nancy Barbour) and a proposal summary that explains the reason behind inactivation and effect on students, staff or faculty, if any.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel. 330-672-8558 | Fax. 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

-----Original Message-----
From: Dellman-Jenkins, Mary
Sent: Thursday, June 03, 2010 1:22 PM
To: STEPHENS, MARY ANN; TILLETT, THERESE
Subject: Request from Mary Ann Stephens

Hi, Mary Ann, and Therese,
This email is probably not necessary - but just incase: both the MA Med Learning Development and EdS Rehab Counseling are both inactive based on feedback from faculty in their respective areas. Not sure what you all have figured out with the Intervention Specialist program, but if you do have questions, please direct them to Kristi. Thanks!! Mary

-----Original Message-----
From: STEPHENS, MARY ANN
Sent: Thursday, May 20, 2010 2:38 PM
To: PRETTI-FRONTCZAK, KRISTIE; Dellman-Jenkins, Mary
Cc: BARBOUR, NANCY; TANKERSLEY, MELODY; TILLETT, THERESE
Subject: RE: Request from Mary Ann Stephens

Hi Kristie,

These are programs that are "on the books," but do not appear to be active. Since you don't seem to know anything about them, I am letting Therese (cc'ed) know that they are no longer active. Therese will take over from here!

Mary Ann

Mary Ann Parris Stephens, PhD
Interim Dean of Graduate Studies
Kent State University
124 Cartwright Hall
Kent, OH 44242

-----Original Message-----

From: Dellman-Jenkins, Mary
Sent: Wednesday, May 19, 2010 2:16 PM
To: WAS, CHRISTOPHER; Phil Rumrill; TANKERSLEY, MELODY; PRETTI-FRONTCZAK, KRISTIE
Subject: Request from Mary Ann Stephens

Please see below email from Nancy Barber; please provide feedback.
Thank you.

From: BARBOUR, NANCY
Sent: Wednesday, May 19, 2010 2:11 PM
To: ROWAN, LYNNE; Dellman-Jenkins, Mary; FITZGERALD, SHAWN; SANDMANN, ALEXA
Subject: Request from Mary Ann Stephens

Please see below, Mary Ann Stephens wants to know if these programs are still active (have students in them and continue to accept students) or if they are inactive. Or we can suspend admissions for up to 3 years:

Lynne:
MA Audiology
MA/MEd School Health
MEd Health Education and Promotion

Mary:
MA MEd Learning and Development
EdS Rehab Counseling
MEd Intervention Specialist (General Education and Early Education of the Handicapped Endorsement concentration)
MA MEd Early Childhood (Pre-kindergarten Special Needs concentration)

Alexa:
EdS Career-Technical Teacher Education

ALL SCHOOL DIRECTORS:
MA Exercise, Leisure and Sport (Gerontology)

Hi, Drew and Chris,
Please see below stream of emails from Therese Tillet/Provost's office. The bottom-line is back in June the decision was made to inactivate several programs in EHHS that had very low, if any enrollment. These included the MA and MEd in Learning and Human Development. I guess the paperwork wasn't done. Please review and if you approve, I'll send on to the school curriculum committee.

Thank you, Mary

Hi, Phil,

Please see below stream of emails from Therese Tillet/Provost's office. The bottom-line is back in June the decision was made to inactivate several programs in EHHS that had very low, if any enrollment. One was the Ed.S. in Rehabilitation Counseling. Please review and if you approve, I'll send on to the school curriculum committee.

Thank you, Mary

Mary,

This looks fine. I guess my signature is not required anywhere. You can change the blanks for program approval to the 17th of February, as far as I am concerned. Thank you for taking care of this. Better you than me! :)

Drew

Yes, thank you Mary.

Christopher A. Was. Ph.D.
Assistant Professor of Educational Psychology Kent State University
edpsychlab@kent.edu

From: TIENE, DREW
Sent: Thursday, February 17, 2011 10:27 PM
To: Dellman-Jenkins, Mary; WAS, CHRISTOPHER
Subject: RE: Learning and Human Development Program

So approved, Mary, thanks for doing that..phil

AUGUSTINE, SUSAN

Subject: FW: Plan of Study

From: Phil Rumrill [mailto:prumrill@kent.edu]
Sent: Monday, February 21, 2011 12:39 PM
To: Dellman-Jenkins, Mary
Subject: Re: Plan of Study

Hi, Mary, We've never had a plan of study for the ed.s. we've not awarded a single credential like this in the 15 years I've been here..Sorry, Phil

Would one of you please drop off a plan of study for the Educational Specialist program in Rehabilitation Counseling? I need to attach this to the curriculum proposal (that is requesting that the program be inactivated). I know this doesn't make sense.....thanks! Mary

TILLETT, THERESE

From: Dellman-Jenkins, Mary
Sent: Wednesday, May 04, 2011 6:55 PM
To: TILLETT, THERESE
Subject: RE: Inactivation - EdS RHAB and MA/MEd Learning and Development

Hi, Therese,
No problems from my perspective since there aren't any students enrolled in either program.
Take care!! Mary

From: TILLETT, THERESE
Sent: Wednesday, May 04, 2011 5:26 PM
To: BARBOUR, NANCY; Dellman-Jenkins, Mary
Cc: AUGUSTINE, SUSAN; WYMER, LUCI
Subject: Inactivation - EdS RHAB and MA/MEd Learning and Development

Hello, Nancy and Mary,

Would there be any issues if we were to inactivate these three degree programs for fall 2011 instead of fall 2012? I will check to see if there are any submitted or in-progress applications before I do.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu Curriculum Services: www.kent.edu/provost/curriculum

TILLETT, THERESE

From: AUGUSTINE, SUSAN
Sent: Thursday, May 05, 2011 10:04 AM
To: TILLETT, THERESE; BARBOUR, NANCY; Dellman-Jenkins, Mary
Cc: WYMER, LUCI
Subject: RE: Inactivation - EdS RHAB and MA/MEd Learning and Development

Therese,
This is fine—there have been no students registered in the program for at least the last 5 years. We used the 2012 date because of curriculum deadlines and didn't know it could be effective Fall 2011.
~Susan

From: TILLETT, THERESE
Sent: Wednesday, May 04, 2011 5:26 PM
To: BARBOUR, NANCY; Dellman-Jenkins, Mary
Cc: AUGUSTINE, SUSAN; WYMER, LUCI
Subject: Inactivation - EdS RHAB and MA/MEd Learning and Development

Hello, Nancy and Mary,

Would there be any issues if we were to inactivate these three degree programs for fall 2011 instead of fall 2012? I will check to see if there are any submitted or in-progress applications before I do.

Best, Therese

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | www.kent.edu
Curriculum Services: www.kent.edu/provost/curriculum

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Curriculum Bulletin _____

Effective Date Fall 2011 Approved by EPC _____

Department	Political Science		
College	AS - Arts and Sciences		
Degree	MA - Master of Arts		
Program Name	**Political Science**	Program Code	**POL**
Concentration(s)	Justice Politics and Policy	Concentration(s) Code(s)	JSPP
Proposal	SUSPEND		

Description of proposal:
Suspend for three years the PhD and MA JSPP track in the Department of Political Science.

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

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None, current students will be advised on completing their programs.

Units consulted (other departments, programs or campuses affected by this proposal):
Department of Sociology and Justice Studies program

REQUIRED ENDORSEMENTS

_____ 2/23/11
Department Chair / School Director / Campus Dean

Mary Ann Haley _____ 4/19/11
College Dean

_____ ___/___/___
Dean of Graduate Studies (for graduate proposals)

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

POL JSPP 4

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date | Curriculum Bulletin _____
Effective Date Fall 2011 | Approved by EPC _____

Department Political Science
College AS - Arts and Sciences
Degree PHD - Doctor of Philosophy
Program Name **Political Science** Program Code **POL**
Concentration(s) Justice Politics and Policy Concentration(s) Code(s) JSPP
Proposal SUSPEND

Description of proposal:
Suspend for three years the PhD and MA JSPP track in the Department of Political Science.

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

Describe impact on other programs, policies or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
None, current students will be advised on completing their programs.

Units consulted (other departments, programs or campuses affected by this proposal):
Departments of Sociology and Justice Studies program

REQUIRED ENDORSEMENTS

[signature]	2/23/11
Department Chair / School Director / Campus Dean	
Mary Ann Haley	4/19/11
College Dean	
	___/___/___
Dean of Graduate Studies (for graduate proposals)	
	___/___/___
Provost and Senior Vice President for Academic Affairs	

[illegible]

KENT STATE
UNIVERSITY

Department of Political Science

TO: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

FROM: Christopher Banks, Graduate Coordinator

DATE: February 15, 2011

SUBJECT: Suspension of admissions for MA and PhD-POL/JUS Justice Politics and Policy (JSPP) track in the Political Science graduate program.

The Department of Political Science requests a three-year suspension of admissions, effective immediately, to the MA and PhD- POL/JUS Justice Politics and Policy (JSPP) track in the Political Science graduate program. POL would like the opportunity to revise the JSPP track in light of the recent merger of the Departments of Justice Studies and Sociology into a single unit. We wish to evaluate the degree and degree delivery in order to make it more marketable, improve enrollment, and/or allow for hire of necessary faculty. We are working with current students in the program to ensure that they are able to meet the requirements for the degree. Faculty teaching responsibilities will not be adversely impacted by this suspension.

Included with this memo are CCP forms and a proposal summary which have been approved by the faculty, Graduate Studies Committee, and the Faculty Advisory Committee.

Thank you.

Pol (JSPP) 1

Proposal Summary

Department of Political Science
Suspension of Admissions for MA and PhD-JUS/POL JSPP Track

Subject Specification

This proposal is to provide basic details for a proposed three-year suspension of admissions to the MA and PhD- POL/JUS Justice Politics and Policy (JSPP) track in the Political Science graduate program.

Background Information

(1) The three-year suspension of the JSPP track is proposed for three reasons. First, recently the Department of Justice Studies (JUS), with which the Department of Political Science (POL) shares responsibility for administering the JSPP track is no longer a separate administrative unit. Part of the JUS faculty left JUS to join the new College of Public Health and the rest of the JUS faculty merged into the Department of Sociology (SOC). Second, SOC has informed POL that it has proposed to suspend its MA-JUS program. Third, POL would like the opportunity to revise the JSPP track in light of these developments.

(2) The Political Science Department proposes a three-year suspension of the JSPP track in order to evaluate the degree and its delivery, including issues relating to the relationship of the JSPP track to other existing POL MA and PhD tracks (i.e. American Politics and Policy; Policy Administration and Analysis; and Transnational and Comparative Politics), marketability of the degree, and improving recruitment. Further, a three-year suspension will provide time for either POL or SOC to coordinate and/or revise its courses in the JSPP track and/or to hire faculty needed for successful delivery of the degree.

(3) We have been, and will continue to be, working with current students on a case-by-case basis to ensure that all are able to complete the JSPP track offered by POL.

(4) Suspension of the JSPP track will have no adverse effect on students currently enrolled (see #3) as POL faculty are teaching enough courses to satisfy existing curriculum needs for those presently in the JSPP track. Further, staff duties and faculty teaching responsibilities will not be adversely affected by the suspension.

(5) POL faculty, former JUS faculty, and present SOC faculty are aware of the proposed suspension. As mentioned in the transmittal memo, the faculty have reviewed and approved the decision to suspend the program. Additionally, the suspension has been vetted and approved by the entire faculty, the POL Graduate Studies Committee and the POL Faculty Advisory Committee. Further, while some of the JSPP track students are informally aware of the proposed suspension, the graduate coordinator, Chris Banks, will meet with all of them to insure they are taking appropriate courses to meet their degree requirements; additionally, all will receive a written notification assuring them that completion of their degree requirements will be supported by POL.

(6) The proposed suspension will have no fiscal or staffing impact.

Specific Recommendation and Justification

For the reasons described above, POL wishes to suspend the MA and PhD- POL/JUS Justice Politics and Policy (JSPP) track in the POL graduate program in order to evaluate the degree and its delivery in order to make the degree more marketable, improve enrollment and/or hire necessary faculty.

Timetable of Actions

We believe we can accomplish our objectives within three years and begin reviewing applications for an improved JSPP track. The suspension of admissions will being Fall 2011.

POL/JSPP 3

Political Science - M.A. and Ph.D.

COLLEGE: College of Arts and Sciences

DEPARTMENT: Department of Political Science
302 Bowman Hall
Tel: 330-672-2060
Fax: 330-672-3362
Web: http://www.kent.edu/cas/PoliSci/index.cfm

For more information, please contact:

Chris Banks, Graduate Coordinator
Tel: 330-672-0908

SUSPEND

DESCRIPTION: The **Master of Arts** in Political Science consist of four concentrations: American Politics and Policy, Justice Politics and Policy, Policy Administration and Analysis and Transnational and Comparative Politics and Policy.

Political Science produces critical thinking about how government policies affect the lives of citizens, and how citizens influence public policy.

The **Ph.D.** in Political Science consist of four concentrations: American Politics and Policy, Justice Politics and Policy, Policy Administration and Analysis and Transnational and Comparative Politics and Policy.

Political Science prepares students for research and teaching careers in higher education and for research-based careers in other fields. The program's primary focus is on public policy.

ADMISSION REQUIREMENTS: Official transcript(s), 3.0 GPA, GRE, goal statement, three letters of recommendation and a writing sample.

GRADUATION REQUIREMENTS: The **Master of Arts** program is designed for students who do not anticipate continuing their education beyond the master's degree, or who do not plan to continue their education at Kent State.

The normal program for M.A. students is as follows:

- Year 1—Students complete four core seminars plus two proseminars. The proseminars correspond to two areas in which the students develop a concentration.
- Year 2—Students take two elective courses in the areas of concentration, and one additional course to be approved by the student's advisor. Full-time M.A. students satisfy these requirements in three semesters, leaving a fourth semester to prepare an M.A. thesis or two papers of distinction.

Students may elect to complete a minor in a related discipline, which involves the successful completion of 9 credit hours of coursework in that discipline. Students not electing a minor in a related discipline are permitted to submit as many as 6 credits from related departments. Note that taking courses outside of political science will probably require additional coursework above the minimum hours required for an M.A. All credits from outside the department must be approved by the student's M.A. committee.

Ph.D: The Doctor of Philosophy prepares students for research and teaching careers in higher education and for research-based careers in other fields. The program's primary focus is on public policy. In addition to coursework, the program requires that students pass a qualifying exam after their first year, pass two field exams in their two areas of concentration, complete a research skill requirement, and write and defend a dissertation.

The normal program for full-time students is as follows:

- Year 1—Students complete four core courses, two proseminars and pass a qualifying exam. The qualifying exam is based on the material from the core courses.
- Years 2-3—Students complete a proseminar, seven electives and fulfill the research-tool requirement in consultation with their Ph.D. advisory committee. After completing the necessary coursework, students must pass two field exams. Field examinations are completed before the second semester of a student's third year. After passing the examinations, the students must defend a prospectus, create a dissertation committee and begin preparatory work on the dissertation. Students are expected to defend a prospectus by the end of their third year.
- Years 4-5—Students write dissertation and present a public, oral defense.

RESIDENCY REQUIREMENT: To meet the residency requirement, all Ph.D. students must spend two consecutive semesters pursuing doctoral studies.

THESIS/ DISSERTATION: M.A.: Student must complete a Thesis or two papers of distinction.

Ph.D.: Dissertation required

PROGRAM FEE: None

STUDENT ORGANIZATIONS: Political Science Graduate Student Association

Transmittal Memo

Date: April 21 2011

To: Nancy Barbour, Ph.D., Associate Dean for Administrative Affairs and Graduate Education

From: Catherine E. Hackney, Ph.D., Coordinator of Educational Administration

Re: Offer program off site

This proposal is to offer the Master of Education and Educational Specialist degrees in Educational Administration--K-12 Leadership [MED/EDS EAKL] with Principalship licensure to be delivered at Euclid City School District and Cuyahoga Falls City School District, effective the semester following OBR/HLCapproval.

Curricular/consultative bodies that have approved this action:
Approved by EDAD program areas: Spring, 2011
Approved by FLA curriculum committee: April 25, 2011
Presented to EHHS Curriculum Committee: April 29, 2011
Presented to EPC: May 16, 2011

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Apr-11 Curriculum Bulletin _____

Effective Date select one Approved by EPC _____

Department	Foundations, Leadership and Administration		
College	EH - Education, Health and Human Services		
Degree	MED - Master of Education		
Program Name	**Educational Administration--K-12 Leadership**	Program Code	**EAKL**
Concentration(s)	Concentration(s) Code(s)		
Proposal	Offer program at another campus of off site		

Description of proposal:

The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies, the Master's Degree in Educational Administration--K-12 (33 hours) with Principalship licensure (+9 hours). The proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Cuyahoga Falls City School District Middle School Library (rather than the High School). The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

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

Current total credit hours: 42 Proposed total credit hours 42

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

The proposed program will be staffed by full-time as well as part-time faculty. The part-time faculty are all graduates of the KSU, Educational Administration doctoral program and practitioners in local school districts. Administrators in the Cuyahoga Falls City Schools approached KSU to offer this program in their district to address the increasing need for future school leaders. The district and the university invited teachers from the Western Reserve Compact to participate in the program. Students who complete the program successfully will earn a master's degree and principalship licensure.

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

NA

REQUIRED ENDORSEMENTS

Department Chair / School Director	4/25/11
Campus Dean (for Regional Campuse proposals)	4/29/11
College Dean (or designee)	__/__/__
Dean of Graduate Studies (for graduate proposals)	5/4/11
Provost and Senior Vice President for Academic Affairs (or designee)	__/__/__

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Apr-11 Curriculum Bulletin _____

Effective Date select one Approved by EPC _____

Department	Foundations, Leadership and Administration		
College	EH - Education, Health and Human Services		
Degree	MED - Master of Education		
Program Name	**Educational Administration--K-12 Leadership**	Program Code	**EAKL**
Concentration(s)	Concentration(s) Code(s)		
Proposal	Offer program at another campus of off site		

Description of proposal:

The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies, the Master's Degree in Educational Administration--K-12 (33 hours) with Principalship licensure (+9 hours). The proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Euclid City School District. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

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

Current total credit hours: 42 Proposed total credit hours 42

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

The proposed program will be staffed by full-time as well as part-time faculty. The part-time faculty are all graduates of the KSU, Educational Administration doctoral program and practitioners in local school districts. Administrators in the Euclid City School District approached KSU to offer this program in their district to address the increasing need for future school leaders. The district and the university invited teachers from Cuyahoga County to participate in the program. Students who complete the program successfully will earn a master's degree and be eligible for state principalship licensure.

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

NA

REQUIRED ENDORSEMENTS

Department Chair / School Director	4/25/11
Campus Dean (for Regional Campuse proposals)	4/29/11
College Dean (or designee)	___/___/___
Dean of Graduate Studies (for graduate proposals)	5/4/11
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Apr-11 Curriculum Bulletin _____

Effective Date select one Approved by EPC _____

Department	Foundations, Leadership and Administration		
College	EH - Education, Health and Human Services		
Degree	EDS - Educational Specialist		
Program Name	**Educational Administration--K-12 Leadership**	Program Code	**EAKL**
Concentration(s)	Concentration(s) Code(s)		
Proposal	Offer program at another campus of off site		

Description of proposal:

The primary objective of this proposed program is to afford students a more geographically convenient site, the Euclid City School District, for their graduate program, the Educational Specialist in Educational Administration-K-12 (30 hours) with Principalship licensure (+12 hours). The proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Euclid. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

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

Current total credit hours: 42 Proposed total credit hours 42

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

The proposed program will be staffed by full-time as well as part-time faculty. The part-time faculty are all graduates of the KSU, Educational Administration doctoral program and practitioners in local school districts. Administrators in the Euclid City School District approached KSU to offer this program in their district to address the increasing need for future school leaders. The district and the university invited teachers from Cuyahoga County to participate in the program. Students who complete the program successfully will earn an Educational Specialist degree and be eligible for state principalship licensure.

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

NA

REQUIRED ENDORSEMENTS

Department Chair / School Director	4/25/11
Campus Dean (for Regional Campuse proposals)	4/29/11
College Dean (or designee)	___/___/___
Dean of Graduate Studies (for graduate proposals)	5/4/11
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Apr-11 Curriculum Bulletin _____

Effective Date select one Approved by EPC _____

Department	Foundations, Leadership and Administration		
College	EH - Education, Health and Human Services		
Degree	EDS - Educational Specialist		
Program Name	**Educational Administration--K-12 Leadership**	Program Code	**EAKL**
Concentration(s)	Concentration(s) Code(s)		
Proposal	Offer program at another campus of off site		

Description of proposal:

The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies, the Educational Specialist in Educational Administration--K-12 (30 hours) with Principalship licensure (+12 hours). The proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Cuyahoga City School District Middle School Library. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

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

Current total credit hours: 42 Proposed total credit hours 42

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

The proposed program will be staffed by full-time as well as part-time faculty. The part-time faculty are all graduates of the KSU, Educational Administration doctoral program and practitioners in local school districts. Administrators in the Cuyahoga Falls City Schools approached KSU to offer this program in their district to address the increasing need for future school leaders. The district and the university invited teachers from the Western Reserve Compact to participate in the program. Students who complete the program successfully will earn an Educational Specialist degree and be eligible for state principalship licensure.

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

NA

REQUIRED ENDORSEMENTS

Department Chair / School Director	4/25/11
Campus Dean (for Regional Campuse proposals)	4/29/11
College Dean (or designee)	___/___/___
Dean of Graduate Studies (for graduate proposals)	5/4/11
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

Request from Kent State University for the Off-site Delivery of the Educational Administration--K-12 Leadership Master of Education Degree with Principalship Licensure Program in the Cuyahoga Falls City School District

Objective of the Proposed Degree/Licensure Program:
The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies. This proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Cuyahoga Falls City School District. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

Response to Program Standards:

1. *The program is consistent with the institution's role and mission.*
   The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers. The Educational Administration--K-12 Leadership master's degree and principalship licensure program prepares students with a developing knowledge base, skill set, and dispositions necessary to assume the position of principal in a public school district. Offering the program off campus permits students a more convenient way to attain their degrees and licensure.

2. *The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.*
   The PK-12 degree/licensure program is identical to the on campus program approved by OBOR and the Higher Learning Commission. Student learning is assessed using the assessments approved by the Higher Learning Commission and NCATE in accordance with the ELCC standards for leadership preparation programs.

3. *The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time.*
   The cohort will increase our enrollment and contribute to increased revenue. Internal structures, such as the Office of Professional Development, have been established to support students engaged in the off campus programming with technical and clerical assistance. Full time faculty are in place to serve as academic advisors. Part-time faculty, who teach regularly in the PK-12 programs, will assist with teaching. Courses are already approved, syllabi developed, and course projection schedule established. Students will be able to complete the program within 30 months.

4. *The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.*
   The delivery of the program off campus will not require sophisticated technological support from campus. However, the courses will be supported by the VISTA platform and utilize the Blackboard course management system. Faculty and students will have 24/7 access to course materials. They will also have access to the IT HEP desk. The hosting school district will assign classes to wired classrooms and provide tech support with their own personnel. Students will be assigned a full time faculty academic advisor. Students will also find support from personnel in the Office of Professional Development.

5. *The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.*
   All of our off campus cohorts, including the one being proposed, follow the same university established protocols for instructor vetting, selection, and training, for adherence to copyright law, and for standards of quality instruction as do the on campus courses. Instructors utilize the VISTA platform for posting course syllabi and materials on Blackboard and are evaluated by students at the completion of the course. The curriculum and assessment processes are standard and follow those ascribed to on campus.

6. *The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.*
   The courses in the Educational Administration graduate program are accredited by HLC and NCATE. Each course has a particular assessment piece assigned to assess the prescribed outcomes of student learning. Records of student achievement of these learning outcomes are filed for analysis and review.

7. *As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of new approaches.*
   The VISTA platform has been in use at the university for a few years. Faculty are adept at using it to post courses on Blackboard. New faculty are afforded regular opportunities to learn the system through professional development sessions offered by the university and by the college IT staff. Likewise, students are invited to participate in such sessions. As new mechanisms become available, the university and the college offer professional development sessions to acquaint faculty and students with the possibilities for their use.
8. *The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness, and academic integrity as for its on-campus programs.*
   The program offered off campus is identical to the program offered on campus. All courses are approved by accrediting agencies: NCATE, HLC, OBOR, and are in alignment

with the ELCC standards for leadership preparation programs. All faculty employed to teach off campus are either full or part time faculty who have been vetted and selected by an established search process. Students must achieve established learning outcomes demonstrated through the approved program assessments. Faculty will be responsible for holding all students subject to all university and college policies as published at www.kent.edu/policyregister. The policy governing academic integrity is #3342-3-01.8.

9. *The faculty offering the programs maintains the same standards and qualifications as for on campus programs.*
   The faculty who will teach in the off campus cohort possess the same academic and professional qualifications as those who teach on campus. They are expected to maintain the same standards that are maintained on campus.

10. *The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.*
    The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

11. *In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.*
    Not applicable.

12. *In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.*
    The VISTA platform and Blackboard course management system allow for continuous communication between and among faculty and students. Faculty and students can use both the email system in VISTA and their regular KSU email accounts. The program area's accepted culture supports timely faculty response to students by email or phone.

13. *Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.*
    The cohort program courses are taught within the traditional 15 week semester. Full-time faculty who teach in the cohort are awarded hours of load for doing so and compensated accordingly. Part-time professors will be employed as needed and

compensated according to the established college and university scale. The program coordinator collaborates with faculty to assign courses, which are projected and published before the cohort commences up to three years in advance. Part-time faculty are provided with master course information sheets and current syllabi. Other materials are provided as necessary.

14. *Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.*
The proposed off-campus cohort program is identical to that which is offered on campus. The same established quality control and assessment policies and procedures will be utilized.

15. *Procedures are in place to accept qualified students for entry in the program- it is imperative that students accepted be qualified for entry into the on-campus program. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.*
Students who apply for admission to the cohort program must first meet requirements for admission to the Kent State University graduate school. All requirements and procedures established for admission to the graduate school will be met by cohort applicants. A full-time faculty member, the director of off-campus programming, and the director of Graduate Student Services meet with prospective students in an orientation session six months before the beginning of the cohort. Students are provided a calendar schedule of cohort courses, admission packet, and logistical "help sheets." The cost associated with the cohort remains constant throughout its duration. Additional and reiterative information is located on the KSU website, www.kent.edu/ehhs/pd.

16. *Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.*
Assessment mechanisms, aligned with the ELCC learning objectives and standards for leadership preparation, have been approved by NCATE, HLC, and OBOR. These assessments will be used to assess learning outcomes as published in each individual syllabus. This process is identical to that which is used on campus.

17. *Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, and faculty satisfaction.*
Assessment mechanisms, aligned with the ELCC learning objectives and standards for leadership preparation, have been approved by NCATE, HLC, and OBOR. These assessments will be used to assess learning outcomes as published in each individual syllabus. This process is identical to that which is used on campus. Student evaluations will be elicited at the end of each course following established procedures used on campus.

Request from Kent State University for the Off-site Delivery of the Educational Administration--K-12 Leadership Educational Specialist Degree with Principalship Licensure in the Cuyahoga Falls City School District

Objective of the Proposed Degree/Licensure Program:
The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies. This proposed program is identical to that which has been approved and offered on campus. The only difference is that we are proposing off-campus sites, the Cuyahoga Falls City School District. Offering the EdS degree as part of our principalship licensure program would allow students who already have a master's degree the opportunity to complete the licensure program and the 30 hours of the EdS degree concurrently. The same admission policies and procedures and academic standards will apply to the off-site degree programs. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

Response to Program Standards:

1. *The program is consistent with the institution's role and mission.*
   The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.
   The PK-12 EdS degree program and principalship licensure program prepares students with a developing knowledge base, skill set, and dispositions necessary to assume the position of principal in a public school district. Offering the program off campus permits students a more convenient way to attain their degrees and licensure.

2. *The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.*
   The PK-12 degree/licensure program is identical to the on campus program approved by OBOR and the Higher Learning Commission. Student learning is assessed using the assessments approved by the Higher Learning Commission and NCATE in accordance with the ELCC standards for leadership preparation programs.

3. *The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time.*
   The cohort will increase our enrollment and contribute to increased revenue. Internal structures, such as the Office of Professional Development, have been established to support students engaged in the off campus programming with technical and clerical assistance. Full time faculty are in place to serve as academic advisors. Part-time faculty, who teach regularly in the PK-12 programs, will assist with teaching. Courses are already approved, syllabi developed, and course projection schedule established. Students will be able to complete the program within 30 months.

4. *The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.*
   The delivery of the program off campus will not require sophisticated technological support from campus. However, the courses will be supported by the VISTA platform and utilize the Blackboard course management system. Faculty and students will have 24/7 access to course materials. They will also have access to the IT HEP desk. The hosting school district will assign classes to wired classrooms and provide tech support with their own personnel. Students will be assigned a full time faculty academic advisor. Students will also find support from personnel in the Office of Professional Development.

5. *The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.*
   All of our off campus cohorts, including the one being proposed, follow the same university established protocols for instructor vetting, selection, and training, for adherence to copyright law, and for standards of quality instruction as do the on campus courses. Instructors utilize the VISTA platform for posting course syllabi and materials on Blackboard and are evaluated by students at the completion of the course. The curriculum and assessment processes are standard and follow those ascribed to on campus.

6. *The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.*
   The courses in the Educational Administration graduate program are accredited by HLC and NCATE. Each course has a particular assessment piece assigned to assess the prescribed outcomes of student learning. Records of student achievement of these learning outcomes are filed for analysis and review.

7. *As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of new approaches.*
   The VISTA platform has been in use at the university for a few years. Faculty are adept at using it to post courses on Blackboard. New faculty are afforded regular opportunities to learn the system through professional development sessions offered by the university and by the college IT staff. Likewise, students are invited to participate in such sessions. As new mechanisms become available, the university and the college offer professional development sessions to acquaint faculty and students with the possibilities for their use.

8. *The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness, and academic integrity as for its on-campus programs.*
   The program offered off campus is identical to the program offered on campus. All courses are approved by accrediting agencies: NCATE, HLC, OBOR, and are in alignment

with the ELCC standards for leadership preparation programs. All faculty employed to teach off campus are either full or part time faculty who have been vetted and selected by an established search process. Students must achieve established learning outcomes demonstrated through the approved program assessments. Faculty will be responsible for holding all students subject to all university and college policies as published at www.kent.edu/policyregister. The policy governing academic integrity is #3342-3-01.8.

9. *The faculty offering the programs maintains the same standards and qualifications as for on campus programs.*
   The faculty who will teach in the off campus cohort possess the same academic and professional qualifications as those who teach on campus. They are expected to maintain the same standards that are maintained on campus.

10. *The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.*
    The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

11. *In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.*
    Not applicable.

12. *In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.*
    The VISTA platform and Blackboard course management system allow for continuous communication between and among faculty and students. Faculty and students can use both the email system in VISTA and their regular KSU email accounts. The program area's accepted culture supports timely faculty response to students by email or phone.

13. *Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.*
    The cohort program courses are taught within the traditional 15 week semester. Full-time faculty who teach in the cohort are awarded hours of load for doing so and compensated accordingly. Part-time professors will be employed as needed and

compensated according to the established college and university scale. The program coordinator collaborates with faculty to assign courses, which are projected and published before the cohort commences up to three years in advance. Part-time faculty are provided with master course information sheets and current syllabi. Other materials are provided as necessary.

14. *Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.*
The proposed off-campus cohort program is identical to that which is offered on campus. The same established quality control and assessment policies and procedures will be utilized.

15. *Procedures are in place to accept qualified students for entry in the program- it is imperative that students accepted be qualified for entry into the on-campus program. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.*
Students who apply for admission to the cohort degree and licensure program must first meet requirements for admission to the Kent State University graduate school. All requirements and procedures established for admission to the graduate school will be met by cohort applicants. A full-time faculty member, the director of off-campus programming, and the director of Graduate Student Services meet with prospective students in an orientation session six months before the beginning of the cohort. Students are provided a calendar schedule of cohort courses, admission packet, and logistical "help sheets." The cost associated with the cohort remains constant throughout its duration. Additional and reiterative information is located on the KSU website, www.kent.edu/ehhs/pd.

16. *Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.*
Assessment mechanisms, aligned with the ELCC learning objectives and standards for leadership preparation, have been approved by NCATE, HLC, and OBOR. These assessments will be used to assess learning outcomes as published in each individual syllabus. This process is identical to that which is used on campus.

17. *Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, and faculty satisfaction.*
Assessment mechanisms, aligned with the ELCC learning objectives and standards for leadership preparation, have been approved by NCATE, HLC, and OBOR. These assessments will be used to assess learning outcomes as published in each individual syllabus. This process is identical to that which is used on campus. Student evaluations will be elicited at the end of each course following established procedures used on campus.

Request from Kent State University for the Off-site Delivery of the Educational Administration--K-12 Leadership Master of Education Degree with Principalship Licensure Program in the Euclid City School District

Objective of the Proposed Degree/Licensure Program:
The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies. This proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Euclid City School District. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

Response to Program Standards:

1. *The program is consistent with the institution's role and mission.*
   The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.
   The Educational Administration--K-12 Leadership master's degree program with principalship licensure prepares students with a developing knowledge base, skill set, and dispositions necessary to assume the position of principal in a public school district. Offering the program off campus permits students a more convenient way to attain their degrees and licensure.

2. *The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.*
   The PK-12 degree/licensure program is identical to the on campus program approved by OBOR and the Higher Learning Commission. Student learning is assessed using the assessments approved by the Higher Learning Commission and NCATE in accordance with the ELCC standards for leadership preparation programs.

3. *The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time.*
   The cohort will increase our enrollment and contribute to increased revenue. Internal structures, such as the Office of Professional Development, have been established to support students engaged in the off campus programming with technical and clerical assistance. Full time faculty are in place to serve as academic advisors. Part-time faculty, who teach regularly in the PK-12 programs, will assist with teaching. Courses are already approved, syllabi developed, and course projection schedule established. Students will be able to complete the program within 30 months.

4. *The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.*
   The delivery of the program off campus will not require sophisticated technological support from campus. However, the courses will be supported by the VISTA platform and utilize the Blackboard course management system. Faculty and students will have 24/7 access to course materials. They will also have access to the IT HEP desk. The hosting school district will assign classes to wired classrooms and provide tech support with their own personnel. Students will be assigned a full time faculty academic advisor. Students will also find support from personnel in the Office of Professional Development.

5. *The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.*
   All of our off campus cohorts, including the one being proposed, follow the same university established protocols for instructor vetting, selection, and training, for adherence to copyright law, and for standards of quality instruction as do the on campus courses. Instructors utilize the VISTA platform for posting course syllabi and materials on Blackboard and are evaluated by students at the completion of the course. The curriculum and assessment processes are standard and follow those ascribed to on campus.

6. *The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.*
   The courses in the Educational Administration graduate program are accredited by HLC and NCATE. Each course has a particular assessment piece assigned to assess the prescribed outcomes of student learning. Records of student achievement of these learning outcomes are filed for analysis and review.

7. *As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of new approaches.*
   The VISTA platform has been in use at the university for a few years. Faculty are adept at using it to post courses on Blackboard. New faculty are afforded regular opportunities to learn the system through professional development sessions offered by the university and by the college IT staff. Likewise, students are invited to participate in such sessions. As new mechanisms become available, the university and the college offer professional development sessions to acquaint faculty and students with the possibilities for their use.

8. *The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness, and academic integrity as for its on-campus programs.*
   The program offered off campus is identical to the program offered on campus. All courses are approved by accrediting agencies: NCATE, HLC, OBOR, and are in alignment

with the ELCC standards for leadership preparation programs. All faculty employed to teach off campus are either full or part time faculty who have been vetted and selected by an established search process. Students must achieve established learning outcomes demonstrated through the approved program assessments. Faculty will be responsible for holding all students subject to all university and college policies as published at www.kent.edu/policyregister. The policy governing academic integrity is #3342-3-01.8.

9. *The faculty offering the programs maintains the same standards and qualifications as for on campus programs.*
   The faculty who will teach in the off campus cohort possess the same academic and professional qualifications as those who teach on campus. They are expected to maintain the same standards that are maintained on campus.

10. *The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.*
    The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

11. *In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.*
    Not applicable.

12. *In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.*
    The VISTA platform and Blackboard course management system allow for continuous communication between and among faculty and students. Faculty and students can use both the email system in VISTA and their regular KSU email accounts. The program area's accepted culture supports timely faculty response to students by email or phone.

13. *Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.*
    The cohort program courses are taught within the traditional 15 week semester. Full-time faculty who teach in the cohort are awarded hours of load for doing so and

compensated accordingly. Part-time professors will be employed as needed and compensated according to the established college and university scale. The program coordinator collaborates with faculty to assign courses, which are projected and published before the cohort commences up to three years in advance. Part-time faculty are provided with master course information sheets and current syllabi. Other materials are provided as necessary.

14. *Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.*
The proposed off-campus cohort program is identical to that which is offered on campus. The same established quality control and assessment policies and procedures will be utilized.

15. *Procedures are in place to accept qualified students for entry in the program- it is imperative that students accepted be qualified for entry into the on-campus program. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.*
Students who apply for admission to the cohort program must first meet requirements for admission to the Kent State University graduate school. All requirements and procedures established for admission to the graduate school will be met by cohort applicants. A full-time faculty member, the director of off-campus programming, and the director of Graduate Students Services meet with prospective students in an orientation session six months before the beginning of the cohort. Students are provided a calendar schedule of cohort courses, admission packet, and logistical "help sheets." The cost associated with the cohort remains constant throughout its duration. Additional and reiterative information is located on the KSU website. www.kent.edu/ehhs/pd.

16. *Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.*
Assessment mechanisms, aligned with the ELCC learning objectives and standards for leadership preparation, have been approved by NCATE, HLC, and OBOR. These assessments will be used to assess learning outcomes as published in each individual syllabus. This process is identical to that which is used on campus.

17. *Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, and faculty satisfaction.*
Assessment mechanisms, aligned with the ELCC learning objectives and standards for leadership preparation, have been approved by NCATE, HLC, and OBOR. These assessments will be used to assess learning outcomes as published in each individual syllabus. This process is identical to that which is used on campus. Student evaluations will be elicited at the end of each course following established procedures used on campus.

Request from Kent State University for the Off-site Delivery of the Educational Administration--K-12 Leadership Educational Specialist Degree with Principalship Licensure in the Euclid City School District

Objective of the Proposed Degree/Licensure Program:
The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies. This proposed program is identical to that which has been approved and offered on campus. The only difference is that we are proposing off-campus sites, the Euclid City School District. Offering the EdS degree as part of our principalship licensure program would allow students who already have a master's degree the opportunity to complete the licensure program and the 30 hours of the EdS degree concurrently. The same admission policies and procedures and academic standards will apply to the off-site degree programs. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

Response to Program Standards:

1. *The program is consistent with the institution's role and mission.*
   The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.
   The Educational Administration--K-12 Leadership EdS degree and principalship licensure program prepares students with a developing knowledge base, skill set, and dispositions necessary to assume the position of principal in a public school district. Offering the program off campus permits students a more convenient way to attain their degrees and licensure.

2. *The institution's accreditation standards are not appreciably affected by offering the program, especially via alternative delivery mechanisms.*
   The PK-12 degree/licensure program is identical to the on campus program approved by OBOR and the Higher Learning Commission. Student learning is assessed using the assessments approved by the Higher Learning Commission and NCATE in accordance with the ELCC standards for leadership preparation programs.

3. *The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time.*
   The cohort will increase our enrollment and contribute to increased revenue. Internal structures, such as the Office of Professional Development, have been established to support students engaged in the off campus programming with technical and clerical assistance. Full time faculty are in place to serve as academic advisors. Part-time faculty, who teach regularly in the PK-12 programs, will assist with teaching. Courses

are already approved, syllabi developed, and course projection schedule established. Students will be able to complete the program within 30 months.

4. *The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms.*
   The delivery of the program off campus will not require sophisticated technological support from campus. However, the courses will be supported by the VISTA platform and utilize the Blackboard course management system. Faculty and students will have 24/7 access to course materials. They will also have access to the IT HEP desk. The hosting school district will assign classes to wired classrooms and provide tech support with their own personnel. Students will be assigned a full time faculty academic advisor. Students will also find support from personnel in the Office of Professional Development.

5. *The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.*
   All of our off campus cohorts, including the one being proposed, follow the same university established protocols for instructor vetting, selection, and training, for adherence to copyright law, and for standards of quality instruction as do the on campus courses. Instructors utilize the VISTA platform for posting course syllabi and materials on Blackboard and are evaluated by students at the completion of the course. The curriculum and assessment processes are standard and follow those ascribed to on campus.

6. *The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms.*
   The courses in the Educational Administration graduate program are accredited by HLC and NCATE. Each course has a particular assessment piece assigned to assess the prescribed outcomes of student learning. Records of student achievement of these learning outcomes are filed for analysis and review.

7. *As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of new approaches.*
   The VISTA platform has been in use at the university for a few years. Faculty are adept at using it to post courses on Blackboard. New faculty are afforded regular opportunities to learn the system through professional development sessions offered by the university and by the college IT staff. Likewise, students are invited to participate in such sessions. As new mechanisms become available, the university and the college offer professional development sessions to acquaint faculty and students with the possibilities for their use.

8. *The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness, and academic integrity as for its on-campus programs.*

The program offered off campus is identical to the program offered on campus. All courses are approved by accrediting agencies: NCATE, HLC, OBOR, and are in alignment with the ELCC standards for leadership preparation programs. All faculty employed to teach off campus are either full or part time faculty who have been vetted and selected by an established search process. Students must achieve established learning outcomes demonstrated through the approved program assessments. Faculty will be responsible for holding all students subject to all university and college policies as published at www.kent.edu/policyregister. The policy governing academic integrity is #3342-3-01.8.

9. *The faculty offering the programs maintains the same standards and qualifications as for on campus programs.*
   The faculty who will teach in the off campus cohort possess the same academic and professional qualifications as those who teach on campus. They are expected to maintain the same standards that are maintained on campus.

10. *The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.*
    The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

11. *In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.*
    Not applicable.

12. *In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.*
    The VISTA platform and Blackboard course management system allow for continuous communication between and among faculty and students. Faculty and students can use both the email system in VISTA and their regular KSU email accounts. The program area's accepted culture supports timely faculty response to students by email or phone.

13. *Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.*
    The cohort program courses are taught within the traditional 15 week semester. Full-time faculty who teach in the cohort are awarded hours of load for doing so and

compensated accordingly. Part-time professors will be employed as needed and compensated according to the established college and university scale. The program coordinator collaborates with faculty to assign courses, which are projected and published before the cohort commences up to three years in advance. Part-time faculty are provided with master course information sheets and current syllabi. Other materials are provided as necessary.

14. *Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.*
The proposed off-campus cohort program is identical to that which is offered on campus. The same established quality control and assessment policies and procedures will be utilized.

15. *Procedures are in place to accept qualified students for entry in the program- it is imperative that students accepted be qualified for entry into the on-campus program. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.*
Students who apply for admission to the cohort degree and licensure program must first meet requirements for admission to the Kent State University graduate school. All requirements and procedures established for admission to the graduate school will be met by cohort applicants. A full-time faculty member, the director of off-campus programming, and the director of Graduate Student Services meet with prospective students in an orientation session six months before the beginning of the cohort. Students are provided a calendar schedule of cohort courses, admission packet, and logistical "help sheets." The cost associated with the cohort remains constant throughout its duration. Additional and reiterative information is located on the KSU website, www.kent.edu/ehhs/pd.

16. *Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.*
Assessment mechanisms, aligned with the ELCC learning objectives and standards for leadership preparation, have been approved by NCATE, HLC, and OBOR. These assessments will be used to assess learning outcomes as published in each individual syllabus. This process is identical to that which is used on campus.

17. *Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, and faculty satisfaction.*
Assessment mechanisms, aligned with the ELCC learning objectives and standards for leadership preparation, have been approved by NCATE, HLC, and OBOR. These assessments will be used to assess learning outcomes as published in each individual syllabus. This process is identical to that which is used on campus. Student evaluations will be elicited at the end of each course following established procedures used on campus.

Change Request
Additional Delivery Sites

Date of submission: April 15, 2011

Name of institution: Kent State University, College of Education, Health, and Human Services, School of Foundations, Leadership, and Administration, Educational Administration Program

Program to be delivered at the site: Master of Education Educational Administration—K-12 Leadership degree and Principal Licensure

Proposed start date: semester following OBR/HLC approval

Rationale:
The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies. This proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Cuyahoga Falls City School District. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

Resources and Facilities:
Cuyahoga Falls City School District
431 Stow Ave.
Cuyahoga Falls, OH 44221

Students will meet in the Bolich Middle School library. The room is conducive to group and individual study with tables that might be moved around in different configurations for learning purposes. The room is wired with technology that will support learning and teaching. Students, who are full-time school professionals, will use the room for classes that meet as often as one evening a week face to face throughout the course of the semester.

The room is adequate to provide the lecture and small group learning needs of students. Modifications will not be necessary.

Kent State University and the Cuyahoga Falls School District have an informal agreement that classes will be held in the district as often as once a week each semester for the duration of the program, 2.5 years. The district initiated the proposal for off-site programming in their district.

Academic leadership:
Catherine Hackney, Ph.D., serves as the Coordinator of the Educational Administration Program at Kent State University. She will oversee the operation of the cohort. Though she will not

maintain an office at the proposed site, she will be available by phone, email, and in person to address any issues that might arise during the tenure of the cohort. She will also visit the cohort classes once a semester to assist with teaching and learning, advising, or any other issues of concern, and to sustain the relationship between students and the university.

See appendix for organizational, roles and responsibilities chart.

Administrative/support services:
The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

Internal structures, such as the Office of Professional Development, have been established to support students engaged in the off campus programming with technical and clerical assistance. Full time faculty are in place to serve as academic advisors. Part-time faculty, who teach regularly in the PK-12 programs, will assist with teaching. Courses are already approved, syllabi developed, and course projection schedule established. Students will be able to complete the program within 30 months.

The delivery of the program off campus will not require sophisticated technological support from campus. However, the courses will be supported by the VISTA platform and utilize the Blackboard course management system. Faculty and students will have 24/7 access to course materials. They will also have access to the IT HEP desk. The hosting school district will assign classes to wired classrooms and provide tech support with their own personnel. Students will be assigned a full time faculty academic advisor. Students will also find support from personnel in the Office of Professional Development.

All of our off campus cohorts, including the one being proposed, follow the same university established protocols for instructor vetting, selection, and training, for adherence to copyright law, and for standards of quality instruction as do the on campus courses. Instructors utilize The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

The VISTA platform and Blackboard course management system allow for continuous communication between and among faculty and students. Faculty and students can use both

the email system in VISTA and their regular KSU email accounts. The program area's accepted culture supports timely faculty response to students by email or phone.

The VISTA platform has been in use at the university for a few years. Faculty are adept at using it to post courses on Blackboard. New faculty are afforded regular opportunities to learn the system through professional development sessions offered by the university and by the college IT staff. Likewise, students are invited to participate in such sessions. As new mechanisms become available, the university and the college offer professional development sessions to acquaint faculty and students with the possibilities for their use.

Students who apply for admission to the cohort program must first meet requirements for admission to the Kent State University graduate school. All requirements and procedures established for admission to the graduate school will be met by cohort applicants. A full-time faculty member, the director of off-campus programming, and the director of graduate students services meet with prospective students in an orientation session six months before the beginning of the cohort. Students are provided a calendar schedule of cohort courses, admission packet, and logistical "help sheets." The cost associated with the cohort remains constant throughout its duration. Additional and reiterative information is located on the KSU website.

The university has not entered into a collaborative agreement with another entity to provide administrative/student services at the proposed location.

Library resources:
No physical library resources are available to students at the proposed location. However, students will have full access online and in person to the Kent State University library system as regular graduate students of the university. The university provides them information in writing and during orientation on how to access the library resources available to them.

Faculty:

Name of Instructor	Rank or Title	Full-time or Part-time	Degree Titles, Institution, Year Discipline/Field	Years of Teaching Experience in the Discipline/Field	Additional Expertise in the Discipline/Field	Name of the Courses This Individual Will Teach in the Proposed Program
Catherine Hackney	Assoc. Prof.	FT	Ph.D. Georgia State University 1994	15	Principal Graduate Dean 19 years	EDAD 6/76538 Culture, Politics, and Reform EDAD 6/76542 Principles and Techniques of Supervision
Christa Boske	Assist. Prof.	FT	N. Illinois University 2006	5	Director Asst Principal Principal 7 years	EDAD 6/76529 Leading for Social Justice EDAD 6/76492 Internship in Educational Administration
Charles Smialek	Adjunct	PT	Ph.D. Kent State University 2008	3	Asst. Principal Principal 8 years	EDAD 6/76525 Educational Principalship EDAD 6/76526 Fundamentals of Educational Administration
Veronica Motley	Adjunct	PT	Ph.D. Kent State University		Principal Director of Instruction 17 years	EDAD 6/76531 Instructional Leadership EDAD 6/76536 Administrator's Role in Curriculum Development
Joffrey Jones	Adjunct	PT	Ph.D. Kent State University 1998	4	Principal Superintendent of Schools 20 years	EDAD6/76544 Community Relations and Communication Skills

Dale Cook	Professor	FT	Ed.D. Western MI University 1978	33	Director Assoc. Dean	EDAD 6/76602 Technology Leadership in Education EVAL 65511
Valerie Riedthaler	Adjunct	PT	Ph.D. Kent State University	5	Director of Pupil Personnel	EDAD 6/76517 Administration and Supervision of Special Education EDAD 6/76520 School Law for Teachers and Administrators

Program Curriculum:

Course Name and Number	Number of credit hours All Semester	Core/Technical	General Education	Elective	Existing Course or New to Site	TAG Approved Course
EVAL 65511 Research in Educational Services	3				Existing	No
EDAD 6/76492 Internship in Educational Administration	3				Existing	No
EDAD 6/76517 Administration and Supervision of Special Education	3				Existing	No
EDAD 6/76520 School Law for Teachers and Administrators	3				Existing	No
EDAD 6/76529 Leading for Social Justice	3				Existing	No
EDAD 6/76525 Educational	3				Existing	No

Principalship						
EDAD 6/76526 Fundamentals of Educational Administration	**3**				**Existing**	**No**

Alternative delivery options: Hybrid/blended

Off-site program components: Internship

Market research/evidence of workforce need:
The university, specifically the Educational Administration Program is responding to a need in a neighboring county to provide the master's degree and principalship licensure. The hosting school district surveyed neighboring district personnel for interest; and, at present, about 18-25 individuals are interested in participating in the cohort.

The Director of Human Resources of the hosting district is a member of the program's advisory council. The Superintendent is presently an instructor for the program.

The proposed program aligns with the Chancellor's strategic plan for higher education in at least 3 ways:

1) Offering the proposed off-site program will offer students greater access to graduate school and will permit 20 more students to graduate with a master's degree and licensure.
2) The students targeted for the off-site degree and licensure program are Ohio teachers who will most likely remain in Ohio and serve as principals in Ohio schools.
3) Offering the highly regarded Kent State University master's degree and principalship licensure program at an off-site location will allow students an opportunity to participate in a high quality school leadership preparation program.

The University of Akron, Ursuline College, and John Carroll University are within a 35 mile radius of Kent State University and offer similar programs leading to the master's degree and principalship licensure.

Commitment to program delivery at site:
The university is committed to fully support the proposed program upon authorization. If it becomes necessary to close the site, the university will honor its commitment to students and offer them the opportunity to complete their degree/licensure on the main campus.

Appendices:
Vita of Educational Administration Coordinator
Resume of Site Coordinator — Appendix I

Program Faculty Vitae/Resumes — Appendix II

Change Request
Additional Delivery Sites

Date of submission: April 15, 2011

Name of institution: Kent State University, College of Education, Health, and Human Services, School of Foundations, Leadership, and Administration, Educational Administration Program

Program to be delivered at the site: Educational Specialist Educational Administration—K-12 Leadership degree and Principal Licensure

Proposed start date: semester following OBR/HLC approval

Rationale:
The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies. This proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Cuyahoga Falls City School District. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

Resources and Facilities:
Cuyahoga Falls City School District
431 Stow Ave.
Cuyahoga Falls, OH 44221

Students will meet in the Bolich Middle School library. The room is conducive to group and individual study with tables that might be moved around in different configurations for learning purposes. The room is wired with technology that will support learning and teaching. Students, who are full-time school professionals, will use the room for classes that meet as often as one evening a week face to face throughout the course of the semester.

The room is adequate to provide the lecture and small group learning needs of students. Modifications will not be necessary.

Kent State University and the Cuyahoga Falls School District have an informal agreement that classes will be held in the district as often as once a week each semester for the duration of the program, 2.5 years. The district initiated the proposal for off-site programming in their district.

Academic leadership:
Catherine Hackney, Ph.D., serves as the Coordinator of the Educational Administration Program at Kent State University. She will oversee the operation of the cohort. Though she will not

maintain an office at the proposed site, she will be available by phone, email, and in person to address any issues that might arise during the tenure of the cohort. She will also visit the cohort classes once a semester to assist with teaching and learning, advising, or any other issues of concern, and to sustain the relationship between students and the university.

Paula Snyder, Ph.D, Director of Human Resources in the district will be the site coordinator and liaison with Kent State University.

See appendix for organizational, roles and responsibilities chart.

Administrative/support services:
The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

Internal structures, such as the Office of Professional Development, have been established to support students engaged in the off campus programming with technical and clerical assistance. Full time faculty are in place to serve as academic advisors. Part-time faculty, who teach regularly in the PK-12 programs, will assist with teaching. Courses are already approved, syllabi developed, and course projection schedule established. Students will be able to complete the program within 30 months.

The delivery of the program off campus will not require sophisticated technological support from campus. However, the courses will be supported by the VISTA platform and utilize the Blackboard course management system. Faculty and students will have 24/7 access to course materials. They will also have access to the IT HEP desk. The hosting school district will assign classes to wired classrooms and provide tech support with their own personnel. Students will be assigned a full time faculty academic advisor. Students will also find support from personnel in the Office of Professional Development.

All of our off campus cohorts, including the one being proposed, follow the same university established protocols for instructor vetting, selection, and training, for adherence to copyright law, and for standards of quality instruction as do the on campus courses. Instructors utilize The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

The VISTA platform and Blackboard course management system allow for continuous communication between and among faculty and students. Faculty and students can use both the email system in VISTA and their regular KSU email accounts. The program area's accepted culture supports timely faculty response to students by email or phone.

The VISTA platform has been in use at the university for a few years. Faculty are adept at using it to post courses on Blackboard. New faculty are afforded regular opportunities to learn the system through professional development sessions offered by the university and by the college IT staff. Likewise, students are invited to participate in such sessions. As new mechanisms become available, the university and the college offer professional development sessions to acquaint faculty and students with the possibilities for their use.

Students who apply for admission to the cohort program must first meet requirements for admission to the Kent State University graduate school. All requirements and procedures established for admission to the graduate school will be met by cohort applicants. A full-time faculty member, the director of off-campus programming, and the director of graduate studens services meet with prospective students in an orientation session six months before the beginning of the cohort. Students are provided a calendar schedule of cohort courses, admission packet, and logistical "help sheets." The cost associated with the cohort remains constant throughout its duration. Additional and reiterative information is located on the KSU website.

The university has not entered into a collaborative agreement with another entity to provide administrative/student services at the proposed location.

Library resources:
No physical library resources are available to students at the proposed location. However, students will have full access online and in person to the Kent State University library system as regular graduate students of the university. The university provides them information in writing and during orientation on how to access the library resources available to them.

Faculty:

Name of Instructor	Rank or Title	FT/PT	Degree Titles, Institution, Year Discipline/Field	Yrs of Teaching Exper. in Discipline /Field	Additional Expertise in Discipline/Field	Name of the Courses This Individual Will Teach in the Proposed Program
Catherine Hackney	Assoc. Prof.	FT	Ph.D. Georgia State University 1994	15	Principal Graduate Dean 19 years	EDAD 6/76538 Culture, Politics, and Reform EDAD 6/76542 Principles/Techniques of Supervision
Christa Boske	Assist. Prof.	FT	N. Illinois University 2006	5	Director Asst Principal Principal 7 years	EDAD 6/76529 Leading for Social Justice EDAD 6/76492 Internship in Educational Admin.
Charles Smialek	Adjunct	PT	Ph.D. Kent State University 2008	3	Asst. Principal Principal 8 years	EDAD 6/76525 Educational Principalship EDAD 6/76526 Fundamentals of Educational Admin.
Veronica Motley	Adjunct	PT	Ph.D. Kent State University		Principal Director of Instruction 17 years	EDAD 6/76531 Instructional Leadership EDAD 6/76536 Administrator's Role in Curriculum Developmnt
Joffrey Jones	Adjunct	PT	Ph.D. Kent State University 1998	4	Principal Superintendent of Schools 20 years	EDAD6/76544 Community Relations and Communication Skills
Dale Cook	Professor	FT	Ed.D. Western MI University 1978	33	Director Assoc. Dean	EDAD 6/76602 Technology Leadership in Education EVAL 65511 Research in Educational Services
Valerie Riedthaler	Adjunct	PT	Ph.D. Kent State University	5	Director of Pupil Personnel	EDAD 6/76517 Administration/Supervision of Special Educ. EDAD 6/76520 School Law for Teachers and Administrators

Program Curriculum:

Course Name and Number	Number of cr hrs All Semester	Core/Technical	General Education	Elective	Existing Course or New to Site	TAG Approved Course
EVAL 65511 Research in Educational Services	3				Existing	No
EDAD 6/76492 Internship in Educational Administration	3				Existing	No
EDAD 6/76517 Administration and Supervision of Special Education	3				Existing	No
EDAD 6/76520 School Law for Teachers and Administrators	3				Existing	No
EDAD 6/76529 Leading for Social Justice	3				Existing	No
EDAD 6/76525 Educational Principalship	3				Existing	No
EDAD 6/76526 Fundamentals of Educational Administration	3				Existing	No

Alternative delivery options: Hybrid/blended

Off-site program components: Internship

Market research/evidence of workforce need:
The university, specifically the Educational Administration Program is responding to a need in a neighboring county to provide the Educational Specialist Degree and principalship licensure. The hosting school district surveyed neighboring district personnel for interest; and, at present, about 18-25 individuals are interested in participating in the cohort.

The Director of Human Resources of the hosting district is a member of the program's advisory council. The Superintendent is presently an instructor for the KSU main campus program.

The proposed program aligns with the Chancellor's strategic plan for higher education in at least 3 ways:

1) Offering the proposed off-site program will offer students greater access to graduate school and will permit 20 more students to graduate with a master's degree and licensure.
2) The students targeted for the off-site degree and licensure program are Ohio teachers who will most likely remain in Ohio and serve as principals in Ohio schools.
3) Offering the highly regarded Kent State University master's degree and principalship licensure program at an off-site location will allow students an opportunity to participate in a high quality school leadership preparation program.

The University of Akron is within a 35 mile radius of Kent State University and offers similar programs leading to the Educational Specialist Degree and principalship licensure.

Commitment to program delivery at site:
The university is committed to fully support the proposed program upon authorization. If it becomes necessary to close the site, the university will honor its commitment to students and offer them the opportunity to complete their degree/licensure on the main campus.

Appendices:

Vita of Educational Administration Coordinator Resume of Site Coordinator	Appendix I
Program Faculty Vitae/Resumes	Appendix II

Change Request
Additional Delivery Sites

Date of submission: April 15, 2011

Name of institution: Kent State University, College of Education, Health, and Human Services, School of Foundations, Leadership, and Administration, Educational Administration Program

Program to be delivered at the site: Master of Education Administration—K-12 Leadership degree and Principal Licensure

Proposed start date: semester following OBR/HLC approval

Rationale:
The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies. This proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Euclid City School District. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

Resources and Facilities:
Euclid City School District
222nd St.
Euclid, OH 44123
42 miles away from the main campus

Students will meet in the Euclid high school library. The room is conducive to group and individual study with tables that might be moved around in different configurations for learning purposes. The room is wired with technology that will support learning and teaching. Students, who are full-time school professionals, will use the room for classes that meet one evening a week face to face throughout the course of the semester.

The room is adequate to provide the lecture and small group learning needs of students. Modifications will not be necessary.

Kent State University and the Euclid City School District have an informal agreement that classes will be held in the district once a week each semester for the duration of the program, 2.5 years. The district initiated the proposal for off-site programming in their district.

Academic leadership:
Catherine Hackney, Ph.D., Associate Professor, serves as the Coordinator of the Educational Administration Program at Kent State University. She will oversee the operation of the cohort.

Though she will not maintain an office at the proposed site, she will be available by phone, email, and in person to address any issues that might arise during the tenure of the cohort. She will also visit the cohort classes once a semester to assist with teaching and learning, advising, or any other issues of concern, and to sustain the relationship between students and the university.

Charles Smialek, Ph.D., Euclid High School Principal, will be the site coordinator and liaison with Kent State University.

See appendix for organizational, roles and responsibilities chart.

Administrative/support services:
The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

Internal structures, such as the Office of Professional Development, have been established to support students engaged in the off campus programming with technical and clerical assistance. Full time faculty are in place to serve as academic advisors. Part-time faculty, who teach regularly in the PK-12 programs, will assist with teaching. Courses are already approved, syllabi developed, and course projection schedule established. Students will be able to complete the program within 30 months.

The delivery of the program off campus will not require sophisticated technological support from campus. However, the courses will be supported by the VISTA platform and utilize the Blackboard course management system. Faculty and students will have 24/7 access to course materials. They will also have access to the IT HEP desk. The hosting school district will assign classes to wired classrooms and provide tech support with their own personnel. Students will be assigned a full time faculty academic advisor. Students will also find support from personnel in the Office of Professional Development.

All of our off campus cohorts, including the one being proposed, follow the same university established protocols for instructor vetting, selection, and training, for adherence to copyright law, and for standards of quality instruction as do the on campus courses. Instructors utilize The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists

graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

The VISTA platform and Blackboard course management system allow for continuous communication between and among faculty and students. Faculty and students can use both the email system in VISTA and their regular KSU email accounts. The program area's accepted culture supports timely faculty response to students by email or phone.

The VISTA platform has been in use at the university for a few years. Faculty are adept at using it to post courses on Blackboard. New faculty are afforded regular opportunities to learn the system through professional development sessions offered by the university and by the college IT staff. Likewise, students are invited to participate in such sessions. As new mechanisms become available, the university and the college offer professional development sessions to acquaint faculty and students with the possibilities for their use.

Students who apply for admission to the cohort program must first meet requirements for admission to the Kent State University graduate school. All requirements and procedures established for admission to the graduate school will be met by cohort applicants. A full-time faculty member, the director of off-campus programming, and the director of graduate students services meet with prospective students in an orientation session six months before the beginning of the cohort. Students are provided a calendar schedule of cohort courses, admission packet, and logistical "help sheets." The cost associated with the cohort remains constant throughout its duration. Additional and reiterative information is located on the KSU website.

The university has not entered into a collaborative agreement with another entity to provide administrative/student services at the proposed location.

Library resources:
No physical library resources are available to students at the proposed location. However, students will have full access online and in person to the Kent State University library system as regular graduate students of the university. The university provides them information in writing and during orientation on how to access the library resources available to them.

Faculty:

Name of Instructor	Rank or Title	Full-time or Part-time	Degree Titles, Institution, Year Discipline/Field	Years of Teaching Experience in the Discipline/Field	Additional Expertise in the Discipline/Field	Name of the Courses This Individual Will Teach in the Proposed Program
Catherine Hackney	Assoc Prof	FT	Ph.D. Georgia State University 1994	15	Principal Graduate Dean 19 years	EDAD 6/76538 Culture, Politics, and Reform EDAD 6/76542 Principles and Techniques of Supervision
Christa Boske	Assist Prof	FT	N. Illinois University 2006	5	Director Asst Principal Principal 7 years	EDAD 6/76529 Leading for Social Justice EDAD 6/76492 Internship in Educational Administration
Charles Smialek	Adjunct	PT	Ph.D. Kent State University 2008	3	Asst. Principal Principal 8 years	EDAD 6/76525 Educational Principalship EDAD 6/76526 Fundamentals of Educational Administration
Veronica Motley	Adjunct	PT	Ph.D. Kent State University		Principal Director of Instruction 17 years	EDAD 6/76531 Instructional Leadership EDAD 6/76536 Administrator's Role in Curric Development
Joffrey Jones	Adjunct	PT	Ph.D. Kent State University 1998	4	Principal Superintendent of Schools 20 years	EDAD6/76544 Community Relations and Communication Skills
Dale Cook	Professor	FT	Ed.D. Western MI University 1978	33	Director Assoc. Dean	EDAD 6/76602 Technology Leadership in Education EVAL 65511

Valerie Riedthaler	Adjunct	PT	Ph.D. Kent State University	5	Director of Pupil Personnel	EDAD 6/76517 Administration and Supervision of Special Education EDAD 6/76520 School Law for Teachers and Administrators

Program Curriculum:

Course Name and Number	Number of credit hours All Semester	Core/Technical	General Education	Elective	Existing Course or New to Site	TAG Approved Course
EVAL 65511 Research in Educational Services	3				Existing	No
EDAD 6/76492 Internship in Educational Administration	3				Existing	No
EDAD 6/76517 Administration and Supervision of Special Education	3				Existing	No
EDAD 6/76520 School Law for Teachers and Administrators	3				Existing	No
EDAD 6/76529 Leading for Social Justice	3				Existing	No
EDAD 6/76525 Educational Principalship	3				Existing	No
EDAD 6/76526 Fundamentals of Educational Administration	3				Existing	No

EDAD 6/76527 School Finance for Building Administrators	**3**				**Existing**	**No**
EDAD 6/76538 Culture, Politics, and Reform in Educational Organizations	**3**				**Existing**	**No**
EDAD 6/76544 Community Relations and Communication Skills	**3**				**Existing**	**No**
EDAD 6/76531 Instructional Leadership	**3**				**Existing**	**No**
EDAD 6/76536 Administrator's Role in Curriculum Development	**3**				**Existing**	**No**
EDAD 6/76602 Technology Leadership in Education	**3**				**Existing**	**No**

Alternative delivery options: Hybrid/blended

Off-site program components: Internship

Market research/evidence of workforce need:
The university, specifically the Educational Administration Program is responding to a need in a neighboring county to provide the master's degree and principalship licensure. The hosting school district surveyed neighboring district personnel for interest; and, at present, about 15-24 individuals are interested in participating in the cohort.

The superintendent of the hosting district is a member of the program's advisory council. The high school principal is presently an instructor for the program.

The proposed program aligns with the Chancellor's strategic plan for higher education in at least 3 ways:

1) Offering the proposed off-site program will offer students greater access to graduate school and will permit 20 more students to graduate with a master's degree and licensure.

2) The students targeted for the off-site degree and licensure program are Ohio teachers who will most likely remain in Ohio and serve as principals in Ohio schools.
3) Offering the highly regarded Kent State University master's degree and principalship licensure program at an off-site location will allow students an opportunity to participate in a high quality school leadership preparation program.

The University of Akron, Ursuline College, and John Carroll University are within a 35 mile radius of Kent State University and offer similar programs leading to the master's degree and principalship licensure.

Commitment to program delivery at site:
The university is committed to fully support the proposed program upon authorization. If it becomes necessary to close the site, the university will honor its commitment to students and offer them the opportunity to complete their degree/licensure on the main campus.

Appendices:

Vita of Educational Administration Coordinator Resume of Site Coordinator	Appendix I
Program Faculty Vitae/Resumes	Appendix II

Change Request
Additional Delivery Sites

Date of submission: April 15, 2011

Name of institution: Kent State University, College of Education, Health, and Human Services, School of Foundations, Leadership, and Administration, Educational Administration Program

Program to be delivered at the site: Educational Specialist Administration—K-12 Leadership degree and Principal Licensure

Proposed start date: semester following OBR/HLC approval

Rationale:
The primary objective of this proposed program is to afford students a more geographically convenient site for their graduate studies. This proposed program is identical to that which has been approved and offered on campus and in various other cohorts over the past few years. The only difference is that we are proposing a new site, the Euclid City School District. The same admission policies and procedures and academic standards will apply to the new off-site program. Students will have full access to campus resources, such as graduate student services, IT and library. Full and part-time approved faculty will be engaged to teach in the program.

Resources and Facilities:
Euclid City School District
222nd St.
Euclid, OH 44123
42 miles away from the main campus

Students will meet in the Euclid high school library. The room is conducive to group and individual study with tables that might be moved around in different configurations for learning purposes. The room is wired with technology that will support learning and teaching. Students, who are full-time school professionals, will use the room for classes that meet one evening a week face to face throughout the course of the semester.

The room is adequate to provide the lecture and small group learning needs of students. Modifications will not be necessary.

Kent State University and the Euclid City School District have an informal agreement that classes will be held in the district once a week each semester for the duration of the program, 2.5 years. The district initiated the proposal for off-site programming in their district.

Academic leadership:
Catherine Hackney, Ph.D., Associate Professor, serves as the Coordinator of the Educational Administration Program at Kent State University. She will oversee the operation of the cohort.

Though she will not maintain an office at the proposed site, she will be available by phone, email, and in person to address any issues that might arise during the tenure of the cohort. She will also visit the cohort classes once a semester to assist with teaching and learning, advising, or any other issues of concern, and to sustain the relationship between students and the university.

Charles Smialek, Ph.D., Euclid High School Principal, will be the site coordinator and liaison with Kent State University.

See appendix for organizational, roles and responsibilities chart.

Administrative/support services:
The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

Internal structures, such as the Office of Professional Development, have been established to support students engaged in the off campus programming with technical and clerical assistance. Full time faculty are in place to serve as academic advisors. Part-time faculty, who teach regularly in the PK-12 programs, will assist with teaching. Courses are already approved, syllabi developed, and course projection schedule established. Students will be able to complete the program within 30 months.

The delivery of the program off campus will not require sophisticated technological support from campus. However, the courses will be supported by the VISTA platform and utilize the Blackboard course management system. Faculty and students will have 24/7 access to course materials. They will also have access to the IT HEP desk. The hosting school district will assign classes to wired classrooms and provide tech support with their own personnel. Students will be assigned a full time faculty academic advisor. Students will also find support from personnel in the Office of Professional Development.

All of our off campus cohorts, including the one being proposed, follow the same university established protocols for instructor vetting, selection, and training, for adherence to copyright law, and for standards of quality instruction as do the on campus courses. Instructors utilize The College of Education, Health, and Human Services maintains an office for professional development and outreach. Personnel in that office are easily accessible to students who have registration or other logistical needs. Each student enrolled in an off-campus cohort is assigned a faculty advisor on campus. The advisor works with the students to file their programs of study and answer academic questions. The Office of Graduate Student Services also assists

graduate students with graduation and licensure applications. Cohort students are fully matriculated students of Kent State University and are entitled to all rights and privileges.

The VISTA platform and Blackboard course management system allow for continuous communication between and among faculty and students. Faculty and students can use both the email system in VISTA and their regular KSU email accounts. The program area's accepted culture supports timely faculty response to students by email or phone.

The VISTA platform has been in use at the university for a few years. Faculty are adept at using it to post courses on Blackboard. New faculty are afforded regular opportunities to learn the system through professional development sessions offered by the university and by the college IT staff. Likewise, students are invited to participate in such sessions. As new mechanisms become available, the university and the college offer professional development sessions to acquaint faculty and students with the possibilities for their use.

Students who apply for admission to the cohort program must first meet requirements for admission to the Kent State University graduate school. All requirements and procedures established for admission to the graduate school will be met by cohort applicants. A full-time faculty member, the director of off-campus programming, and the director of graduate students services meet with prospective students in an orientation session six months before the beginning of the cohort. Students are provided a calendar schedule of cohort courses, admission packet, and logistical "help sheets." The cost associated with the cohort remains constant throughout its duration. Additional and reiterative information is located on the KSU website.

The university has not entered into a collaborative agreement with another entity to provide administrative/student services at the proposed location.

Library resources:
No physical library resources are available to students at the proposed location. However, students will have full access online and in person to the Kent State University library system as regular graduate students of the university. The university provides them information in writing and during orientation on how to access the library resources available to them.

Faculty:

Name of Instructor	Rank or Title	Full-time or Part-time	Degree Titles, Institution, Year Discipline/Field	Years of Teaching Experience in the Discipline/Field	Additional Expertise in the Discipline/Field	Name of the Courses This Individual Will Teach in the Proposed Program
Catherine Hackney	Assoc Prof	FT	Ph.D. Georgia State University 1994	15	Principal Graduate Dean 19 years	EDAD 6/76538 Culture, Politics, and Reform EDAD 6/76542 Principles and Techniques of Supervision
Christa Boske	Assist Prof	FT	N. Illinois University 2006	5	Director Asst Principal Principal 7 years	EDAD 6/76529 Leading for Social Justice EDAD 6/76492 Internship in Educational Administration
Charles Smialek	Adjunct	PT	Ph.D. Kent State University 2008	3	Asst. Principal Principal 8 years	EDAD 6/76525 Educational Principalship EDAD 6/76526 Fundamentals of Educational Administration
Veronica Motley	Adjunct	PT	Ph.D. Kent State University		Principal Director of Instruction 17 years	EDAD 6/76531 Instructional Leadership EDAD 6/76536 Administrator's Role in Curriculum Dev
Joffrey Jones	Adjunct	PT	Ph.D. Kent State University 1998	4	Principal Superintendent of Schools 20 years	EDAD6/76544 Community Relations and Communication Skills
Dale Cook	Professor	FT	Ed.D. Western MI University 1978	33	Director Assoc. Dean	EDAD 6/76602 Technology Leadership in Education EVAL 65511

Valerie Riedthaler	Adjunct	PT	Ph.D. Kent State University	5	Director of Pupil Personnel	EDAD 6/76517 Administration/ Supervision of Special Educ EDAD 6/76520 School Law for Teachers and Administrators

Program Curriculum:

Course Name and Number	Number of credit hours All Semester	Core/Technical	General Education	Elective	Existing Course or New to Site	TAG Approved Course
EVAL 65511 Research in Educational Services	3				Existing	No
EDAD 6/76492 Internship in Educational Administration	3				Existing	No
EDAD 6/76517 Administration/Supervision of Special Education	3				Existing	No
EDAD 6/76520 School Law for Teachers and Administrators	3				Existing	No
EDAD 6/76529 Leading for Social Justice	3				Existing	No
EDAD 6/76525 Educational Principalship	3				Existing	No
EDAD 6/76526 Fundamentals of Educational Administration	3				Existing	No
EDAD 6/76527 School Finance for Building Administrators	3				Existing	No
EDAD 6/76538 Culture, Politics, and Reform in Educational Organizations	3				Existing	No
EDAD 6/76544 Community Relations and Communication Skills	3				Existing	No
EDAD 6/76531 Instructional Leadership	3				Existing	No

EDAD 6/76536 Administrator's Role in Curriculum Development	**3**				**Existing**	**No**
EDAD 6/76602 Technology Leadership in Education	**3**				**Existing**	**No**

Alternative delivery options: Hybrid/blended

Off-site program components: Internship

Market research/evidence of workforce need:
The university, specifically the Educational Administration Program is responding to a need in a neighboring county to provide the Educational Specialist Degree and principalship licensure. The hosting school district surveyed neighboring district personnel for interest; and, at present, about 15-24 individuals are interested in participating in the cohort.

The superintendent of the hosting district is a member of the program's advisory council. The high school principal is presently an instructor for the program.

The proposed program aligns with the Chancellor's strategic plan for higher education in at least 3 ways:

1) Offering the proposed off-site program will offer students greater access to graduate school and will permit 20 more students to graduate with a master's degree and licensure.
2) The students targeted for the off-site degree and licensure program are Ohio teachers who will most likely remain in Ohio and serve as principals in Ohio schools.
3) Offering the highly regarded Kent State University master's degree and principalship licensure program at an off-site location will allow students an opportunity to participate in a high quality school leadership preparation program.

The University of Akron, Ursuline College, and John Carroll University are within a 35 mile radius of Kent State University and offer similar programs leading to the master's degree and principalship licensure.

Commitment to program delivery at site:
The university is committed to fully support the proposed program upon authorization. If it becomes necessary to close the site, the university will honor its commitment to students and offer them the opportunity to complete their degree/licensure on the main campus.

Appendices:
Vita of Educational Administration Coordinator
Resume of Site Coordinator — Appendix I

Program Faculty Vitae/Resumes — Appendix II

AUGUSTINE, SUSAN

Subject: FW: Please Respond by Monday
Attachments: EDAD_Binder.pdf

-----Original Message-----
From: MULROONEY, AARON
Sent: Saturday, April 23, 2011 5:11 PM
To: AUGUSTINE, SUSAN
Subject: Hackney Proposal

Hi Susan:

We have 5 yes votes which is enough to approve Cathy's proposal. So you can go ahead and forward it on Monday. Thanks for all your help, again!

Have a good rest of the weekend
Aaron

Aaron L. Mulrooney, J.D.
Sport Administration Faculty
Kent State University
Phone: 330-672-0204
Fax: 330-672-4106

-----Original Message-----
From: MULROONEY, AARON
Sent: Friday, April 22, 2011 4:20 PM
To: Hackney, Catherine; HEIMAN, ROBIN; KARPINSKI, ARYN C; Lara, Tracy; MULROONEY, AARON; SEEBERG, VILMA; WANG, PHILIP
Cc: AUGUSTINE, SUSAN
Subject: Please Respond by Monday

Please review the following proposal and note Cathy's comments below. Since we have already reviewed a number of proposals electronically I see no reason why we couldn't do this again given the explanation that Cathy has given to us. I appreciate your prompt attention with this and I need your vote by noon on Monday.

Thanks and have a good weekend

Aaron L. Mulrooney, J.D.
Sport Administration Faculty
Kent State University
Phone: 330-672-0204
Fax: 330-672-4106

From: Hackney, Catherine
Sent: Friday, April 22, 2011 1:59 PM
To: AUGUSTINE, SUSAN
Subject: RE:

Frst of all, I apologize for these late proposals. It only came to my attention just before spring break that these issues had not been addressed in prior years, hence the quick catch-up. Mary Ann Stephens (new grad dean) informed Nancy Barbour that we must first have

internal approval before moving forward with these cohorts that have already been established! Nancy asked that our committee do this electronically to allow the proposal to go to the college curriculum committee on Friday. Though this binder of text looks overwhelming, there are NO curriculum changes involved. We are actually only asking your approval to add Euclid to our cohort sites and to approve our allowing eligible students to earn the EdS for their post master's work. All programming is identical to what we offer on campus. Again, no curriculum changes.

* Offering the master's degree + principalship licensure at Cuyahoga Falls Middle School rather than the HS
* Offering the EdS (30 hours) at the Cuyahoga Falls Middle School
* Offering the master's + principalship licensure at Euclid HS
* Offering the EdS (30) hours at Euclid HS

Thanks very much for your attention and understanding!

Cathy Hackney

Catherine E. Hackney, Ph.D.
AssociateProfessor
Coordinator of EducationalAdministration Kent State University
316 White Hall
P.O. Box 5190
Kent, OH 44242
(330) 672-0583 Fax (330) 672-3063
chackne1@kent.edu<mailto:chackne1@kent.edu>