KENT STATE UNIVERSITY

Educational Policies Council

2011-2012 Membership

VOTING MEMBERS

Ex-Officio Members (yellow and orange name cards)

Todd Diacon, *Co-Chair*	Provost and Senior Vice President for Academic Affairs
Paul A. Farrell, *Co-Chair*	Faculty Senate Chair; Professor, Computer Science, 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, Dean, Public Health
James K. Bracken, Dean, University Libraries	Nancy E. Barbour, Associate Dean, Education, Health and Human Services
Thomas W. Brewer, Associate Dean, Public Health	Gail E. Bromley, Associate Dean, 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
John (Jack) Graham, Dean (Interim), Technology	Ralph Lorenz, Associate Dean, The Arts
Timothy S. Moerland, Dean, Arts and Sciences	I. Richmond Nettey, Associate Dean, Technology
Elizabeth Sinclair-Colando, Assistant Dean, Business Administration	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, Graduate Studies
Robert A. Walker, Director, Digital Sciences	Wanda E. Thomas, Dean, Regional College
Donald R. Williams, Dean, Honors	Robert A. Walker, Director, Digital Sciences

Faculty Senate-Appointed Representatives

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
Robin L. Lashley, Psychology / Arts and Sciences	Thomas Janson, Music / The Arts
Tracy A. Laux, Mathematical Sciences / Arts and Sciences	Richard Feinberg, Anthropology/ Arts and Sciences
Erica B. Lilly, University Libraries	Michael Mikusa, Teaching, Learning and Curriculum Studies / Education, Health and Human Services
William C. Ward III, Regional College, Trumbull	Jonathan V. Selinger, Chemical Physics / Arts and Sciences
Linda L. Williams, Philosophy / Arts and Sciences	James A. Tyner, Geography / Arts and Sciences

VOTING MEMBERS *continued*

Faculty Senate-Appointed Alternates

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
to be determined	to be determined
to be determined	to be determined

* Non-Senate faculty

College Curriculum Committee Representatives

Undergraduate Council (yellow name cards)	Graduate Council (orange name cards)
Paul J. Albanese, Business Administration	Yuko Kurahashi, The Arts
Gregory M. Blase, Communication and Information	Eric M. Mintz, Arts and Sciences
Natalie L. Caine-Bish, Education, Health and Human Services	R. Scott Olds, Public Health
Jessie Carduner, Arts and Sciences	Angela L. Ridgel, Education, Health and Human Services
Pamela K. Evans, Architecture and Environmental Design	Cynthia G. Roller, Nursing
Diana L. Fleming, Nursing	Adil M. Sharag-Eldin, Architecture and Environmental Design
Richard L. Mangrum, Technology	Timothy D. Smith, Communication and Information
John A. Marino, Regional	John H. Thornton, Business Administration
Sherry Schofield-Tomschin, The Arts	to be determined, Technology
Jonathan B. VanGeest, Public Health	

NON-VOTING OBSERVERS AND CONSULTANTS

Observers

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

Consultants for Both Councils (green name cards)

Victoria A. Bocchicchio, Honors College	Nancy J. Dellavecchia, Admissions
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	Monica Teamer, Graduate Studies
Glenn Davis, Registrar	Therese E. Tillett, Curriculum Services
Lisa N.H. Delaney, Curriculum Services	

KENT STATE UNIVERSITY

OFFICE OF THE PROVOST

TO: Educational Policies Council

FROM: Therese E. Tillett, Director, Curriculum Services

SUBJECT: AY 2011–12 EPC Meeting Schedule

DATE: 31 May 2011

All meetings will begin at **3:20 p.m.** Room locations and deadlines are specified below.

Monday, 29 August 2011
EPC Undergraduate Council: KSC 310AB
EPC Graduate Council: KSC 310C

- Final meeting for spring 2012 course proposals
- Deadline for materials to Curriculum Services: 8 August 2011

Monday, 19 September 2011
EPC Undergraduate Council: KSC 310AB
EPC Graduate Council: KSC 310C

- Deadline for materials to Curriculum Services: 29 August 2011

Monday, 17 October 2011
EPC Undergraduate Council: KSC 310AB
EPC Graduate Council: KSC 310C

- Deadline for materials to Curriculum Services: 26 September 2011

Monday, 14 November 2011
EPC Councils meet together in KSC 310AB

- Deadline for materials to Curriculum Services: 24 October 2011

Monday, 23 January 2012
EPC Undergraduate Council: KSC 310AB
EPC Graduate Council: KSC 310C

- Final meeting for fall 2012 course and program proposals
- Deadline for materials to Curriculum Services: 2 January 2012

Monday, 27 February 2012
EPC Undergraduate Council: KSC 204
EPC Graduate Council: KSC 310C

- AY 2012-2013 special course fee proposals due to Tim Martin
- Deadline for materials to Curriculum Services: 6 February 2012

Monday, 19 March 2012

EPC Undergraduate Council: KSC 310AB
EPC Graduate Council: KSC 310C

- Deadline for materials to Curriculum Services: 27 February 2012

Monday, 16 April 2012

EPC Undergraduate Council: KSC 310AB
EPC Graduate Council: KSC 310C

- Deadline for materials to Curriculum Services: 26 March 2012

Monday, 14 May 2012

EPC Councils meet together in KSC 310AB

- Final meeting for fall 2012 policy proposals and other catalog changes
- Deadline for materials to Curriculum Services: 23 April 2012

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agenda for Monday, 29 August 2011

DATE: 22 August 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.

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. If you wish to elevate an information or lesser action item on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 26 August, to have that item appear on the September agenda.

EPC UNDERGRADUATE COUNCIL

ACTION ITEM

1. Approval of minutes of 16 May 2011.
   Attachment 1

INFORMATION ITEMS

Office of the Provost

1. Institutional articulation agreement between Kent State University and Columbus State Community College.
   Effective Spring 2011
   Attachment 2

2. Implementation of the hold policy for courses not offered in five or more years.
   Effective Spring 2012
   Attachment 3

3. Moratorium on submission to the Kent Core is lifted for the College of Public Health and the School of Digital Sciences only, as both have interdisciplinary majors, with the exception that their Kent Core proposals meet the spirit of an interdisciplinary course.
   Effective Fall 2011

LESSER ACTION ITEMS

College of Arts and Sciences

1. Revision of the foreign language requirement for the Bachelor of Arts degree programs and clarification of the General College Requirements in response the last year's policy changes to the Kent Core.
   Effective Fall 2011

2. Clarification of the policy regarding biology electives not permitted in the Biology [BSCI], Botany [BOT], Conservation [CONS] and Zoology [ZOOL] majors within the Bachelor of Science [BS] degree; the Biology [BSCI] major within the Bachelor of Arts [BA] degree; and the Biology [BSIC] minor.
   Effective Fall 2011

3. Clarification of the policy regarding English electives in the program requirements for the English [ENG] minor and the English [ENG] major within the Bachelor of Arts [BA] degree.
   Effective Fall 2011

CORRECTION

1. *16 May 2011 EPC agenda*: Suspension of admission into the Operations Management [OPMG] major within the Bachelor of Business Administration [BBA] degree is effective for spring 2012, not fall 2011, as the department had already admitted students for fall 2011 when the suspension notice went to EPC.

EPC GRADUATE COUNCIL

LESSER ACTION ITEM

College of Arts and Sciences / College of Nursing

1. Revision of the program requirements and creation of concentration Dual Degree MSN/MPA [DMNP] for the dual degree program Master of Science in Nursing [MSN] / Master of Public Administration [MPA]. The dual degree program has been officially approved since 1993; however, with no distinct concentration to distinguish different program requirements. Minimum total credit hours to program completion decrease, from 54 to 48.
   Effective Fall 2012

COURSE CHANGES

Course Changes Effective for Spring 2012

ARTE	51002	Art Education: Foundations and Concepts Secondary (3)	Revise
BST	60191	Variable Content Seminar in Biostatistics (1-3)	New
BST	60195	Special Topics in Biostatistics (1-3)	New
EHS	53012	Environmental and Occupational Health (3) to: Occupational Safety and Health (3)	Revise
EHS	60191	Variable Content Seminar in Environmental Health Sciences (1-3)	New
EHS	60195	Special Topics in Environmental Health Sciences (1-3)	New
EPI	60191	Variable Content Seminar in Epidemiology (1-3)	New
EPI	80191	Variable Content Seminar in Epidemiology (1-3)	New
EPI	60195	Special Topics in Epidemiology (1-3)	New
EPI	80195	Special Topics in Epidemiology (1-3)	New
EVHS	20020	Hazardous Waste Operations and Emergency Response (3) to: (4)	Revise
EXSC	35023	Personal Training Certification Preparation (2)	New
HPM	60191	Variable Content Seminar in Health Policy and Management (1-3)	New
HPM	80191	Variable Content Seminar in Health Policy and Management (1-3)	New
HPM	60195	Special Topics in Health Policy and Management (1-3)	New
HPM	80195	Special Topics in Health Policy and Management (1-3)	New
MCLS	20091	Global Literacy Case Studies (3)	New
NRST	10009	Basic Principles of Pharmacology (2)	New
NURS	40005	Professional Nursing Development (3)	Revise
NURS	40085	Inquiry and Research for Professional Nursing Practice (3)	Revise
SBS	60191	Variable Content Seminar in Social and Behavioral Sciences (1-3)	New
SBS	80191	Variable Content Seminar in Social and Behavioral Sciences (1-3)	New
SBS	60195	Special Topics in Social and Behavioral Sciences (1-3)	New
SBS	80195	Special Topics in Social and Behavioral Sciences (1-3)	New
TECH	33700	Quality Techniques (3)	Revise
THEA	61191	Seminar: Theatre History and Theory (3)	Revise
THEA	51521	Advanced Lighting Technology (3)	Revise
VIN	20095	Special Topics in Viticulture and Enology (1-3)	New

Course Changes Effective for Fall 2012

MCLS 10001 Introduction to Structural Concepts for Language Students (2) to: (3) ..... Revise

NRST 20208 Nursing Agency III (6) to: (4) ..... Revise

NRST 20212 Practicum (2) ..... New

TECH 36620 Coordinating Technical Projects (3) to:
Project Management in Engineering and Technology (3) ..... Revise

TECH 46312 Wireless Network and Telecommunication Systems (3) ..... New

THEA 51499 Musical Theatre Showcase (2) ..... New

Corrections to the 16 May 2011 EPC Agenda
Course Changes Effective for Spring 2012

BSCI 40450 Biological Clocks (2) ..... New
Incorrectly submitted as effective for fall 2012

BSCI 50450 Biological Clocks (2) ..... New
Incorrectly submitted as effective for fall 2012

BSCI 50451 Current Topics in Biological Clocks Research (1) ..... New
Incorrectly submitted as effective for fall 2012

BSCI 70450 Biological Clocks (2) ..... New
Incorrectly submitted as effective for fall 2012

BSCI 70451 Current Topics in Biological Clocks Research (1) ..... New
Incorrectly submitted as effective for fall 2012

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meeting
Monday, 16 May 2011

Ex-officio Members present: Senior Vice President and Provost Robert G. Frank; Deans James K. Bracken, Donald L. Bubenzer, John R. Crawford, Mark A. James, Douglas L. Steidl, Mary Ann Stephens, Wanda E. Thomas, Donald R. Williams; Associate Deans Joanne M. Arhar, LuEtt J. Hanson, Richard H. Kolbe, Ralph Lorenz, Barbara F. Schloman, Frederick W. Schroath, John R. Stalvey; Director Karen W. Budd; Faculty Senate Chair-Elect Paul A. Farrell for Faculty Senate Chair Donald M. Hassler; dean representatives Mary Ann Haley for Timothy S. Moerland, Lynne E. Rowan for Nancy E. Barbour

Ex-officio Members not present: Vice President Sonia J. Alemagno; Deans Laura Cox Dzurec, Stanley T. Wearden; Associate Deans Jonathan P. Fleming, I. Richmond Nettey

Faculty Senate-Appointed Representatives present: Tom Janson, David A. Kessler, Fred T. Smith, Linda L. Williams, Lowell S. Zurbuch

Faculty Senate-Appointed Representative not present: Jessie Carduner, Bruce J. Gunning, Min He, Tracy A. Laux, Erica B. Lilly, Paul O'Keeffe, Jonathan V. Selinger, Robin L. Selinger, James A. Tyner

Council Representatives present: Thomas W. Brewer, Donald A. Coates, Richard L. Mangrum, Eric M. Mintz, Lynette Phillips

Council Representatives not present: Paul J. Albanese, Gregory M. Blase, Sloane R. Burgess, Phillip D. Buntin, Pamela K. Evans, Diana L. Fleming, Todd S. Hawley, Ann F. Jacobson, Yuko Kurahashi, Kristen A. Riegelmayer, Sarah E. Rilling, Gregory S. Stroh, John H. Thornton, Yin Zhang
Observers Present:
Consultants and Guests present: Susan M. Augustine, Stephane E. Booth, Darwin L. Boyd, Linnea Carlson-Stafford, Timothy J. Chandler, Lisa N.H. Delaney, John C. Duncan, Julie A. Gabella, Richard Feinberg, Tina L. Kandakai, Jennifer Sandoval, Therese E. Tillett, Robert A. Walker

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Associate Provost Stephane E. Booth called the meeting to order at 3:20 p.m., on Monday, 16 May 2011, in room 204 of the Kent Student Center.
Undergraduate Council Action Item 1: Approval of the minutes of 18 April 2011.

Dean Donald R. Williams moved for approval of the minutes, which was seconded by Dean Douglas L. Steidl and passed unanimously.

Undergraduate Council Action Item 2: Establishment of Writing-Intensive Course designation for ILS 42592 Medical Sociology Practicum.

Dean Williams explained that this course will serve as the writing-intensive requirement for the Bachelor of Science/Doctor of Medicine [BS/MD] degree program. Dean Williams moved for approval, which was seconded by Assistant Dean Mary Ann Haley. A member asked the amount of writing involved. Dean Williams responded that 85 percent of the writing is on a research paper that must be 20 pages long. The motion passed unanimously.

Undergraduate Council Action Item 3: Establishment of catalog statement, criteria and curricular guidelines for the Experiential Learning Requirement.

Dean Williams explained that this item involves the administrative details omitted from the original Experiential Learning Requirement (ELR) proposal approved by Faculty Senate in February. Dean Williams provided a timeline to the members that outlined important dates for gaining approval of an ELR. This proposal provides criteria and guidelines that units can use to bring forth proposals. He added that if the guidelines are approved today units can move forward to create these courses. He reminded members that departments are not required to offer an ELR.

A member said that the catalog statement and guidelines in the proposal were not reflective of what was passed by Faculty Senate. Faculty Senate passed a version that stated that once a student fulfilled the ELR, the University Requirement was fulfilled and therefore, a program could then not accept it as such. Discussion ensued as to what was or was not stricken from the original proposal at Faculty Senate. While minutes could not be produced reflecting this members claim, the last paragraph of the catalog statement "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*" and last bullet point of the Curricular Guidelines "If a unit does not approve an experience as meeting the ELR, a student who wishes to appeal that decision should submit a letter of appeal to the dean's office in the student's degree granting college" were stricken from the proposal.

Dean Williams moved for approval of the proposal as amended, which was seconded by Associate Professor Linda L. Williams and passed unanimously.

Undergraduate Council Action Item 4: Establishment of a minor in Studies in Globalization, Identity and Space [SGIS]. Minimum total credit hours for program completion are 21.

Assistant Dean Mary Ann Haley explained that this is a multidisciplinary minor between the departments of anthropology, geography and Pan-African studies. Its inception results from an increased collaboration between the departments and desire to increase exposure for their students. Assistant Dean Haley moved approval of the minutes, which was seconded by Associate Dean Richard H. Kolbe and passed unanimously.

Undergraduate Council Action Item 5: Revision of the name of the college to College of Applied Engineering, Sustainability and Technology.

Dean Donald L. Bubenzer explained that the name change to the College of Technology aligns better with the accrediting body. He added that the name more appropriately states the mission of the college to prospective students. Dean Bubenzer moved for approval of the item, which was seconded by Dean Mark A. James.

A member asked for clarification on the inclusion of the word "sustainability" because that discipline seems to cross other colleges. Dean Bubenzer explained that it is expected that sustainability will cross other colleges and the School of Digital Sciences model is desired in this case; the College of Applied Engineering, Sustainability and Technology would maintain a core but programs would branch into other areas. Another member asked if the programs now housed in the college warrant that "sustainability" be in the name. Dean Bubenzer explained that there are currently no programs but there are two certifications; and that there will be further development in that area. Another member asked if the college uses the term "sustainability" will there be a concern later if other programs use it as well. Dean Bubenzer replied in the negative adding that there are programs that already use the name.

A member asked if using the term "engineering" will be confusing to students. Assistant Professor Darwin L. Boyd said that it would be less confusing because the accrediting body changed its name. He added that other programs across the country are making this or similar changes. It is more description and attractive to students.

A member asked why "applied engineering" was first in the title as opposed to "technology" which has been in the title of the college for years. Dean Bubenzer explained that it was partly related to marketing. Senior Associate Provost Timothy J. Chandler added that "technology" is a 20th century term and as we

move into the 21st century it means something different. He said that he could envision it dropping out of the name altogether; this name change is to fashion a model for the 21st century. Assistant Professor Boyd added that the recent name change of the industrial technology major to applied engineering has been well received and has increased inquiries into the major. He added that the terms “technology” and “applied engineering” are not fully interchangeable, and there are still parts that are centered in technology and some parts that are in applied engineering.

With no further discussion the item passed, with one vote against.

Undergraduate Council Action Item 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.

Dean Bubenzer explained that this concentration will replace another one and moved for approval. The motion was seconded by Dean Steidl.

Dean Wanda E. Thomas stated that the concentration being proposed is a duplication of the concentration within the Bachelor of Technical and Applied Studies [BTAS] degree. Proposed courses are also a duplication of courses currently in the BTAS and also digital science courses. Another member stated that copies of the new course proposals and letters of support were not included with the proposal and to support the proposal would be giving carte blanche. It was explained that all courses go through electronic workflow and are viewable by anyone through FlashLine. Assistant Professor Boyd also passed out a copy of a letter of support from faculty members involved with the BTAS. He added that an agreement was in place in January that the College of Technology would support the Regional College items, namely the BTAS revision, and the Regional College would support this proposal by the College of Technology. Dean Thomas said that there must be clarity amongst students that if they pursue degree X they are on one degree path, and if they pursue degree Y they are on another, but with something this similar what is the difference.

There was discussion amongst the members as to whether or not the item would go to Faculty Senate. With no further discussion, the motion passed with 3 votes against.

Undergraduate Council Information Item 9: Request for review of the continued viability of minors not revised in more than five years by their sponsoring unites.

Assistant Dean Haley asked if the minors had not been revised in five year if it was problem. Associate Provost Booth replied that if they are reviewed and deemed viable that is fine, but if they have not been reviewed that is a problem. Senior Associate Provost Chandler stated that programmatic changes are preferred to constant substitutions. Director Tillett reminded members that if minors are revised the proposals need to be brought to EPC by the January 2012 meeting; inactivations need to be brought forth by the May 2012 meeting.

With no further questions or motions, the council turned to the Graduate Council agenda.

Graduate Council Action Item I: Approval of the minutes 18 April 2011.

Faculty Senate Chair Tom Janson moved for approval, which was seconded by Professor Fred T. Smith. The item passed unanimously.

Graduate Council Action Item 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.

Dean Mary Ann Stephens explained that this proposal is a result of the Graduate Education task force recommendation that graduate units be centralized. She added that the functions that the other colleges currently perform at the graduate level will remain in the College of Business Administration and the College of Education, Health and Human Services as well. Dean Stephens moved for approval, which was seconded by Chair Janson. The item passed unanimously.

Graduate Council Action Item 3: Inactivation of the Learning and Development [LRDV] major within the Master of Arts [MA] and Master of Education [MED] degrees.

Director Lynne E. Rowan stated that the proposal to inactivate is due to no student enrollment in the program and moved for approval of the item. The motion was seconded by Associate Dean Frederick W. Schroath and passed unanimously.

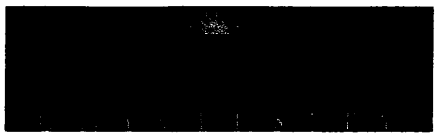
Graduate Council Action Item 4: Inactivation of the Rehabilitation Counseling [RHAB] major within the Educational Specialist [EDS] degree.

Director Rowan stated that the proposal to inactivate is due to no student enrollment in the program and moved for approval of the item. Associate Dean LuEtt J. Hanson seconded the motion which passed unanimously.

With no further items or discussion, Associate Dean Hanson moved for adjournment of the meeting at 4:08 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost



INSTITUTIONAL ARTICULATION AGREEMENT
BETWEEN
KENT STATE UNIVERSITY
AND
COLUMBUS STATE COMMUNITY COLLEGE

Kent State University and Columbus State Community College recognize the need to facilitate the transfer of students from Columbus State Community College to Kent State University to pursue and achieve their educational goals.

Kent State University (Kent, OH) serves both the development of true living/learning approach at the Kent Campus and the regional needs on seven campuses throughout Northeast Ohio. The regional campuses, located in Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull, and Tuscarawas offer the friendly, casual environment of a small liberal arts college. With nearly 200,000 alumni worldwide, Kent State University celebrated 100 years of guiding students in 2010. Kent State University is accredited by The Higher Learning Commission; Member-North Central Association. (30 N. LaSalle Street - Suite 2400, Chicago, Illinois 60602-2504, (312) 263-0456 or (800) 621-7440.)

Columbus State Community College (Columbus, OH) has been dedicated to meeting the educational needs of the Central Ohio community for more than 40 years. The College has grown from an initial enrollment of 67 students in 1963, to its current thriving college of more than 28,000 students. In addition to the main campus and the Delaware campus, Columbus State operates 9 off-campus centers in the suburban neighborhoods of Dublin, Gahanna, Westerville, Groveport, Marysville, Delaware, Grove City, Plain City, Southeast Columbus and in Southwest Columbus at Bolton Field. Columbus State Community College is accredited by The Higher Learning Commission; Member-North Central Association. (30 N. LaSalle Street - Suite 2400, Chicago, Illinois 60602-2504, (312) 263-0456 or (800) 621-7440.)

It is understood by the parties that Columbus State Community College is a state community college created pursuant to O.R.C. Chapter 3358, and is subject to certain applicable federal, state and local laws, including the Ohio Ethics Law, R.C. 102.03 and 102.04, and the Ohio Public Records Act, R.C. 149.43, *et seq*. Any record kept by Columbus State Community College that is deemed a public record is subject to release if a proper request is made. Both institutions are committed to, and will adhere to, applicable laws, regulations, policies, and guidelines effective after the date of this agreement.

While this Agreement is active and for a period of three years after its completion, the parties agree to maintain auditable records of all charges pertaining to this Agreement and make such records available to the Columbus State Community College as we may reasonably require.

This agreement is contingent upon the availability of sufficient appropriated funds and the College Treasurers certification that such funds are available as required pursuant to the O.R.C. 3358.10

In an effort to ease the transfer process and to promote the closer coordination of academic courses, programs and degrees offered by our institutions, we do hereby enter into the following institutional articulation agreement, in accordance with the guidelines and recommendations of the Ohio Articulation and Transfer Policy (HB 95).

1. Kent State University and Columbus State Community College shall adhere to the Ohio Articulation and Transfer Policy (HB 95).

2. Transfer students shall be subject to the catalog in force at the time of their admission to the receiving institution and to any revisions that occur after its publication and prior to their enrollment. Once admitted, transfer students shall be subject to the same regulations governing applicability of catalog requirements (including, but not limited to major, GPA, graduation, and/or residency requirements, policies, procedures, and standards) as native students. Furthermore, transfer students shall be accorded the same class standing and other privileges as native students on the basis of the number of credits earned.

3. Recognizing the system of preparation afforded by the completion of an Associate of Arts or Associate of Science (AA/AS) degree, and in accordance with the Ohio Articulation and Transfer policy, Kent State University will guarantee admission to the college/university and afford junior standing to all students who have earned an AA/AS degree from Columbus State Community College, provided their grade point average is at least 2.0 for all previous college-level courses.

   Students so admitted will be considered for admission to selective programs (majors, minors, or fields of concentration) with the same guidelines that are applied to native Kent State University students. Students are responsible for understanding and adhering to the selective admission requirements, according to catalog requirements, at the Kent State University.

   Students who have not completed their AA/AS degree, or who have earned a cumulative grade point average below 2.0, or those who have been dismissed previously from another institution will be considered for admission according to the admissions policy and standards of the Kent State University, according to catalog requirements.

4. Under this agreement, students of Columbus State Community College will be encouraged to complete their AA/AS degree before transferring to Kent State University.

   Should a Columbus State Community College student transfer to Kent State University prior to completion of an AA/AS degree, Columbus State Community College shall provide the opportunity for students to subsequently complete the AA/AS degree in absentia using Kent State University course credit. In this interest, all course work completed at Kent State University will be accepted and applied to AA/AS degree requirements at Columbus State Community College consistent with the criteria used for native Columbus State Community College students. The same course may also apply, and will apply only once, toward baccalaureate degree requirements at Kent State University.

5. Students who have successfully completed an AA/AS degree at Columbus State Community College who matriculate at Kent State University under the terms of this agreement, shall be considered to have completed that portion of the Kent State University general education requirements approved by Kent State University's Curriculum Council that are common to both Columbus State Community College and Kent State University.

6. Due to curriculum structures and the variability in student enrollment patterns, Kent State University cannot guarantee that students who transfer under the provision of this agreement will complete all the

requirements to graduate from Kent State University within two years or by earning an additional 90 quarter hours (60 semester hours) at the Kent State University.

7. Kent State University will provide Columbus State Community College with course equivalent information regarding Columbus State Community College courses and their Kent State University equivalents. Kent State University will update the information and provide the most current equivalencies to Columbus State Community College for the upcoming academic year, annually no later than July 1st.

8. Kent State University will report, to the Project Specialist for Articulation Agreements, the number of transfer students from Columbus State Community College for the previous academic year, annually no later than July 1st.

9. All collegiate-level credit transferred from Columbus State Community College shall be accepted toward the student's class standing and shall be articulated to specific Kent State University courses when possible.

10. Columbus State Community College and Kent State University will work together to maximize the acceptance and application of transfer credit. Program specific articulation agreements supporting this institutional agreement will outline selective admission requirements, course equivalencies, and other information affecting students who enroll in a particular academic program. These supplemental programmatic articulation arrangements must be consistent with the tenets of this overarching institutional agreement. Students transferring credit outside of programmatic articulation agreements will have the application of transfer credit done on a course-by-course basis by Kent State University. Ultimately, the acceptance and application of transfer credit is the decision of Kent State University.

11. Collegiate level courses completed at Columbus State Community College with a "D" or better grade will be accepted for students who transfer with an earned AA/AS degree. It should be noted that the student may be required to retake any course in which s/he received a grade of "D" where there is a higher minimum grade required for all native Kent State University students pursuing the same academic program. The application of this rule shall be the same for both native Kent State University students and Columbus State Community College transfer students.

12. All collegiate level courses completed at Columbus State Community College with a "C" or better grade, by students who choose to transfer before completing an associate degree, will be accepted toward towards the student's class standing at Kent State University. It should be noted that the student may be required to retake any course in which s/he received a grade of "C" where there is a higher minimum grade required for all native Kent State University students pursuing the same academic program. These credits will also be considered for application to the student's degree requirements using the same criteria used for native Kent State University students.

13. Federal regulations mandate that financial aid can be disbursed to a student by only one institution during any given term. Financial aid eligibility through Columbus State ends when the student completes their CSCC degree and commences working upon a degree program at Kent State University. Financial aid consortium agreements will be available to students pursuing a bachelor degree at Kent State University and exercised where permissible, with the Kent State University, serving as the home institution.

Contact: Cheryl Parker, Financial Aid Advisor
Columbus State Community College
550 East Spring Street, Columbus, OH 43215
cparker@cscc.edu, 614.287.2432

Kent State University will also designate individual(s) responsible for aspects of the financial aid consortium.

Contact: Mark Evans, Director of Student Financial Aid Office
Kent State University
103 MSC, Vpe Said, Kent, OH 44242-0001
mevans@kent.edu, 330.672.3846

14. The Dean of Instructional Services at Columbus State Community College will designate an official(s) who will be responsible for all aspects of the articulation program at Columbus State Community College.

Contact: Sarah M. Lathrop, Project Specialist for Articulation Agreements
Columbus State Community College
550 East Spring Street, Columbus, OH 43215
slathrop@cscc.edu or 614.287.2236

Kent State University will also designate individual(s) responsible for all aspects of this institutional agreement.

Contact: Gary A. Romes, Director of Articulation
Kent State University
PO Box 5190 Kent, OH 44242
gromes@kent.edu, 330-672-5810

15. Both parties are to communicate the conditions of this institutional articulation agreement, in accordance with federal, state, and local laws, to their respective external and internal constituencies.

Columbus State Community College will appropriately include this agreement in any listing of articulation and transfer agreements and will communicate this information through a web portal designed to disseminate transfer information to students, staff, and faculty. Other methods of communication, when appropriate, might include and are not limited to inclusion in the college catalog, program specific materials, and graduate mailings. Should materials specify and/or outline degree requirements, Columbus State will make clear that credit hours can only be counted once, toward a degree at Kent State University.

Kent State University will appropriately include this agreement in any listing of articulation and transfer agreements and will communicate this information, and afford the appropriate training when necessary, to staff and faculty to support the Columbus State Community College transfer student.

16. Columbus State Community College is hereby granted a limited, non-exclusive, non-transferable license to use the Kent State University name, tradenames, trademarks, and logos during the term of this Agreement **for the sole purpose of promoting this Agreement and Kent State University programs in accordance with this Agreement.**

Kent State University is hereby granted a limited, non-exclusive, non-transferable license to use Columbus State Community College's name, tradenames, trademarks, and logos during the term of this Agreement **for the sole purpose of marketing to the Columbus State Community College student population about this Agreement and Kent State University's programs in accordance with this Agreement.**

Upon termination of this Agreement, the limited licenses set forth in this section will immediately terminate and each party shall (i) cease all such aforementioned use; and (ii) discard, destroy or delete any printed and electronic materials containing the name, tradename, trademark, or logo of the other party. Neither party shall use the name, tradename, logo, or trademark of the other party in any way that would cause confusion in the public mind as to the relationship between the parties, and, except for the limited license set forth in this section, neither party shall by virtue of this Agreement gain any right, title, or interest in any name, tradename, trademark, or logo of the other party.

17. Neither party may assign or transfer its rights or obligations under this Agreement without the prior written consent of the other party. In no event, shall the license or use of the Institution's name, tradename, trademark, or logo be assigned to a parent, affiliate, or successor company formed by the merger or reorganization or similar corporate transaction of Kent State University with any other company.

18. This Institutional Articulation Agreement has an initial term through June 30, 2013. Thereafter, this Agreement will be renewed every two years, in accordance with the State of Ohio's biennial, unless either party gives the other a minimum of thirty (30) days prior written notice of non-renewal. Should the precepts of this agreement, in the interim, come in conflict with established policy at either institution, the established policy will take precedent and the agreement will be reviewed for possible modification. In either event, care will be taken to insure that agreement modifications will not adversely affect students already enrolled and covered under the provision of the existing agreement.

19. Kent State University and Columbus State Community College each reserve the right to terminate this agreement provided that at least one year's notice of a process terminated date is give.

This agreement is effective as of: March 1, 2011

Kent State University

Robert G. Frank
Provost & Senior VP for Academic Affairs

5/6/11
Date

Columbus State Community College

Tom Erney
Dean, Instructional Services

4/7/2011
Date

~~Senior VP of Academic Affairs~~
Dr. David T. Harrison
President

Date

FIRST AMENDMENT TO ARTICULATION AGREEMENT BETWEEN KENT STATE UNIVERSITY AND COLUMBUS STATE COMMUNITY COLLEGE

Kent State University and Columbus State Community College entered into an articulation agreement (effective March 1, 2011). The institutions desire to amend the current agreement to address the Associate of Applied Science (AAS) degree.

The parties mutually agree as follows:

1. Students of Columbus State Community College will be encouraged to complete their AAS degree before transferring to Kent State University.

2. Recognizing the system of preparation afforded by the completion of an Associate of Applied Science (AAS) degree, Kent State will guarantee admission to the university to all students who have earned an AAS degree from Columbus State Community College, provided their grade point average is at least 2.0 for all previous college-level courses.

3. Columbus State Community College and Kent State University will work together to maximize the acceptance and application of transfer credit for AAS graduates. Program specific articulation agreements supporting this institutional agreement will outline selective admission requirements, standing, course equivalencies, and other information affecting students who enroll in a particular academic program.

This amendment is effective as of: May 1, 2011

Kent State University

Robert G Frank 5/6/11

Robert G. Frank Date
Provost and Senior VP for Academic Affairs

Columbus State Community College

Date

Tom Erney Date
Dean, Instructional Services

Polly Owen Date
Dean, Career and Technical Programs

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Arch and Env Design	Architecture	ARCH10093	WORKSHOP:VARIABLE TITLE
Coll of Arch and Env Design	Architecture	ARCH20693	WORKSHOP:COMPUTER APPLICATIONS
Coll of Arch and Env Design	Architecture	ARCH45093	WORKSHOP:PROFESSIONAL PRACTICE
Coll of Arch and Env Design	Architecture	ARCH45204	BEYOND WESTERN TRADITIONS
Coll of Arch and Env Design	Architecture	ARCH45230	FRANK LLOYD WRIGHT
Coll of Arch and Env Design	Architecture	ARCH45610	RECONSTRUCTING ARCHITECTURE
Coll of Arch and Env Design	Architecture	ARCH45611	DESIGN THEORY AND CRITICISM:TWENTIETH CENTURY
Coll of Arch and Env Design	Architecture	ARCH45632	URBAN ECOLOGY
Coll of Arch and Env Design	Architecture	ARCH45702	URBAN DESIGN STUDIO II
Coll of Arch and Env Design	Architecture	ARCH45703	THEORIES AND PRINCIPLES OF URBAN DESIGN
Coll of Arch and Env Design	Architecture	ARCH45704	THEORIES AND PRINCIPLES OF URBAN DESIGN II
Coll of Arch and Env Design	Architecture	ARCH45706	SOCIO-POLITICAL REPRESENTATION IN URBAN DESIGN
Coll of Arch and Env Design	Architecture	ARCH45707	REPRESENTATION IN DESIGN
Coll of Arch and Env Design	Architecture	ARCH45793	WORKSHOP:URBAN DESIGN AND PLANNING
Coll of Arch and Env Design	Architecture	ARCH46263	MODERN ARCHITECTURE
Coll of Arch and Env Design	Architecture	ARCH46613	URBAN DESIGN THEORY
Coll of Arch and Env Design	Architecture	ARCH46991	SEMINAR:VARIABLE TOPIC
Coll of Arch and Env Design	Architecture	ARCH50093	VARIABLE TITLE WORKSHOP-ARCHITECTURE
Coll of Arch and Env Design	Architecture	ARCH50302	STRUCTURAL SYSTEMS II
Coll of Arch and Env Design	Architecture	ARCH55093	WORKSHOP:PROFESSIONAL PRACTICE
Coll of Arch and Env Design	Architecture	ARCH55230	FRANK LLOYD WRIGHT
Coll of Arch and Env Design	Architecture	ARCH55610	RECONSTRUCTING ARCHITECTURE
Coll of Arch and Env Design	Architecture	ARCH55611	DESIGN THEORY AND CRITICISM:20TH CENTURY
Coll of Arch and Env Design	Architecture	ARCH55701	URBAN DESIGN STUDIO I
Coll of Arch and Env Design	Architecture	ARCH55702	URBAN DESIGN STUDIO II
Coll of Arch and Env Design	Architecture	ARCH55706	SOCIO-POLITICAL REPRESENTATION IN URBAN DESIGN
Coll of Arch and Env Design	Architecture	ARCH55793	WORKSHOP IN URBAN DESIGN AND PLANNING
Coll of Arch and Env Design	Architecture	ARCH55813	PROFESSIONAL PRACTICE
Coll of Arch and Env Design	Architecture	ARCH55913	LAND USE CONTROL LAW
Coll of Arch and Env Design	Architecture	ARCH56613	URBAN DESIGN THEORY
Coll of Arch and Env Design	Architecture	ARCH56991	SEMINAR:VARIABLE TOPIC
Coll of Arch and Env Design	Architecture	ARCH56992	FIELD STUDY
Coll of Arch and Env Design	Architecture	ARCH56993	WORKSHOP:VARIABLE TOPIC
Coll of Arch and Env Design	Architecture	ARCH60201	HISTORY AND THEORY OF PRESERVATION
Coll of Arch and Env Design	Architecture	ARCH60202	BUILDING DIAGNOSTIC APPLICATIONS
Coll of Arch and Env Design	Architecture	ARCH60203	HISTORIC BUILDING MATERIALS CONSERVATION
Coll of Arch and Env Design	Architecture	ARCH60204	EXPLORING HISTORIC STRUCTURES
Coll of Arch and Env Design	Architecture	ARCH60205	PRESERVATION LEGISLATION AND POLICIES
Coll of Arch and Env Design	Architecture	ARCH65703	ANALYSIS OF URBAN FORM
Coll of Arch and Env Design	Architecture	ARCH65704	THEORIES OF URBANISM
Coll of Arch and Env Design	Architecture	ARCH66100	CAPSTONE PREPARATION
Coll of Arch and Env Design	Architecture	ARCH66892	PRACTICUM

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Arch and Env Design	Architecture	ARCH66991	SEMINAR:VARIABLE TOPIC
Coll of Arch and Env Design	Architecture	ARCH66993	WORKSHOP:VARIABLE TOPIC
Coll of Arch and Env Design	Architecture	ID24511	HOUSING IN TODAY'S SOCIETY
Coll of Arch and Env Design	Architecture	ID24513	SURVEY HISTORY OF INTERIORS
Coll of Arch and Env Design	Architecture	ID34512	HOME FURNISHINGS
Coll of Arch and Env Design	Architecture	ID41093	VARIABLE TITLE WORKSHOP IN INTERIOR DESIGN
Coll of Arch and Env Design	Architecture	ID44524	ANGLO-AMERICAN DOMESTIC INTERIORS, EARLY COLONIAL PERIOD
Coll of Arch and Env Design	Architecture	ID44526	LIGHTING DESIGN IN HISTORIC SPACES
Coll of Arch and Env Design	Architecture	ID51093	VARIABLE TITLE WORKSHOP IN INTERIOR DESIGN
Coll of Arch and Env Design	Architecture	ID51095	SPECIAL TOPICS IN INTERIOR DESIGN
Coll of Arch and Env Design	Architecture	ID54512	HISTORIC FURNISHING TEXTILES
Coll of Arch and Env Design	Architecture	ID54524	ANGLO-AMERICAN INTERIORS
Coll of Ed Health Human Svcs	Education	EDPF60094	COLLEGE TEACHING
Coll of Ed Health Human Svcs	Education	EDPF60094	COLLEGE TEACHING
Coll of Ed Health Human Svcs	Education	EDPF78903	LIFE SPAN DEVELOPMENT: CHILDHOOD AND ADOLESENCE
Coll of Ed Health Human Svcs	Education	EDPF78903	LIFE SPAN DEVELOPMENT: CHILDHOOD AND ADOLESENCE
Coll of Ed Health Human Svcs	Education	EDPF79559	CULTURAL FOUNDATIONS OF EDUCATION
Coll of Ed Health Human Svcs	Education	EDPF79559	CULTURAL FOUNDATIONS OF EDUCATION
Coll of Ed Health Human Svcs	Education	EDPF79562	FOUNDATIONS OF MODERN EDUCATION
Coll of Ed Health Human Svcs	Education	EDPF79562	FOUNDATIONS OF MODERN EDUCATION
Coll of Ed Health Human Svcs	Education	ELS73020	KNOWLEDGE GENERATION IN EXERCISE, LEISURE AND SPORT
Coll of Ed Health Human Svcs	Education	ELS73020	KNOWLEDGE GENERATION IN EXERCISE, LEISURE AND SPORT
Coll of Ed Health Human Svcs	Education	ELS73052	ADVANCED RESEARCH DESIGN AND STATISTICS IN EXERCISE, LEISURE AND
Coll of Ed Health Human Svcs	Education	ELS73052	ADVANCED RESEARCH DESIGN AND STATISTICS IN EXERCISE, LEISURE AND
Coll of Ed Health Human Svcs	Education	ELS75097	COLLOQUIUM IN SPORT AND RECREATION STUDIES
Coll of Ed Health Human Svcs	Education	ELS75097	COLLOQUIUM IN SPORT AND RECREATION STUDIES
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT20091	PREPROFESSIONAL SEMINAR IN EDUCATIONAL STUDIES
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT49570	SOCIAL FOUNDATIONS OF MULTICULTURAL EDUCATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT59570	SOC FOUND MULTICULT EDUC
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT69543	HIGHER EDUCATION IN THE UNITED STATES
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT69565	HISTORY OF WESTERN EDUCATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT69567	HISTORY OF HIGHER EDUCATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT70093	VARIABLE TOPIC WORKSHOP IN CULTURAL FOUNDATIONS
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT79543	HIGHER EDUCATION IN THE UNITED STATES
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT79552	LEGAL FOUNDATIONS OF EDUCATON
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT79565	HISTORY OF WESTERN EDUCATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT79567	HISTORY OF HIGHER EDUCATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT80085	LEGAL RESEARCH IN EDUCATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	CULT80091	SEMINAR: GREAT ISSUES IN EDUCATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EDAD46525	CAREERS IN HIGHER EDUCATION ADMINISTRATION AND STUDENT PERSONN
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EDAD65200	THE DEVELOPMENT AND ADMINISTRATION OF CHARTER SCHOOLS
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EDAD75200	THE DEVELOPMENT AND ADMINISTRATION OF CHARTER SCHOOLS

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EDAD76523	ADVANCED EDUCATION FINANCE
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EDAD76523	ADVANCED EDUCATION FINANCE
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EVAL68711	MODERN TEST THEORY: ITEM RESPONSE THEORY
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EVAL68712	GENERALIZABILITY THEORY
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EVAL78712	GENERALIZABILITY THEORY
Coll of Ed Health Human Svcs	Foundations Leadership Admin	EVAL78898	COMPARATIVE RESEARCH DESIGN
Coll of Ed Health Human Svcs	Foundations Leadership Admin	HM41093	VARIABLE TOPIC WORKSHOP IN HOSPITALITY MANAGEMENT
Coll of Ed Health Human Svcs	Foundations Leadership Admin	HM41093	VARIABLE TOPIC WORKSHOP IN HOSPITALITY MANAGEMENT
Coll of Ed Health Human Svcs	Foundations Leadership Admin	SRM65031	SOCIAL PSYCHOLOGY OF SPORT AND RECREATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	SRM65062	CONTEMPORARY ISSUES IN LEISURE AND RECREATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	SRM65063	ADMINISTRATIVE PROBLEMS IN RECREATION AND LEISURE SERVICES
Coll of Ed Health Human Svcs	Foundations Leadership Admin	SRM75006	CONTEMPORARY ISSUES IN SPORT MANAGEMENT
Coll of Ed Health Human Svcs	Foundations Leadership Admin	SRM75031	SOCIAL PSYCHOLOGY OF SPORT AND RECREATION
Coll of Ed Health Human Svcs	Foundations Leadership Admin	SRM75034	CONTEMPORARY SPORT LAW
Coll of Ed Health Human Svcs	Health Sciences	EXPH75004	BIOMECHANICS
Coll of Ed Health Human Svcs	Health Sciences	EXPH75080	PHYSIOLOGICAL BASIS OF EXERCISE AND SPORT
Coll of Ed Health Human Svcs	Health Sciences	EXPH75085	ANTHROPOMETRY AND BODY COMPOSITION IN THE EXERCISE SCIENCES
Coll of Ed Health Human Svcs	Health Sciences	HED46060	DEATH EDUCATION
Coll of Ed Health Human Svcs	Health Sciences	HED46060	DEATH EDUCATION
Coll of Ed Health Human Svcs	Health Sciences	HED47091	CURRENT ISSUES IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED47091	CURRENT ISSUES IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED56052	STRESS:RECOGNITION AND MANAGEMENT
Coll of Ed Health Human Svcs	Health Sciences	HED56052	STRESS:RECOGNITION AND MANAGEMENT
Coll of Ed Health Human Svcs	Health Sciences	HED57091	CURRENT ISSUES IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED57091	CURRENT ISSUES IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED64066	HEALTH IN THE DEVELOPING NATIONS
Coll of Ed Health Human Svcs	Health Sciences	HED64066	HEALTH IN THE DEVELOPING NATIONS
Coll of Ed Health Human Svcs	Health Sciences	HED64084	BEHAVIORAL SCIENCE IN THE HEALTH PROFESSIONS
Coll of Ed Health Human Svcs	Health Sciences	HED64084	BEHAVIORAL SCIENCE IN THE HEALTH PROFESSIONS
Coll of Ed Health Human Svcs	Health Sciences	HED64091	SEMINAR IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED64091	SEMINAR IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED70093	VARIABLE TITLE WORKSHOP IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED70093	VARIABLE TITLE WORKSHOP IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED74095	SPECIAL TOPICS:HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED74095	SPECIAL TOPICS:HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED77091	CURRENT ISSUES IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED77091	CURRENT ISSUES IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED78092	FIELD EXPERIENCE IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	HED78092	FIELD EXPERIENCE IN HEALTH EDUCATION AND PROMOTION
Coll of Ed Health Human Svcs	Health Sciences	NUTR41092	PRACTICUM IN NUTRITION
Coll of Ed Health Human Svcs	Health Sciences	NUTR41092	PRACTICUM IN NUTRITION
Coll of Ed Health Human Svcs	Health Sciences	NUTR41093	WORKSHOP IN NUTRITION

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Health Sciences	NUTR41093	WORKSHOP IN NUTRITION
Coll of Ed Health Human Svcs	Health Sciences	NUTR51093	VARIABLE TITLE WORKSHOP IN NUTRITION
Coll of Ed Health Human Svcs	Health Sciences	NUTR51093	VARIABLE TITLE WORKSHOP IN NUTRITION
Coll of Ed Health Human Svcs	Health Sciences	NUTR61091	SEMINAR IN NUTRITION
Coll of Ed Health Human Svcs	Health Sciences	SPA10001	AUDITORY COMPREHENSION:SKILLS AND STRATEGIES
Coll of Ed Health Human Svcs	Health Sciences	SPA10001	AUDITORY COMPREHENSION:SKILLS AND STRATEGIES
Coll of Ed Health Human Svcs	Health Sciences	SPA20202	VOICE, ARTICULATION AND PHONETICS
Coll of Ed Health Human Svcs	Health Sciences	SPA20202	VOICE, ARTICULATION AND PHONETICS
Coll of Ed Health Human Svcs	Health Sciences	SPA40104	COMMUNICATION DISORDERS IN CHILDREN AND ADOLESCENCE
Coll of Ed Health Human Svcs	Health Sciences	SPA40104	COMMUNICATION DISORDERS IN CHILDREN AND ADOLESCENCE
Coll of Ed Health Human Svcs	Health Sciences	SPA43300	SPEECH OF THE HEARING IMPAIRED
Coll of Ed Health Human Svcs	Health Sciences	SPA43300	SPEECH OF THE HEARING IMPAIRED
Coll of Ed Health Human Svcs	Health Sciences	SPA43506	SPECIAL ISSUES IN AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA43506	SPECIAL ISSUES IN AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA50104	SPEECH AND LANGUAGE REHABILITATION
Coll of Ed Health Human Svcs	Health Sciences	SPA50104	SPEECH AND LANGUAGE REHABILITATION
Coll of Ed Health Human Svcs	Health Sciences	SPA53300	SPEECH OF THE HEARING-IMPAIRED
Coll of Ed Health Human Svcs	Health Sciences	SPA53300	SPEECH OF THE HEARING-IMPAIRED
Coll of Ed Health Human Svcs	Health Sciences	SPA53506	SPECIAL ISSUES IN AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA53506	SPECIAL ISSUES IN AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA63104	ADVANCED AUDIOMETRY
Coll of Ed Health Human Svcs	Health Sciences	SPA63104	ADVANCED AUDIOMETRY
Coll of Ed Health Human Svcs	Health Sciences	SPA63105	AMPLIFICATION
Coll of Ed Health Human Svcs	Health Sciences	SPA63105	AMPLIFICATION
Coll of Ed Health Human Svcs	Health Sciences	SPA63107	ANATOMY AND PHYSIOLOGY OF THE HEARING MECHANISM
Coll of Ed Health Human Svcs	Health Sciences	SPA63107	ANATOMY AND PHYSIOLOGY OF THE HEARING MECHANISM
Coll of Ed Health Human Svcs	Health Sciences	SPA63202	AUDIOTORY ELECTROPHYSIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA63202	AUDIOTORY ELECTROPHYSIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA63205	ADVANCED AMPLIFICATION
Coll of Ed Health Human Svcs	Health Sciences	SPA63205	ADVANCED AMPLIFICATION
Coll of Ed Health Human Svcs	Health Sciences	SPA63301	PEDIATRIC AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA63301	PEDIATRIC AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA63502	ADVANCED AURAL REHABILITATION
Coll of Ed Health Human Svcs	Health Sciences	SPA63502	ADVANCED AURAL REHABILITATION
Coll of Ed Health Human Svcs	Health Sciences	SPA63504	PSYCHOACOUSTICS
Coll of Ed Health Human Svcs	Health Sciences	SPA63504	PSYCHOACOUSTICS
Coll of Ed Health Human Svcs	Health Sciences	SPA63691	SEMINAR IN AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA63691	SEMINAR IN AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA64091	SEMINAR IN COMMUNICATION DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64091	SEMINAR IN COMMUNICATION DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64093	WORKSHOP IN COMMUNICATION DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64093	WORKSHOP IN COMMUNICATION DISORDERS

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Health Sciences	SPA64191	SEMINAR:NEUROGENIC COMMUNICATION DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64191	SEMINAR:NEUROGENIC COMMUNICATION DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64291	SEMINAR:CHILD LANGUAGE
Coll of Ed Health Human Svcs	Health Sciences	SPA64291	SEMINAR:CHILD LANGUAGE
Coll of Ed Health Human Svcs	Health Sciences	SPA64350	AUGMENTATIVE COMMUNICATION AND LANGUAGE PROGRAMMING
Coll of Ed Health Human Svcs	Health Sciences	SPA64350	AUGMENTATIVE COMMUNICATION AND LANGUAGE PROGRAMMING
Coll of Ed Health Human Svcs	Health Sciences	SPA64351	CLINICAL MANAGEMENT IN SPEECH PATHOLOGY AND AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA64351	CLINICAL MANAGEMENT IN SPEECH PATHOLOGY AND AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA64352	THE SUPERVISORY PROCESS IN SPEECH PATHOLOGY/AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA64352	THE SUPERVISORY PROCESS IN SPEECH PATHOLOGY/AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA64353	COMMUNICATION PROGRAMMING FOR CHILDREN WITH MULTIPLE DISABILITI
Coll of Ed Health Human Svcs	Health Sciences	SPA64353	COMMUNICATION PROGRAMMING FOR CHILDREN WITH MULTIPLE DISABILITI
Coll of Ed Health Human Svcs	Health Sciences	SPA64355	ENVIRONMENTAL LANGUAGE PROGRAMMING
Coll of Ed Health Human Svcs	Health Sciences	SPA64355	ENVIRONMENTAL LANGUAGE PROGRAMMING
Coll of Ed Health Human Svcs	Health Sciences	SPA64506	INSTRUMENTATION
Coll of Ed Health Human Svcs	Health Sciences	SPA64506	INSTRUMENTATION
Coll of Ed Health Human Svcs	Health Sciences	SPA64591	SEMINAR:FLUENCY DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64591	SEMINAR:FLUENCY DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64691	SEMINAR:VOICE DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64691	SEMINAR:VOICE DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA64791	SEMINAR:SPEECH SCIENCE
Coll of Ed Health Human Svcs	Health Sciences	SPA64791	SEMINAR:SPEECH SCIENCE
Coll of Ed Health Human Svcs	Health Sciences	SPA73104	ADVANCED AUDIOMETRY
Coll of Ed Health Human Svcs	Health Sciences	SPA73104	ADVANCED AUDIOMETRY
Coll of Ed Health Human Svcs	Health Sciences	SPA73105	AMPLIFICATION
Coll of Ed Health Human Svcs	Health Sciences	SPA73105	AMPLIFICATION
Coll of Ed Health Human Svcs	Health Sciences	SPA73107	ANATOMY AND PHYSIOLOGY OF THE HEARING MECHANISM
Coll of Ed Health Human Svcs	Health Sciences	SPA73107	ANATOMY AND PHYSIOLOGY OF THE HEARING MECHANISM
Coll of Ed Health Human Svcs	Health Sciences	SPA73202	AUDITORY ELECTROPHYSIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA73202	AUDITORY ELECTROPHYSIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA73205	ADVANCED AMPLIFICATION
Coll of Ed Health Human Svcs	Health Sciences	SPA73205	ADVANCED AMPLIFICATION
Coll of Ed Health Human Svcs	Health Sciences	SPA73301	PEDIATRIC AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA73301	PEDIATRIC AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA73502	ADVANCED AURAL REHABILITATION
Coll of Ed Health Human Svcs	Health Sciences	SPA73502	ADVANCED AURAL REHABILITATION
Coll of Ed Health Human Svcs	Health Sciences	SPA73504	PSYCHOACOUSTICS
Coll of Ed Health Human Svcs	Health Sciences	SPA73504	PSYCHOACOUSTICS
Coll of Ed Health Human Svcs	Health Sciences	SPA73691	SEMINAR IN AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA73691	SEMINAR IN AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA74093	WORKSHOP IN COMMUNICATION DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA74093	WORKSHOP IN COMMUNICATION DISORDERS

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Health Sciences	SPA74191	SEMINAR:NEUROGENIC COMMUNICATION DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA74191	SEMINAR:NEUROGENIC COMMUNICATION DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA74291	SEMINAR:CHILD LANGUAGE
Coll of Ed Health Human Svcs	Health Sciences	SPA74291	SEMINAR:CHILD LANGUAGE
Coll of Ed Health Human Svcs	Health Sciences	SPA74350	AUGMENTATIVE COMMUNICATION AND LANGUAGE PROGRAMMING
Coll of Ed Health Human Svcs	Health Sciences	SPA74350	AUGMENTATIVE COMMUNICATION AND LANGUAGE PROGRAMMING
Coll of Ed Health Human Svcs	Health Sciences	SPA74351	CLINICAL MANAGEMENT IN SPEECH PATHOLOGY AND AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA74351	CLINICAL MANAGEMENT IN SPEECH PATHOLOGY AND AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA74352	THE SUPERVISORY PROCESS IN SPEECH PATHOLOGY/AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA74352	THE SUPERVISORY PROCESS IN SPEECH PATHOLOGY/AUDIOLOGY
Coll of Ed Health Human Svcs	Health Sciences	SPA74353	COMMUNICATION PROGRAMMING FOR CHILDREN WITH MULTIPLE DISABILITI
Coll of Ed Health Human Svcs	Health Sciences	SPA74353	COMMUNICATION PROGRAMMING FOR CHILDREN WITH MULTIPLE DISABILITI
Coll of Ed Health Human Svcs	Health Sciences	SPA74355	ENVIRONMENTAL LANGUAGE PROGRAMMING
Coll of Ed Health Human Svcs	Health Sciences	SPA74355	ENVIRONMENTAL LANGUAGE PROGRAMMING
Coll of Ed Health Human Svcs	Health Sciences	SPA74506	INSTRUMENTATION
Coll of Ed Health Human Svcs	Health Sciences	SPA74506	INSTRUMENTATION
Coll of Ed Health Human Svcs	Health Sciences	SPA74591	SEMINAR:FLUENCY DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA74591	SEMINAR:FLUENCY DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA74691	SEMINAR:VOICE DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA74691	SEMINAR:VOICE DISORDERS
Coll of Ed Health Human Svcs	Health Sciences	SPA74791	SEMINAR:SPEECH SCIENCE
Coll of Ed Health Human Svcs	Health Sciences	SPA74791	SEMINAR:SPEECH SCIENCE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS41791	SEMINAR:EDUCATIONAL STUDIES AND HELPING PROFESSIONS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS41791	SEMINAR:EDUCATIONAL STUDIES AND HELPING PROFESSIONS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67591	SEMINAR IN COUNSELING AND HUMAN DEVELOPMENT SERVICES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67591	SEMINAR IN COUNSELING AND HUMAN DEVELOPMENT SERVICES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67810	GROUP PROCESS AND ANALYSIS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67810	GROUP PROCESS AND ANALYSIS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67815	LABORATORY IN INTERPERSONAL ENCOUNTER
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67815	LABORATORY IN INTERPERSONAL ENCOUNTER
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67836	SMALL GROUP PRACTICUM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67836	SMALL GROUP PRACTICUM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67840	THEORIES AND METHODOLOGY OF ORGANIZATION DEVELOPMENT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS67840	THEORIES AND METHODOLOGY OF ORGANIZATION DEVELOPMENT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68000	GUIDANCE OF AT RISK YOUTH
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68000	GUIDANCE OF AT RISK YOUTH
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68060	PROFESSIONAL SEMINAR IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68060	PROFESSIONAL SEMINAR IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68098	INDIVIDUAL RESEARCH IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68098	INDIVIDUAL RESEARCH IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68165	CAREER COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68165	CAREER COUNSELING

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68525	INTRODUCTION TO FAMILY THERAPY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68525	INTRODUCTION TO FAMILY THERAPY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68531	PREPRACTICUM:MARRIAGE AND FAMILY THERAPY TECHNIQUES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68531	PREPRACTICUM:MARRIAGE AND FAMILY THERAPY TECHNIQUES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68535	ASSESSMENT AND RESEARCH IN MARRIAGE AND FAMILY THERAPY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68535	ASSESSMENT AND RESEARCH IN MARRIAGE AND FAMILY THERAPY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68591	SEMINAR:MARRIAGE AND FAMILY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS68591	SEMINAR:MARRIAGE AND FAMILY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS74084	BEHAVIORAL SCIENCE IN THE HEALTH PROFESSIONS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS74084	BEHAVIORAL SCIENCE IN THE HEALTH PROFESSIONS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77591	SEMINAR IN COUNSELING AND HUMAN DEVELOPMENT SERVICES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77591	SEMINAR IN COUNSELING AND HUMAN DEVELOPMENT SERVICES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77636	PRACTICUM I:COMMUNITY COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77636	PRACTICUM I:COMMUNITY COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77637	PRACTICUM II:COMMUNITY COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77637	PRACTICUM II:COMMUNITY COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77698	INDIVIDUAL RESEARCH IN COMMUNITY COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77698	INDIVIDUAL RESEARCH IN COMMUNITY COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77810	GROUP PROCESS AND ANALYSIS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77810	GROUP PROCESS AND ANALYSIS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77815	LABORATORY IN INTERPERSONAL ENCOUNTER
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77815	LABORATORY IN INTERPERSONAL ENCOUNTER
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77836	SMALL GROUP PRACTICUM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77836	SMALL GROUP PRACTICUM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77838	PLANNING AND IMPLEMENTING ORGANIZATIONAL CHANGE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77838	PLANNING AND IMPLEMENTING ORGANIZATIONAL CHANGE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77840	THEORIES AND METHODOLOGY OF ORGANIZATION DEVELOPMENT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS77840	THEORIES AND METHODOLOGY OF ORGANIZATION DEVELOPMENT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78000	GUIDANCE OF AT RISK YOUTH
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78000	GUIDANCE OF AT RISK YOUTH
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78036	SCHOOL COUNSELING PRACTICUM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78036	SCHOOL COUNSELING PRACTICUM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78060	PROFESSIONAL SEMINAR IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78060	PROFESSIONAL SEMINAR IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78095	SPECIAL TOPICS IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78095	SPECIAL TOPICS IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78098	INDIVIDUAL RESEARCH IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78098	INDIVIDUAL RESEARCH IN SCHOOL COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78165	CAREER COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78165	CAREER COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78525	INTRODUCTION TO FAMILY THERAPY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78525	INTRODUCTION TO FAMILY THERAPY

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78531	PREPRACTICUM:MARRIAGE AND FAMILY THERAPY TECHNIQUES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78531	PREPRACTICUM:MARRIAGE AND FAMILY THERAPY TECHNIQUES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78535	ASSESSMENT AND RESEARCH IN MARRIAGE AND FAMILY THERAPY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78535	ASSESSMENT AND RESEARCH IN MARRIAGE AND FAMILY THERAPY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78591	SEMINAR:MARRIAGE AND FAMILY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS78591	SEMINAR:MARRIAGE AND FAMILY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS87871	ADVANCED PRACTICUM IN SMALL GROUP WORK
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS87871	ADVANCED PRACTICUM IN SMALL GROUP WORK
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS88180	RESEARCH IN COUNSELING PROCESS AND OUTCOME
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS88180	RESEARCH IN COUNSELING PROCESS AND OUTCOME
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS88285	PRACTICUM IN COUNSELOR SUPERVISION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS88285	PRACTICUM IN COUNSELOR SUPERVISION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS88286	DEVELOPMENT OF COUNSELOR EDUCATION PROGRAMS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS88286	DEVELOPMENT OF COUNSELOR EDUCATION PROGRAMS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS88584	MARRIAGE AND FAMILY SUPERVISION/CONSULTATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	CHDS88584	MARRIAGE AND FAMILY SUPERVISION/CONSULTATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	EPSY68902	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION II
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	EPSY68904	LEARNING THEORIES APPLIED IN EDUCATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	EPSY69092	ADVANCED PRACTICUM AND INTERNSHIP IN LEARNING AND DEVELOPMENT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	EPSY89092	ADVANCED PRACTICUM AND INTERNSHIP IN LEARNING AND DEVELOPMENT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	GERO51093	VARIABLE TITLE WORKSHOP IN GERONTOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	GERO51093	VARIABLE TITLE WORKSHOP IN GERONTOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	GERO54092	PRACTICUM IN GERONTOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	HDFS34013	DEVELOPMENT IN INFANCY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	HDFS34013	DEVELOPMENT IN INFANCY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	HDFS55514	THE CONSUMER FAMILY IN TODAY'S SOCIETY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	HDFS64022	FAMILY LIFE IN THE LATER YEARS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	HDFS64025	STUDIES IN CHILD REARING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	HDFS65516	FAMILY RESOURCE MANAGEMENT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	HDFS65517	WORK AND FAMILY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC47495	SPECIAL TOPICS:EDUCATIONAL MEDIA
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC47495	SPECIAL TOPICS:EDUCATIONAL MEDIA
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC67415	UTILIZING TELEVISION IN THE CLASSROOM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC67415	UTILIZING TELEVISION IN THE CLASSROOM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC67434	EMERGING TECHNOLOGIES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC67434	EMERGING TECHNOLOGIES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC67491	SEMINAR:EDUCATIONAL MEDIA
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC67491	SEMINAR:EDUCATIONAL MEDIA
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC70093	VARIABLE TITLE WORKSHOP IN EDUCATIONAL MEDIA
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC70093	VARIABLE TITLE WORKSHOP IN EDUCATIONAL MEDIA
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC77415	UTILIZING TELEVISION IN THE CLASSROOM
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC77415	UTILIZING TELEVISION IN THE CLASSROOM

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC77434	EMERGING TECHNOLOGIES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC77434	EMERGING TECHNOLOGIES
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC77491	SEMINAR:EDUCATIONAL MEDIA
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC77491	SEMINAR:EDUCATIONAL MEDIA
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC77492	ADVANCED PRACTICUM AND INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	ITEC77492	ADVANCED PRACTICUM AND INTERNSHIP IN INSTRUCTIONAL TECHNOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB60093	VARIABLE TITLE WORKSHOP IN REHABILITATION COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB60093	VARIABLE TITLE WORKSHOP IN REHABILITATION COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB70093	VARIABLE TITLE WORKSHOP IN REHABILITATION COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB70093	VARIABLE TITLE WORKSHOP IN REHABILITATION COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77723	MEDICAL INFORMATION FOR REHABILITATION COUNSELORS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77723	MEDICAL INFORMATION FOR REHABILITATION COUNSELORS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77728	ADJUSTMENT AND TRAINING GROUPS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77728	ADJUSTMENT AND TRAINING GROUPS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77731	INDIVIDUAL COUNSELING PROCEDURES IN REHABILITATION COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77731	INDIVIDUAL COUNSELING PROCEDURES IN REHABILITATION COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77736	INDIVIDUAL COUNSELING PRACTICUM IN REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77736	INDIVIDUAL COUNSELING PRACTICUM IN REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77743	PSYCHIATRIC REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77743	PSYCHIATRIC REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77744	DRUG AND ALCOHOL REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77744	DRUG AND ALCOHOL REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77796	INDIVIDUAL INVESTIGATION IN REHABILITATION COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77796	INDIVIDUAL INVESTIGATION IN REHABILITATION COUNSELING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77798	INDIVIDUAL RESEARCH IN REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB77798	INDIVIDUAL RESEARCH IN REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB88129	ADVANCED ASSESSMENT IN REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB88129	ADVANCED ASSESSMENT IN REHABILITATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB88188	HISTORY AND SYSTEMS OF REHABILITATION PSYCHOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	RHAB88188	HISTORY AND SYSTEMS OF REHABILITATION PSYCHOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED43316	PRESCHOOL EDUCATION OF THE HEARING IMPAIRED
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED43316	PRESCHOOL EDUCATION OF THE HEARING IMPAIRED
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED53109	CUED SPEECH AND ORAL INTERPRETING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED53109	CUED SPEECH AND ORAL INTERPRETING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED60094	COLLEGE TEACHING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED60094	COLLEGE TEACHING
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED63535	INTELLIGENCE, ASSESSMENT AND EVALUATION IN GIFTED EDUCATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED63535	INTELLIGENCE, ASSESSMENT AND EVALUATION IN GIFTED EDUCATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED64092	FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED64092	FIELD EXPERIENCE FOR MILD/MODERATE INTERVENTION SPECIALIST
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED64192	FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED64192	FIELD EXPERIENCE FOR MODERATE/INTENSIVE INTERVENTION SPECIALIST

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73031	PROGRESS MONITORING AND PROGRAM EVALUATION FOR BEHAVIORAL INT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73031	PROGRESS MONITORING AND PROGRAM EVALUATION FOR BEHAVIORAL INT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73032	ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE EMOTIONAL AND BE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73032	ADVANCED INTERVENTIONS FOR ADDRESSING SEVERE EMOTIONAL AND BE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73531	CURRICULUM DEVELOPMENT FOR GIFTED LEARNERS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73531	CURRICULUM DEVELOPMENT FOR GIFTED LEARNERS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73532	GIFTED PROGRAM DESIGN AND ADMINISTRATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73532	GIFTED PROGRAM DESIGN AND ADMINISTRATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73535	INTELLIGENCE, ASSESSMENT AND EVALUATION IN GIFTED EDUCATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73535	INTELLIGENCE, ASSESSMENT AND EVALUATION IN GIFTED EDUCATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73952	FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73952	FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73953	PRACTICAL APPLICATIONS:BIRTH TO FIVE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73953	PRACTICAL APPLICATIONS:BIRTH TO FIVE
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73954	PRACTICAL APPLICATIONS:FIVE TO EIGHT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73954	PRACTICAL APPLICATIONS:FIVE TO EIGHT
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73955	TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73955	TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73958	EARLY CHILDHOOD INTERVENTION METHODS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73958	EARLY CHILDHOOD INTERVENTION METHODS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73959	MEDICAL ASPECTS OF EARLY CHILDHOOD
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED73959	MEDICAL ASPECTS OF EARLY CHILDHOOD
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED83956	BIOMEDICAL ASPECTS OF SPECIAL EDUCATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPED83956	BIOMEDICAL ASPECTS OF SPECIAL EDUCATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY60166	OBSERVATIONAL ANALYSIS OF CLASSROOM INTERACTIONS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY60166	OBSERVATIONAL ANALYSIS OF CLASSROOM INTERACTIONS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY60191	SEMINAR:SCHOOL PSYCHOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY60191	SEMINAR:SCHOOL PSYCHOLOGY
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY67918	PROBLEMS IN RESEARCH INTERPRETATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY67918	PROBLEMS IN RESEARCH INTERPRETATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY70166	OBSERVATIONAL ANALYSIS OF CLASSROOM INTERACTIONS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY70166	OBSERVATIONAL ANALYSIS OF CLASSROOM INTERACTIONS
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY77918	PROBLEMS IN RESEARCH INTERPRETATION
Coll of Ed Health Human Svcs	Lifespan Dev and Educ Sciences	SPSY77918	PROBLEMS IN RESEARCH INTERPRETATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ADED42295	SPECIAL TOPICS IN ADED
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ADED42295	SPECIAL TOPICS IN ADED
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI63193	VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND SPORT
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI65007	MOTOR SKILL ACQUISITION AND PERFORMANCE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI65043	SUPERVISION PROCESSES IN SPORT PEDAGOGY
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI67345	ORGANIZATION AND SUPERVISION OF READING PROGRAMS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI67345	ORGANIZATION AND SUPERVISION OF READING PROGRAMS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI67392	ADVANCED PRACTICUM AND INTERNSHIP IN READING

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI67392	ADVANCED PRACTICUM AND INTERNSHIP IN READING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI75007	MOTOR SKILL ACQUISITION AND PERFORMANCE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI75043	SUPERVISION PROCESSES IN SPORT PEDAGOGY
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI77345	ORGANIZATION AND SUPERVISION OF READING PROGRAMS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI77345	ORGANIZATION AND SUPERVISION OF READING PROGRAMS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI77392	ADVANCED PRACTICUM AND INTERNSHIP IN READING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CI77392	ADVANCED PRACTICUM AND INTERNSHIP IN READING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE36020	OCCUPATIONAL EXPERIENCE:TECHNOLOGY
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE36020	OCCUPATIONAL EXPERIENCE:TECHNOLOGY
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE36021	OCCUPATIONAL EXPERIENCE:MANIPULATIVE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE36021	OCCUPATIONAL EXPERIENCE:MANIPULATIVE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE46092	INTERNSHIP, PRACTICUM AND FIELD EXPERIENCE IN CAREER TECHNICAL ED
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE46092	INTERNSHIP, PRACTICUM AND FIELD EXPERIENCE IN CAREER TECHNICAL ED
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE56092	INTERNSHIP, PRACTICUM AND FIELD EXPERIENCE IN CAREER TECHNICAL ED
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE56092	INTERNSHIP, PRACTICUM AND FIELD EXPERIENCE IN CAREER TECHNICAL ED
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE56192	PRACTICUM:OCCUPATIONAL
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE56192	PRACTICUM:OCCUPATIONAL
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE60199	THESIS I
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE60199	THESIS I
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE60299	THESIS II
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE60299	THESIS II
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE66095	SPECIAL TOPICS IN CAREER-TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE66095	SPECIAL TOPICS IN CAREER-TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE70093	VARIABLE TOPIC WORKSHOP IN CAREER TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE70093	VARIABLE TOPIC WORKSHOP IN CAREER TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE76095	SPECIAL TOPICS IN CAREER-TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE76095	SPECIAL TOPICS IN CAREER-TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE76096	INDIVIDUAL INVESTIGATION IN CAREER-TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE76096	INDIVIDUAL INVESTIGATION IN CAREER-TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE86098	ADVANCED RESEARCH IN CAREER-TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	CTTE86098	ADVANCED RESEARCH IN CAREER-TECHNICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED40146	TEACHING WITH MICROCOMPUTERS:EARLY YEARS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED40146	TEACHING WITH MICROCOMPUTERS:EARLY YEARS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED50146	TEACHING WITH MICROCOMPUTERS:EARLY YEARS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED50146	TEACHING WITH MICROCOMPUTERS:EARLY YEARS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED50151	GUIDANCE OF YOUNG CHILDREN
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED50151	GUIDANCE OF YOUNG CHILDREN
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60111	AUXILIARY SERVICES FOR EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60111	AUXILIARY SERVICES FOR EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60150	CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60150	CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60154	PRACTICAL APPLICATIONS BIRTH TO FIVE

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60154	PRACTICAL APPLICATIONS BIRTH TO FIVE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60155	INFANT AND TODDLER DEVELOPMENT AND EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60155	INFANT AND TODDLER DEVELOPMENT AND EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60156	FOUNDATIONS IN EARLY CHILDHOOD SERVICES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60156	FOUNDATIONS IN EARLY CHILDHOOD SERVICES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60157	ASSESSMENT/TEACHING EXCEPTIONAL INFANTS AND YOUNG CHILDREN
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60157	ASSESSMENT/TEACHING EXCEPTIONAL INFANTS AND YOUNG CHILDREN
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60159	FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60159	FAMILY PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60161	PARENTING EDUCATION:SUPPORTING THE PARENTING PROCESS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60161	PARENTING EDUCATION:SUPPORTING THE PARENTING PROCESS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60162	PRACTICAL APPLICATIONS FIVE TO EIGHT
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60162	PRACTICAL APPLICATIONS FIVE TO EIGHT
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60164	APPROPRIATE ASSESSMENT IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60164	APPROPRIATE ASSESSMENT IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60165	PRINCIPLES OF SOCIAL LEARNING APPLIED TO EARLY CHILDHOOD EDUCATI
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60165	PRINCIPLES OF SOCIAL LEARNING APPLIED TO EARLY CHILDHOOD EDUCATI
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60166	OBSERVATIONAL ANALYSIS OF CLASSROOM INTERACTIONS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60166	OBSERVATIONAL ANALYSIS OF CLASSROOM INTERACTIONS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60168	COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60168	COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60192	EARLY CHILDHOOD SERVICES INTERVENTION METHODS/INTERNSHIP
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED60192	EARLY CHILDHOOD SERVICES INTERVENTION METHODS/INTERNSHIP
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70093	VARIABLE TITLE WORKSHOP IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70093	VARIABLE TITLE WORKSHOP IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70111	AUXILIARY SERVICES FOR EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70111	AUXILIARY SERVICES FOR EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70112	HUMANITIES FOR CHILDREN
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70112	HUMANITIES FOR CHILDREN
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70154	PRACTICAL APPLICATIONS BIRTH TO FIVE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70154	PRACTICAL APPLICATIONS BIRTH TO FIVE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70155	INFANT AND TODDLER DEVELOPMENT AND EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70155	INFANT AND TODDLER DEVELOPMENT AND EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70161	PARENTING EDUCATION:SUPPORTING THE PARENTING PROCESS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70161	PARENTING EDUCATION:SUPPORTING THE PARENTING PROCESS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70164	APPROPRIATE ASSESSMENT IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70164	APPROPRIATE ASSESSMENT IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70165	PRINCIPLES OF SOCIAL LEARNING APPLIED TO EARLY CHILDHOOD EDUCATI
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70165	PRINCIPLES OF SOCIAL LEARNING APPLIED TO EARLY CHILDHOOD EDUCATI
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70166	OBSERVATIONAL ANALYSIS OF CLASSROOM INTERACTIONS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70166	OBSERVATIONAL ANALYSIS OF CLASSROOM INTERACTIONS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70167	LANGUAGE AND LITERACY:UNDERSTANDING DEVELOPMENT

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Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70167	LANGUAGE AND LITERACY:UNDERSTANDING DEVELOPMENT
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70168	COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED70168	COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED80291	ADVANCED SEMINAR IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED80291	ADVANCED SEMINAR IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED80295	SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	ECED80295	SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	MCED40000	TEACHING AND LEARNING IN MIDDLE CHILDHOOD
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	MCED40000	TEACHING AND LEARNING IN MIDDLE CHILDHOOD
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	MCED40092	FIELD EXPERIENCE III:MIDDLE CHILDHOOD
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	MCED40092	FIELD EXPERIENCE III:MIDDLE CHILDHOOD
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10001	ADAPTED PHYSICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10001	ADAPTED PHYSICAL EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10103	INTERNATIONAL FOLK DANCE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10103	INTERNATIONAL FOLK DANCE
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10106	DOWNHILL SKIING-SPECIALIZATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10106	DOWNHILL SKIING-SPECIALIZATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10315	INTERMEDIATE BILLIARDS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10315	INTERMEDIATE BILLIARDS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10404	FENCING-FOIL ONLY
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10404	FENCING-FOIL ONLY
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10802	FITNESS SWIMMING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10802	FITNESS SWIMMING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10907	INTERMEDIATE TENNIS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10907	INTERMEDIATE TENNIS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10916	INTERMEDIATE RACQUETBALL
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB10916	INTERMEDIATE RACQUETBALL
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB11025	CROSS COUNTRY-VARSITY
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB11025	CROSS COUNTRY-VARSITY
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB11104	BEGINNING GYMNASTICS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB11104	BEGINNING GYMNASTICS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB12604	INTERMEDIATE FENCING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB12604	INTERMEDIATE FENCING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13006	CROSS-COUNTRY SKIING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13006	CROSS-COUNTRY SKIING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13013	CANOEING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13013	CANOEING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13021	WILDERNESS ROUTE FINDING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13021	WILDERNESS ROUTE FINDING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13023	ROCK CLIMBING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13023	ROCK CLIMBING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13024	BEGINNING KAYAKING

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Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13024	BEGINNING KAYAKING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13025	BASIC SAILING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13025	BASIC SAILING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13027	WINTER BACKPACKING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13027	WINTER BACKPACKING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13093	VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND SPORT
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEB13093	VARIABLE TITLE WORKSHOP IN EXERCISE, LEISURE AND SPORT
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP25001	OFFICIATING SPORT ACTIVITIES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP25001	OFFICIATING SPORT ACTIVITIES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35043	COACHING GYMNASTICS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35043	COACHING GYMNASTICS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35045	COACHING WRESTLING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35045	COACHING WRESTLING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35047	COACHING TENNIS AND GOLF
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35047	COACHING TENNIS AND GOLF
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35049	COACHING TRACK AND FIELD
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35049	COACHING TRACK AND FIELD
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35052	EDUCATIONAL DANCE/GYMNASTICS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP35052	EDUCATIONAL DANCE/GYMNASTICS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP43098	RESEARCH IN EXERCISE, LEISURE AND SPORT
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	PEP43098	RESEARCH IN EXERCISE, LEISURE AND SPORT
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED32146	INTRODUCTION TO CONTENT AREA READING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED32146	INTRODUCTION TO CONTENT AREA READING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED32272	TEACHING OF SPEECH
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED32272	TEACHING OF SPEECH
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED32275	SOCIAL STUDIES EDUCATION AND THE SOCIAL SCIENCES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED32275	SOCIAL STUDIES EDUCATION AND THE SOCIAL SCIENCES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED40093	VARIABLE TITLE WORKSHOP IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED40093	VARIABLE TITLE WORKSHOP IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42157	TEACHING WITH MICROCOMPUTERS:SECONDARY CLASSROOM
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42157	TEACHING WITH MICROCOMPUTERS:SECONDARY CLASSROOM
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42272	TEACHING OF COMPUTER SCIENCE IN THE SECONDARY SCHOOL
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42272	TEACHING OF COMPUTER SCIENCE IN THE SECONDARY SCHOOL
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42275	TEACHING SOCIAL STUDIES IN SECONDARY SCHOOLS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42275	TEACHING SOCIAL STUDIES IN SECONDARY SCHOOLS
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42292	FIELD WORK PRACTICUM
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42292	FIELD WORK PRACTICUM
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42295	SPECIAL TOPICS IN SEED
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED42295	SPECIAL TOPICS IN SEED
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED47248	TEACHING CRITICAL THINKING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED47248	TEACHING CRITICAL THINKING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED50093	VARIABLE TITLE WORKSHOP IN SECONDARY EDUCATION

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Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED50093	VARIABLE TITLE WORKSHOP IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED52157	TEACHING WITH MICROCOMPUTERS:SECONDARY CLASSROOM
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED52157	TEACHING WITH MICROCOMPUTERS:SECONDARY CLASSROOM
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED52260	METHODS OF TEACHING FOREIGN LANGUAGES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED52260	METHODS OF TEACHING FOREIGN LANGUAGES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED53325	MULTI-MODAL LITERACIES IN THE SECONDARY CLASSROOM
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED57248	TEACHING CRITICAL THINKING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED57248	TEACHING CRITICAL THINKING
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED67148	RESEARCH AND THE CLASSROOM TEACHER
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED67148	RESEARCH AND THE CLASSROOM TEACHER
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED67231	TRENDS IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED67231	TRENDS IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED67232	SECONDARY SCHOOL SOCIAL STUDIES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED67232	SECONDARY SCHOOL SOCIAL STUDIES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED67234	SCIENCE IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED67234	SCIENCE IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED70093	VARIABLE TITLE WORKSHOP IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED70093	VARIABLE TITLE WORKSHOP IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED72191	SEMINAR IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED72191	SEMINAR IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED77231	TRENDS IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED77231	TRENDS IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED77232	SECONDARY SCHOOL SOCIAL STUDIES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED77232	SECONDARY SCHOOL SOCIAL STUDIES
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED77234	SCIENCE IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED77234	SCIENCE IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED82192	ADVANCED PRACTICUM AND INTERNSHIP IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED82192	ADVANCED PRACTICUM AND INTERNSHIP IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED82195	SPECIAL TOPICS IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED82195	SPECIAL TOPICS IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED82198	RESEARCH IN SECONDARY EDUCATION
Coll of Ed Health Human Svcs	Teaching Learning and Curricul	SEED82198	RESEARCH IN SECONDARY EDUCATION
College of Arts and Sciences	Anthropology	ANTH38050	THEORY IN CULTURAL ANTHROPOLOGY
College of Arts and Sciences	Anthropology	ANTH38420	PREHISTORY:URBANISM
College of Arts and Sciences	Anthropology	ANTH38430	LITHICS
College of Arts and Sciences	Anthropology	ANTH48210	CULTURE AND COMMUNICATION
College of Arts and Sciences	Anthropology	ANTH48230	SOCIO-CULTURAL CHANGE
College of Arts and Sciences	Anthropology	ANTH48240	THE SYMBOLIC IMPERATIVE
College of Arts and Sciences	Anthropology	ANTH48291	SEMINAR IN REVOLUTION AND CULTURE CHANGE
College of Arts and Sciences	Anthropology	ANTH48420	ARCHAEOLOGY OF NORTH AMERICA
College of Arts and Sciences	Anthropology	ANTH58210	CULTURE AND COMMUNICATION
College of Arts and Sciences	Anthropology	ANTH58230	SOCIO-CULTURAL CHANGE

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College of Arts and Sciences	Anthropology	ANTH58240	THE SYMBOLIC IMPERATIVE
College of Arts and Sciences	Anthropology	ANTH58291	SEMINAR IN REVOLUTION AND CULTURE CHANGE
College of Arts and Sciences	Anthropology	ANTH58420	ARCHAEOLOGY OF NORTH AMERICA
College of Arts and Sciences	Anthropology	ANTH58692	FIELD WORK IN BIOLOGICAL ANTHROPOLOGY
College of Arts and Sciences	Anthropology	ANTH68091	RESEARCH SEMINAR IN ANTHROPOLOGICAL THEORY
College of Arts and Sciences	Anthropology	ANTH68093	VARIABLE TITLE WORKSHOP IN ANTHROPOLOGY
College of Arts and Sciences	Anthropology	ANTH68240	ETHNIC GROUP ANALYSIS:EAST ASIA
College of Arts and Sciences	Anthropology	ANTH68242	ETHNIC GROUP ANALYSIS:NORTH AMERICA
College of Arts and Sciences	Anthropology	ANTH68612	PRIMATE ANATOMY
College of Arts and Sciences	Anthropology	ANTH68621	PALEODEMOGRAPHY AND OSTEOLOGY
College of Arts and Sciences	Anthropology	ANTH68622	HUMAN POPULATION STRUCTURE AND BIOLOGICAL DEMOGRAPHY
College of Arts and Sciences	Anthropology	ANTH68623	HUMAN VARIATION
College of Arts and Sciences	Anthropology	ANTH68625	DENTAL ANTHROPOLOGY
College of Arts and Sciences	Anthropology	ANTH68626	PRIMATE PALEONTOLOGY
College of Arts and Sciences	Arts and Sciences	AMST40197	SENIOR COLLOQUIUM
College of Arts and Sciences	Arts and Sciences	AS11001	FOUNDATIONS OF MODERN THOUGHT I
College of Arts and Sciences	Arts and Sciences	AS11002	FOUNDATIONS OF MODERN THOUGHT II
College of Arts and Sciences	Arts and Sciences	AS40197	RUSSIAN AREA STUDIES COLLOQUIUM
College of Arts and Sciences	Arts and Sciences	AS60220	BIOINFORMATICS
College of Arts and Sciences	Arts and Sciences	CPHY60498	RESEARCH
College of Arts and Sciences	Arts and Sciences	CPHY62243	LYOTROPIC LIQUID CRYSTALS AND MICELLAR SYSTEMS
College of Arts and Sciences	Arts and Sciences	CPHY72415	FLUID MECHANICS AND RHEOLOGY
College of Arts and Sciences	Arts and Sciences	CPHY72418	DEFECTS IN LIQUID CRYSTAL MATERIALS
College of Arts and Sciences	Arts and Sciences	CPHY72461	NONLINEAR OPTICS OF MATERIALS
College of Arts and Sciences	Arts and Sciences	CPHY72515	CHEMISTRY OF AMPHIPHILES
College of Arts and Sciences	Arts and Sciences	CPHY72517	MEMBRANE SPECTROSCOPY
College of Arts and Sciences	Arts and Sciences	CPHY72641	LIQUID CRYSTAL SURFACES AND INTERFACES
College of Arts and Sciences	Arts and Sciences	CPHY72645	SEMICONDUCTOR DEVICES
College of Arts and Sciences	Arts and Sciences	WMST20193	VARIABLE TITLE WORKSHOP IN WOMEN'S STUDIES
College of Arts and Sciences	Arts and Sciences	WMST40193	VARIABLE TITLE WORKSHOP IN WOMEN'S STUDIES
College of Arts and Sciences	Biological Sciences	BSCI10010	LAKE ERIE ENVIRONMENTAL SCIENCE
College of Arts and Sciences	Biological Sciences	BSCI20001	ZOOLOGICAL FOUNDATIONS OF MEDICINE
College of Arts and Sciences	Biological Sciences	BSCI40170	STREAM BIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI40193	VARIABLE TITLE WORKSHOP IN BIOLOGICAL SCIENCES
College of Arts and Sciences	Biological Sciences	BSCI40269	BIOLOGY OF THE ALGAE
College of Arts and Sciences	Biological Sciences	BSCI40367	LIMNOLOGICAL TECHNIQUES
College of Arts and Sciences	Biological Sciences	BSCI40369	LAKE MANAGEMENT
College of Arts and Sciences	Biological Sciences	BSCI40444	MAMMALIAN PHYSIOLOGY LABORATORY I
College of Arts and Sciences	Biological Sciences	BSCI40517	HISTOLOGY
College of Arts and Sciences	Biological Sciences	BSCI50170	STREAM BIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI50193	VARIABLE TITLE WORKSHOP IN BIOLOGICAL SCIENCES
College of Arts and Sciences	Biological Sciences	BSCI50269	BIOLOGY OF THE ALGAE

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Biological Sciences	BSCI50367	LIMNOLOGICAL TECHNIQUES
College of Arts and Sciences	Biological Sciences	BSCI50369	LAKE MANAGEMENT
College of Arts and Sciences	Biological Sciences	BSCI50444	MAMMALIAN PHYSIOLOGY LAB I
College of Arts and Sciences	Biological Sciences	BSCI50517	HISTOLOGY
College of Arts and Sciences	Biological Sciences	BSCI60191	SEMINAR IN BIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI60220	BIOINFORMATICS
College of Arts and Sciences	Biological Sciences	BSCI60265	PLANT METABOLISM
College of Arts and Sciences	Biological Sciences	BSCI60266	PLANT GROWTH AND DEVELOPMENT
College of Arts and Sciences	Biological Sciences	BSCI60291	SEMINAR IN BOTANY
College of Arts and Sciences	Biological Sciences	BSCI60365	EXPERIMENTAL LIMNOLOGY
College of Arts and Sciences	Biological Sciences	BSCI60367	DYNAMICS OF AQUATIC COMMUNITIES
College of Arts and Sciences	Biological Sciences	BSCI60438	COMPARATIVE PHYSIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI60495	SPECIAL TOPICS IN PHYSIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI60580	ADVANCED ENTOMOLOGY
College of Arts and Sciences	Biological Sciences	BSCI70159	MOLECULAR BIOLOGY LABORATORY
College of Arts and Sciences	Biological Sciences	BSCI70170	STREAM BIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI70191	SEMINAR IN BIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI70193	VARIABLE TITLE WORKSHOP IN BIOLOGICAL SCIENCES
College of Arts and Sciences	Biological Sciences	BSCI70265	PLANT METABOLISM
College of Arts and Sciences	Biological Sciences	BSCI70266	PLANT GROWTH AND DEVELOPMENT
College of Arts and Sciences	Biological Sciences	BSCI70269	BIOLOGY OF THE ALGAE
College of Arts and Sciences	Biological Sciences	BSCI70291	SEMINAR IN BOTANY
College of Arts and Sciences	Biological Sciences	BSCI70367	LIMNOLOGICAL TECHNIQUES
College of Arts and Sciences	Biological Sciences	BSCI70369	LAKE MANAGEMENT
College of Arts and Sciences	Biological Sciences	BSCI70438	COMPARATIVE PHYSIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI70444	MAMMALIAN PHYSIOLOGY LAB I
College of Arts and Sciences	Biological Sciences	BSCI70495	SPECIAL TOPICS IN PHYSIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI70517	HISTOLOGY
College of Arts and Sciences	Biological Sciences	BSCI70580	ADVANCED ENTOMOLOGY
College of Arts and Sciences	Biological Sciences	BSCI80150	BIOLOGICAL INSTRUMENTATION
College of Arts and Sciences	Biological Sciences	BSCI80240	ADVANCED TOPICS IN BOTANY
College of Arts and Sciences	Biological Sciences	BSCI80241	ADVANCED TOPICS IN BOTANY
College of Arts and Sciences	Biological Sciences	BSCI80310	ADVANCED TOPICS IN ECOLOGY
College of Arts and Sciences	Biological Sciences	BSCI80311	ADVANCED TOPICS IN ECOLOGY
College of Arts and Sciences	Biological Sciences	BSCI80365	EXPERIMENTAL LIMNOLOGY
College of Arts and Sciences	Biological Sciences	BSCI80367	DYNAMICS OF AQUATIC COMMUNITIES
College of Arts and Sciences	Biological Sciences	BSCI80430	ADVANCED TOPICS IN PHYSIOLOGY
College of Arts and Sciences	Biological Sciences	BSCI80431	ADVANCED TOPICS IN PHYSIOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS60194	COLLEGE TEACHING IN BIOMEDICAL SCIENCES
College of Arts and Sciences	Biomedical Sciences	BMS60221	ULTRASTRUCTURE OF THE CELL
College of Arts and Sciences	Biomedical Sciences	BMS60230	PRINCIPLES OF ELECTRON MICROSCOPY
College of Arts and Sciences	Biomedical Sciences	BMS60240	MEDICAL MICROBIOLOGICAL IMMUNOLOGY

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Biomedical Sciences	BMS60267	MOLECULAR PATHOLOGY I
College of Arts and Sciences	Biomedical Sciences	BMS60268	MOLECULAR PATHOLOGY II
College of Arts and Sciences	Biomedical Sciences	BMS60451	MICROCIRCULATION
College of Arts and Sciences	Biomedical Sciences	BMS60461	INTEGRATIVE PHYSIOLOGY OF THE CARDIOVASCULAR SYSTEM
College of Arts and Sciences	Biomedical Sciences	BMS60557	DRUG MECHANISMS IN THE BRAIN
College of Arts and Sciences	Biomedical Sciences	BMS60558	PSYCHOACTIVE DRUGS
College of Arts and Sciences	Biomedical Sciences	BMS60561	NEUROPHARMACOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS60710	FUNCTIONAL NEUROANATOMY
College of Arts and Sciences	Biomedical Sciences	BMS60711	DEVELOPMENTAL AND EVOLUTIONARY NEUROBIOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS70194	COLLEGE TEACHING IN BIOMEDICAL SCIENCES
College of Arts and Sciences	Biomedical Sciences	BMS70221	ULTRASTRUCTURE OF THE CELL
College of Arts and Sciences	Biomedical Sciences	BMS70230	PRINCIPLES OF ELECTRON MICROSCOPY
College of Arts and Sciences	Biomedical Sciences	BMS70240	MEDICAL MICROBIOLOGICAL IMMUNOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS70267	MOLECULAR PATHOLOGY I
College of Arts and Sciences	Biomedical Sciences	BMS70268	MOLECULAR PATHOLOGY II
College of Arts and Sciences	Biomedical Sciences	BMS70450	MEDICAL PHYSIOLOGY II
College of Arts and Sciences	Biomedical Sciences	BMS70451	MICROCIRCULATION
College of Arts and Sciences	Biomedical Sciences	BMS70461	INTEGRATIVE PHYSIOLOGY OF THE CARDIOVASCULAR SYSTEM
College of Arts and Sciences	Biomedical Sciences	BMS70551	MEDICAL PHARMACOLOGY II
College of Arts and Sciences	Biomedical Sciences	BMS70557	DRUG MECHANISMS IN THE BRAIN
College of Arts and Sciences	Biomedical Sciences	BMS70558	PSYCHOACTIVE DRUGS
College of Arts and Sciences	Biomedical Sciences	BMS70561	NEUROPHARMACOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS70710	FUNCTIONAL NEUROANATOMY
College of Arts and Sciences	Biomedical Sciences	BMS70711	DEVELOPMENTAL AND EVOLUTIONARY NEUROBIOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS78612	PRIMATE ANATOMY
College of Arts and Sciences	Biomedical Sciences	BMS78621	PALEODEMOGRAPHY AND OSTEOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS78622	HUMAN POPULATION STRUCTURE AND BIOLOGICAL DEMOGRAPHY
College of Arts and Sciences	Biomedical Sciences	BMS78623	HUMAN VARIATION
College of Arts and Sciences	Biomedical Sciences	BMS78625	DENTAL ANTHROPOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS78626	PRIMATE PALEONTOLOGY
College of Arts and Sciences	Biomedical Sciences	BMS78631	SKELETAL BIOMECHANICS I:STATICS
College of Arts and Sciences	Biomedical Sciences	BMS78632	SKELETAL BIOMECHANICS II:DYNAMICS
College of Arts and Sciences	Chemistry and Biochemistry	CHEM16001	HORTICULTURAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM20111	ELEMENTARY QUANTITATIVE ANALYSIS
College of Arts and Sciences	Chemistry and Biochemistry	CHEM20112	ELEMENTARY QUANTITATIVE LABORATORY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM20285	PHYSIOLOGICAL CHEMISTRY LAB
College of Arts and Sciences	Chemistry and Biochemistry	CHEM30285	BIOCHEMISTRY LABORATORY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM40093	VARIABLE TITLE WORKSHOP IN CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM40112	ADVANCED ANALYTICAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM40570	INTERMEDIATE PHYSICAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM40583	PHYSICAL CHEMISTRY OF MACRO-MOLECULES
College of Arts and Sciences	Chemistry and Biochemistry	CHEM50000	CHEMICAL INFORMATION

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Chemistry and Biochemistry	CHEM50093	VARIABLE TITLE WORKSHOP IN CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM50112	ADVANCED ANALYTICAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM50558	PHYSICAL CHEMISTRY LABORATORY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM50570	INTERMEDIATE PHYSICAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM50583	PHYSICAL CHEMISTRY OF MACROMOLECULES
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60111	THEORY OF CHEMICAL INSTRUMENTATION
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60115	ANALYTICAL SPECTROSCOPY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60249	BIOCHEMICAL TECHNIQUES
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60250	BIOCHEMICAL TECHNIQUES
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60265	ENZYMOLOGY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60269	NMR:THEORY AND APPLICATION IN BIOCHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60297	ADVANCED BIOCHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60337	INORGANIC MAGNETIC SPECTROSCOPY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60542	ADVANCED PHYSICAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60543	STATISTICAL THERMODYNAMICS
College of Arts and Sciences	Chemistry and Biochemistry	CHEM60563	QUANTUM CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70000	CHEMICAL INFORMATION
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70093	VARIABLE TITLE WORKSHOP IN CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70111	THEORY OF CHEMICAL INSTRUMENTATION
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70112	ADVANCED ANALYTICAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70115	ANALYTICAL SPECTROSCOPY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70249	BIOCHEMICAL TECHNIQUES
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70250	BIOCHEMICAL TECHNIQUES
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70265	ENZYMOLOGY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70269	NMR:THEORY AND APPLICATION IN BIOCHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70297	ADVANCED BIOCHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70337	INORGANIC MAGNETIC SPECTROSCOPY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70542	ADVANCED PHYSICAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70543	STATISTICAL THERMODYNAMICS
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70558	PHYSICAL CHEMISTRY LABORATORY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70563	QUANTUM CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70570	INTERMEDIATE PHYSICAL CHEMISTRY
College of Arts and Sciences	Chemistry and Biochemistry	CHEM70583	PHYSICAL CHEMISTRY OF MACROMOLECULES
College of Arts and Sciences	Computer Science	CS33092	SPEED PROGRAMMING PRACTICUM
College of Arts and Sciences	Computer Science	CS59893	VARIABLE TITLE WORKSHOP IN COMPUTER SCIENCE
College of Arts and Sciences	Computer Science	CS60093	VARIABLE TITLE WORKSHOP IN COMPUTER SCIENCE
College of Arts and Sciences	Computer Science	CS60220	BIOINFORMATICS
College of Arts and Sciences	Computer Science	CS61001	STRUCTURE OF COMPUTER SCIENCE
College of Arts and Sciences	Computer Science	CS61002	ALGORITHMS AND PROGRAMMING I
College of Arts and Sciences	Computer Science	CS61003	ALGORITHMS AND PROGRAMMING II
College of Arts and Sciences	Computer Science	CS61092	PRACTICUM IN CS FOR INFORMATION ARCHITECTURE AND KNOWLEDGE MA
College of Arts and Sciences	Computer Science	CS61199	THESIS I FOR INFORMATION ARCHITECTURE AND KNOWLEDGE MANAGEMEN

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Computer Science	CS61299	THESIS II FOR INFORMATION ARCHITECTURE AND KNOWLEDGE MANAGEMEN
College of Arts and Sciences	Computer Science	CS62251	NUMERICAL ANALYSIS I
College of Arts and Sciences	Computer Science	CS62252	NUMERICAL ANALYSIS II
College of Arts and Sciences	Computer Science	CS62261	NUMERICAL SOLUTION OF ORDINARY DIFF EQS
College of Arts and Sciences	Computer Science	CS62262	NUMERICAL SOLUTION OF PARTIAL DIFFERENTIAL EQUATIONS
College of Arts and Sciences	Computer Science	CS62263	NUMERICAL SOLUTION OF LARGE SPARSE LINEAR SYSTEMS
College of Arts and Sciences	Computer Science	CS62264	NUMERICAL SOLUTION OF NONLINEAR SYSTEMS
College of Arts and Sciences	Computer Science	CS63101	ADVANCED PROGRAMMING LANGUAGES
College of Arts and Sciences	Computer Science	CS63111	ADVANCED COMPILER DESIGN
College of Arts and Sciences	Computer Science	CS63903	SOFTWARE VISUALIZATION
College of Arts and Sciences	Computer Science	CS64101	COMPUTER ALGEBRA I
College of Arts and Sciences	Computer Science	CS64102	COMPUTER ALGEBRA II
College of Arts and Sciences	Computer Science	CS65207	SYSTEM SIMULATION
College of Arts and Sciences	Computer Science	CS65231	INTERNET SYSTEMS AND APPLICATIONS
College of Arts and Sciences	Computer Science	CS66202	THEORY OF COMPUTATION
College of Arts and Sciences	Computer Science	CS72251	NUMERICAL ANALYSIS I
College of Arts and Sciences	Computer Science	CS72252	NUMERICAL ANALYSIS II
College of Arts and Sciences	Computer Science	CS72261	NUMERICAL SOLUTION OF ORDINARY DIFF EQS
College of Arts and Sciences	Computer Science	CS72262	NUMERICAL SOLUTION OF PARTIAL DIFFERENTIAL EQUATIONS
College of Arts and Sciences	Computer Science	CS72263	NUMERICAL SOLUTION OF LARGE SPARSE LINEAR SYSTEMS
College of Arts and Sciences	Computer Science	CS72264	NUMERICAL SOLUTION OF NONLINEAR SYSTEMS
College of Arts and Sciences	Computer Science	CS73101	ADVANCED PROGRAMMING LANGUAGES
College of Arts and Sciences	Computer Science	CS73111	ADVANCED COMPILER DESIGN
College of Arts and Sciences	Computer Science	CS73903	SOFTWARE VISUALIZATION
College of Arts and Sciences	Computer Science	CS74101	COMPUTER ALGEBRA I
College of Arts and Sciences	Computer Science	CS74102	COMPUTER ALGEBRA II
College of Arts and Sciences	Computer Science	CS75207	SYSTEM SIMULATION
College of Arts and Sciences	Computer Science	CS75231	INTERNET SYSTEMS AND APPLICATIONS
College of Arts and Sciences	Computer Science	CS76202	THEORY OF COMPUTATION
College of Arts and Sciences	Computer Science	CS89991	RESEARCH SEMINAR IN COMPUTER SCIENCE
College of Arts and Sciences	Ctr for Applied Conflict Mgmt	CACM25095	SPECIAL TOPICS
College of Arts and Sciences	Ctr for Applied Conflict Mgmt	CACM45093	VARIABLE TOPIC WORKSHOP IN CONFLICT MANAGEMENT
College of Arts and Sciences	English	ENG10264	ESL:INTRODUCTION TO ADOLESCENT LITERATURE
College of Arts and Sciences	English	ENG10268	ESL:IMAGES AND ICONS IN TV, FILM AND TECHNOLOGY
College of Arts and Sciences	English	ENG10284	ESL TECHNICAL WRITING
College of Arts and Sciences	English	ENG37201	WRITING IN COMMUNITIES
College of Arts and Sciences	English	ENG39595	SPECIAL TOPICS IN LITERARY CRITICISM
College of Arts and Sciences	English	ENG46201	NINETEENTH-CENTURY EUROPEAN LITERATURE
College of Arts and Sciences	English	ENG56201	NINETEENTH-CENTURY EUROPEAN LITERATURE
College of Arts and Sciences	English	ENG63031	SCHOOLS OF LINGUISTICS
College of Arts and Sciences	English	ENG63032	FUNCTIONAL LINGUISTICS
College of Arts and Sciences	English	ENG65026	LANGUAGE AND THE HUMAN SCIENCES

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	English	ENG65050	PHILOSOPHY OF LANGUAGE
College of Arts and Sciences	English	ENG66001	EARLY BRITISH LITERATURE THROUGH THE 18TH CENTURY
College of Arts and Sciences	English	ENG66005	OLD ENGLISH
College of Arts and Sciences	English	ENG66042	TEACHING ENGLISH IN SECONDARY SCHOOLS
College of Arts and Sciences	English	ENG66052	SURVEY OF CHILDREN'S LITERATURE
College of Arts and Sciences	English	ENG66053	CRITICISM OF CHILDREN'S LITERATURE
College of Arts and Sciences	English	ENG66054	BUSINESS AND TECHNICAL WRITING
College of Arts and Sciences	English	ENG66102	LITERATURE OF THE UNITED STATES AFTER THE CIVIL WAR
College of Arts and Sciences	English	ENG66301	WORLD LITERATURE IN ENGLISH
College of Arts and Sciences	English	ENG66505	LITERARY MODES
College of Arts and Sciences	English	ENG66592	PRACTICUM IN TUTORING WRITING
College of Arts and Sciences	English	ENG66795	SPECIAL TOPICS:COMPARATIVE LITERATURE
College of Arts and Sciences	English	ENG67001	HISTORY OF LITERARY THEORY
College of Arts and Sciences	English	ENG67002	CONTEMPORARY LITERARY THEORY
College of Arts and Sciences	English	ENG67105	STRUCTURALIST AND POSTSTRUCTURALIST THEORY AND CRITICISM
College of Arts and Sciences	English	ENG67106	HISTORICIST THEORY AND CRITICISM
College of Arts and Sciences	English	ENG73031	SCHOOLS OF LINGUISTICS
College of Arts and Sciences	English	ENG73032	FUNCTIONAL LINGUISTICS
College of Arts and Sciences	English	ENG75026	LANGUAGE AND THE HUMAN SCIENCES
College of Arts and Sciences	English	ENG75050	PHILOSOPHY OF LANGUAGE
College of Arts and Sciences	English	ENG76001	EARLY BRITISH LITERATURE THROUGH THE 18TH CENTURY
College of Arts and Sciences	English	ENG76005	OLD ENGLISH
College of Arts and Sciences	English	ENG76042	TEACHING ENGLISH IN SECONDARY SCHOOLS
College of Arts and Sciences	English	ENG76052	SURVEY OF CHILDREN'S LITERATURE
College of Arts and Sciences	English	ENG76053	CRITICISM OF CHILDREN'S LITERATURE
College of Arts and Sciences	English	ENG76054	BUSINESS AND TECHNICAL WRITING
College of Arts and Sciences	English	ENG76102	LITERATURE OF THE UNITED STATES AFTER THE CIVIL WAR
College of Arts and Sciences	English	ENG76201	NINETEENTH-CENTURY EUROPEAN LITERATURE
College of Arts and Sciences	English	ENG76301	WORLD LITERATURE IN ENGLISH
College of Arts and Sciences	English	ENG76505	LITERARY MODES
College of Arts and Sciences	English	ENG76592	PRACTICUM IN TUTORING WRITING
College of Arts and Sciences	English	ENG76795	SPECIAL TOPICS:COMPARATIVE LITERATURE
College of Arts and Sciences	English	ENG77001	HISTORY OF LITERARY THEORY
College of Arts and Sciences	English	ENG77002	CONTEMPORARY LITERARY THEORY
College of Arts and Sciences	English	ENG77105	STRUCTURALIST AND POSTSTRUCTURALIST THEORY AND CRITICISM
College of Arts and Sciences	English	ENG77106	HISTORICIST THEORY AND CRITICISM
College of Arts and Sciences	English	ENG78093	VARIABLE TITLE WORKSHOP IN ENGLISH
College of Arts and Sciences	English	ENG85043	HISTORICAL RESEARCH METHODS IN WRITING AND RHETORIC
College of Arts and Sciences	Geography	GEOG20977	SURVEY OF GEOGRAPHY
College of Arts and Sciences	Geography	GEOG40093	VARIABLE TITLE WORKSHOP IN GEOGRAPHY
College of Arts and Sciences	Geography	GEOG41062	ADVANCED PHYSICAL GEOGRAPHY
College of Arts and Sciences	Geography	GEOG41074	RESOURCE GEOGRAPHY

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Geography	GEOG46065	ADVANCED URBAN GEOGRAPHY
College of Arts and Sciences	Geography	GEOG49210	EARTH IMAGERY
College of Arts and Sciences	Geography	GEOG49211	EARTH IMAGERY LABORATORY
College of Arts and Sciences	Geography	GEOG49482	FIELD STUDY OF SELECTED RURAL AND URBAN AREAS
College of Arts and Sciences	Geography	GEOG49890	APPLIED GEOGRAPHY
College of Arts and Sciences	Geography	GEOG50093	VARIABLE TITLE WORKSHOP IN GEOGRAPHY
College of Arts and Sciences	Geography	GEOG51062	ADVANCED PHYSICAL GEOGRAPHY
College of Arts and Sciences	Geography	GEOG51074	RESOURCE GEOGRAPHY
College of Arts and Sciences	Geography	GEOG56065	ADVANCED URBAN GEOGRAPHY
College of Arts and Sciences	Geography	GEOG59210	EARTH IMAGERY
College of Arts and Sciences	Geography	GEOG59211	EARTH IMAGERY LAB
College of Arts and Sciences	Geography	GEOG59482	FIELD STUDY OF SELECTED RURAL AND URBAN AREAS
College of Arts and Sciences	Geography	GEOG59890	APPLIED GEOGRAPHY
College of Arts and Sciences	Geography	GEOG62062	BEHAVIORAL GEOGRAPHY
College of Arts and Sciences	Geography	GEOG64040	SEMINAR IN ECONOMIC GEOGRAPHY
College of Arts and Sciences	Geography	GEOG69009	SPATIAL ALGORITHMS
College of Arts and Sciences	Geography	GEOG69694	COLLEGE TEACHING OF GEOGRAPHY
College of Arts and Sciences	Geography	GEOG70093	VARIABLE TITLE WORKSHOP IN GEOGRAPHY
College of Arts and Sciences	Geography	GEOG70392	PRACTICUM IN EMERGING GEOGRAPHIC TRENDS
College of Arts and Sciences	Geography	GEOG70881	CONTEMPORARY ISSUES IN GEOGRAPHY
College of Arts and Sciences	Geography	GEOG71060	SEMINAR IN PHYSICAL GEOGRAPHY
College of Arts and Sciences	Geography	GEOG71062	ADVANCED PHYSICAL GEOGRAPHY
College of Arts and Sciences	Geography	GEOG71074	RESOURCE GEOGRAPHY
College of Arts and Sciences	Geography	GEOG72061	SEMINAR IN CULTURAL GEOGRAPHY
College of Arts and Sciences	Geography	GEOG72062	BEHAVIORAL GEOGRAPHY
College of Arts and Sciences	Geography	GEOG74040	SEMINAR IN ECONOMIC GEOGRAPHY
College of Arts and Sciences	Geography	GEOG75065	SEMINAR IN THE GEOGRAPHY OF TRANSPORTATION
College of Arts and Sciences	Geography	GEOG76065	ADVANCED URBAN GEOGRAPHY
College of Arts and Sciences	Geography	GEOG77091	SEMINAR IN REGIONAL GEOGRAPHY
College of Arts and Sciences	Geography	GEOG79007	QUANTITATIVE METHODS IN GEOGRAPHY
College of Arts and Sciences	Geography	GEOG79009	SPATIAL ALGORITHMS
College of Arts and Sciences	Geography	GEOG79210	EARTH IMAGERY
College of Arts and Sciences	Geography	GEOG79211	EARTH IMAGERY LAB
College of Arts and Sciences	Geography	GEOG79694	COLLEGE TEACHING OF GEOGRAPHY
College of Arts and Sciences	Geography	GEOG79808	ADVANCED SPATIAL MULTIVARIATE TECHNIQUES
College of Arts and Sciences	Geography	GEOG79890	APPLIED GEOGRAPHY
College of Arts and Sciences	Geography	GEOG89092	GRADUATE FIELD CAMP
College of Arts and Sciences	Geology	GEOL21061	GLACIAL GEOLOGY
College of Arts and Sciences	Geology	GEOL40093	VARIABLE TITLE WORKSHOP IN GEOLOGY
College of Arts and Sciences	Geology	GEOL41075	GEOLOGY OF THE UNITED STATES
College of Arts and Sciences	Geology	GEOL50093	VARIABLE TITLE WORKSHOP IN GEOLOGY
College of Arts and Sciences	Geology	GEOL51075	GEOLOGY OF THE UNITED STATES

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Geology	GEOL61020	ADVANCED STRUCTURAL GEOLOGY
College of Arts and Sciences	Geology	GEOL61093	WORKSHOP IN COLLEGE TEACHING
College of Arts and Sciences	Geology	GEOL61094	COLLEGE TEACHING
College of Arts and Sciences	Geology	GEOL62025	EXPLORATION GEOPHYSICS
College of Arts and Sciences	Geology	GEOL62063	COMPUTER SIMULATION IN GEOLOGY
College of Arts and Sciences	Geology	GEOL62065	MODELING IN HYDROGEOLOGY
College of Arts and Sciences	Geology	GEOL62066	QUANTITATIVE GEOMORPHOLOGY
College of Arts and Sciences	Geology	GEOL62070	GEOLOGY AND THE LAW
College of Arts and Sciences	Geology	GEOL63045	ADVANCED GEOCHEMISTRY
College of Arts and Sciences	Geology	GEOL63046	RADIOGENIC ISOTOPE GEOLOGY
College of Arts and Sciences	Geology	GEOL63047	SELECTED INSTRUMENTAL METHODS OF GEOCHEMICAL ANALYSIS
College of Arts and Sciences	Geology	GEOL63052	X-RAY CRYSTALLOGRAPHY
College of Arts and Sciences	Geology	GEOL63055	ADVANCED IGNEOUS AND METAMORPHIC PETROLOGY
College of Arts and Sciences	Geology	GEOL63085	GEOCHEMICAL EXPLORATION
College of Arts and Sciences	Geology	GEOL64038	PALEOLIMNOLOGY
College of Arts and Sciences	Geology	GEOL64067	TECTONICS AND SEDIMENTATION
College of Arts and Sciences	Geology	GEOL64071	ADVANCED STRATIGRAPHY
College of Arts and Sciences	Geology	GEOL70093	VARIABLE TITLE WORKSHOP IN GEOLOGY
College of Arts and Sciences	Geology	GEOL71020	ADVANCED STRUCTURAL GEOLOGY
College of Arts and Sciences	Geology	GEOL71093	WORKSHOP IN COLLEGE TEACHING
College of Arts and Sciences	Geology	GEOL71094	COLLEGE TEACHING
College of Arts and Sciences	Geology	GEOL72025	EXPLORATION GEOPHYSICS
College of Arts and Sciences	Geology	GEOL72063	COMPUTER SIMULATION IN GEOLOGY
College of Arts and Sciences	Geology	GEOL72065	MODELING IN HYDROGEOLOGY
College of Arts and Sciences	Geology	GEOL72066	QUANTITATIVE GEOMORPHOLOGY
College of Arts and Sciences	Geology	GEOL72070	GEOLOGY AND THE LAW
College of Arts and Sciences	Geology	GEOL73045	ADVANCED GEOCHEMISTRY
College of Arts and Sciences	Geology	GEOL73046	RADIOGENIC ISOTOPE GEOLOGY
College of Arts and Sciences	Geology	GEOL73047	SELECTED INSTRUMENTAL METHODS OF GEOCHEMICAL ANALYSIS
College of Arts and Sciences	Geology	GEOL73052	X-RAY CRYSTALLOGRAPHY
College of Arts and Sciences	Geology	GEOL73055	ADVANCED IGNEOUS AND METAMORPHIC PETROLOGY
College of Arts and Sciences	Geology	GEOL73085	GEOCHEMICAL EXPLORATION
College of Arts and Sciences	Geology	GEOL74038	PALEOLIMNOLOGY
College of Arts and Sciences	Geology	GEOL74067	TECTONICS AND SEDIMENTATION
College of Arts and Sciences	Geology	GEOL74071	ADVANCED STRATIGRAPHY
College of Arts and Sciences	History	HIST31009	HISTORY OF BYZANTINE CIVILIZATION
College of Arts and Sciences	History	HIST31029	HISTORY OF THE BRITISH EMPIRE AND COMMONWEALTH SINCE 1815
College of Arts and Sciences	History	HIST31070	HISTORY OF AMERICAN BUSINESS ENTERPRISE
College of Arts and Sciences	History	HIST31143	THE AFRICAN-BRAZILIAN EXPERIENCE IN CULTURE AND LITERATURE
College of Arts and Sciences	History	HIST38997	COLLOQUIUM IN HISTORY
College of Arts and Sciences	History	HIST40093	WORKSHOP IN HISTORY
College of Arts and Sciences	History	HIST41004	HELLENIC CONTRIBUTIONS TO WESTERN CIVILIZATION

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	History	HIST41018	EIGHTEENTH-CENTURY EUROPE:AGE OF REVOLUTION
College of Arts and Sciences	History	HIST41026	TUDOR ENGLAND 1485-1603
College of Arts and Sciences	History	HIST41040	HISTORY OF GERMANY, 1648-1871
College of Arts and Sciences	History	HIST41074	AMERICAN ECONOMIC HISTORY
College of Arts and Sciences	History	HIST41082	CONSTITUTIONAL HISTORY OF THE UNITED STATES
College of Arts and Sciences	History	HIST41083	U.S. FOREIGN RELATIONS THROUGH WORLD WAR I
College of Arts and Sciences	History	HIST41131	HISTORY OF AFRICA TO 1880
College of Arts and Sciences	History	HIST41135	HISTORY OF WEST AFRICA
College of Arts and Sciences	History	HIST42397	COLLOQUIUM:WOMEN IN EUROPE FROM ANTIQUITY TO RENAISSANCE
College of Arts and Sciences	History	HIST44297	COLLOQUIUM IN AFRICAN HISTORY
College of Arts and Sciences	History	HIST45597	COLLOQUIUM IN RUSSIAN HISTORY
College of Arts and Sciences	History	HIST45697	COLLOQUIUM:SOCIAL HISTORY OF LATIN AMERICA
College of Arts and Sciences	History	HIST45797	COLLOQUIUM:COMPARATIVE LATIN AMERICAN REVOLUTIONS
College of Arts and Sciences	History	HIST46097	COLLOQUIUM:STALINISM
College of Arts and Sciences	History	HIST46597	COLLOQUIUM IN TWENTIETH-CENTURY EUROPEAN DIPLOMACY
College of Arts and Sciences	History	HIST46897	COLLOQUIUM ON THE AGE OF JEFFERSON
College of Arts and Sciences	History	HIST47597	COLLOQUIUM ON NATO
College of Arts and Sciences	History	HIST47697	COLLOQUIUM ON POST-1945 EUROPE
College of Arts and Sciences	History	HIST48097	COLLOQUIUM IN TWENTIETH-CENTURY U.S. FOREIGN RELATIONS
College of Arts and Sciences	History	HIST49199	SENIOR HONORS PROJECT
College of Arts and Sciences	History	HIST51003	HISTORY OF ANCIENT GREECE
College of Arts and Sciences	History	HIST51004	HELLENIC CONTRIBUTIONS TO WESTERN CIVILIZATION
College of Arts and Sciences	History	HIST51014	EUROPE IN THE RENAISSANCE
College of Arts and Sciences	History	HIST51016	THE PROTESTANT CATHOLIC REFORMATION
College of Arts and Sciences	History	HIST51018	18TH-CENTURY EUROPE
College of Arts and Sciences	History	HIST51020	19TH-CENTURY EUROPE
College of Arts and Sciences	History	HIST51026	TUDOR ENGLAND 1485-1603
College of Arts and Sciences	History	HIST51040	HISTORY OF GERMANY, 1648-1871
College of Arts and Sciences	History	HIST51051	POLITICS, CULTURE AND SOCIETY OF TWENTIETH-CENTURY EUROPE
College of Arts and Sciences	History	HIST51057	18TH-CENTURY AMERICA, 1714-1789
College of Arts and Sciences	History	HIST51058	THE JEFFERSON-JACKSON ERA, 1789-1848
College of Arts and Sciences	History	HIST51070	AMERICAN SOCIAL AND INTELLECTUAL HISTORY, 1790-1876
College of Arts and Sciences	History	HIST51071	AMERICAN SOCIAL AND INTELLECTUAL HISTORY, 1876 TO PRESENT
College of Arts and Sciences	History	HIST51074	AMERICAN ECONOMIC HISTORY
College of Arts and Sciences	History	HIST51082	CONSTITUTIONAL HISTORY OF THE UNITED STATES
College of Arts and Sciences	History	HIST51083	U.S. FOREIGN RELATIONS THROUGH WORLD WAR I
College of Arts and Sciences	History	HIST51084	U.S. FOREIGN RELATIONS FROM 1920
College of Arts and Sciences	History	HIST51112	HISTORY OF MODERN CHINA
College of Arts and Sciences	History	HIST51116	HISTORY OF JAPAN
College of Arts and Sciences	History	HIST51131	HISTORY OF AFRICA TO 1880
College of Arts and Sciences	History	HIST51135	HISTORY OF WEST AFRICA
College of Arts and Sciences	History	HIST52297	COLLOQUIUM:CHINA AND JAPAN

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	History	HIST52397	COLLOQUIUM:WOMEN IN EUROPE FROM ANTIQUITY TO RENAISSANCE
College of Arts and Sciences	History	HIST53797	COLLOQUIUM ON VICTORIAN ENGLAND
College of Arts and Sciences	History	HIST54297	COLLOQUIUM IN AFRICAN HISTORY
College of Arts and Sciences	History	HIST55697	COLLOQUIUM:SOCIAL HISTORY OF LATIN AMERICA
College of Arts and Sciences	History	HIST55797	COLLOQUIUM:COMPARATIVE LATIN AMERICAN REVOLUTIONS
College of Arts and Sciences	History	HIST56097	COLLOQUIUM:STALINISM
College of Arts and Sciences	History	HIST56897	COLLOQUIUM ON THE AGE OF JEFFERSON
College of Arts and Sciences	History	HIST57597	COLLOQUIUM ON NATO
College of Arts and Sciences	History	HIST57697	COLLOQUIUM ON POST-1945 EUROPE
College of Arts and Sciences	History	HIST58097	COLLOQUIUM IN 20TH-CENTURY U.S. FOREIGN RELATIONS
College of Arts and Sciences	History	HIST61026	SEMINAR IN TUDOR ENGLAND
College of Arts and Sciences	History	HIST61067	AMERICA:REUNITED NATION TO WORLD POWER, 1877-1900
College of Arts and Sciences	History	HIST61074	SEMINAR IN 19TH-CENTURY AMERICA
College of Arts and Sciences	History	HIST61083	SEMINAR IN AMERICAN DIPLOMATIC HISTORY
College of Arts and Sciences	History	HIST61091	SEMINAR IN AFRICAN-AMERICAN HISTORY
College of Arts and Sciences	History	HIST62197	COLLOQUIUM ON PROBLEMS IN MEDIEVAL HISTORY
College of Arts and Sciences	History	HIST62997	COLLOQUIUM IN EARLY MODERN EUROPE
College of Arts and Sciences	History	HIST69894	COLLEGE TEACHING OF HISTORY
College of Arts and Sciences	History	HIST71003	HISTORY OF ANCIENT GREECE
College of Arts and Sciences	History	HIST71004	HELLENIC CONTRIBUTIONS TO WESTERN CIVILIZATION
College of Arts and Sciences	History	HIST71006	ROMAN HISTORY
College of Arts and Sciences	History	HIST71014	EUROPE IN THE RENAISSANCE
College of Arts and Sciences	History	HIST71016	THE PROTESTANT CATHOLIC REFORMATION
College of Arts and Sciences	History	HIST71017	17TH-CENTURY EUROPE
College of Arts and Sciences	History	HIST71018	18TH-CENTURY EUROPE
College of Arts and Sciences	History	HIST71020	19TH-CENTURY EUROPE
College of Arts and Sciences	History	HIST71024	MODERN EUROPEAN HISTORY, 1914-1945
College of Arts and Sciences	History	HIST71026	TUDOR ENGLAND 1485-1603
College of Arts and Sciences	History	HIST71040	HISTORY OF GERMANY, 1648-1871
College of Arts and Sciences	History	HIST71051	POLITICS, CULTURE AND SOCIETY OF TWENTIETH-CENTURY EUROPE
College of Arts and Sciences	History	HIST71057	18TH-CENTURY AMERICA, 1714-1789
College of Arts and Sciences	History	HIST71070	AMERICAN SOCIAL AND INTELLECTUAL HISTORY, 1790-1876
College of Arts and Sciences	History	HIST71074	AMERICAN ECONOMIC HISTORY
College of Arts and Sciences	History	HIST71082	CONSTITUTIONAL HISTORY OF THE UNITED STATES
College of Arts and Sciences	History	HIST71083	U.S. FOREIGN RELATIONS THROUGH WORLD WAR I
College of Arts and Sciences	History	HIST71084	U.S. FOREIGN RELATIONS FROM 1920
College of Arts and Sciences	History	HIST71089	RECENT AMERICA:THE UNITED STATES 1945-PRESENT
College of Arts and Sciences	History	HIST71112	HISTORY OF MODERN CHINA
College of Arts and Sciences	History	HIST71116	HISTORY OF JAPAN
College of Arts and Sciences	History	HIST71131	HISTORY OF AFRICA TO 1880
College of Arts and Sciences	History	HIST71135	HISTORY OF WEST AFRICA
College of Arts and Sciences	History	HIST72297	COLLOQUIUM:CHINA AND JAPAN

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	History	HIST72397	COLLOQUIUM:WOMEN IN EUROPE FROM ANTIQUITY TO RENAISSANCE
College of Arts and Sciences	History	HIST73797	COLLOQUIUM ON VICTORIAN ENGLAND
College of Arts and Sciences	History	HIST74297	COLLOQUIUM IN AFRICAN HISTORY
College of Arts and Sciences	History	HIST75797	COLLOQUIUM:COMPARATIVE LATIN AMERICAN REVOLUTIONS
College of Arts and Sciences	History	HIST76097	COLLOQUIUM:STALINISM
College of Arts and Sciences	History	HIST76897	COLLOQUIUM ON THE AGE OF JEFFERSON
College of Arts and Sciences	History	HIST77597	COLLOQUIUM ON NATO
College of Arts and Sciences	History	HIST77697	COLLOQUIUM ON POST-1945 EUROPE
College of Arts and Sciences	History	HIST78097	COLLOQUIUM IN 20TH-CENTURY U.S. FOREIGN RELATIONS
College of Arts and Sciences	History	HIST81026	SEMINAR IN TUDOR ENGLAND
College of Arts and Sciences	History	HIST81067	AMERICA:REUNITED NATION TO WORLD POWER, 1877-1900
College of Arts and Sciences	History	HIST81074	SEMINAR IN 19TH-CENTURY AMERICA
College of Arts and Sciences	History	HIST81083	SEMINAR IN AMERICAN DIPLOMATIC HISTORY
College of Arts and Sciences	History	HIST81091	SEMINAR IN AFRICAN-AMERICAN HISTORY
College of Arts and Sciences	History	HIST82197	COLLOQUIUM ON PROBLEMS IN MEDIEVAL HISTORY
College of Arts and Sciences	History	HIST82997	COLLOQUIUM IN EARLY MODERN EUROPE
College of Arts and Sciences	Mathematics	MATH21003	INTRODUCTION TO SYSTEMS ANALYSIS AND DATA COMMUNICATIONS
College of Arts and Sciences	Mathematics	MATH21092	COMPUTER PRACTICUM
College of Arts and Sciences	Mathematics	MATH23022	DISCRETE STRUCTURES FOR COMPUTER SCIENCE
College of Arts and Sciences	Mathematics	MATH23022	DISCRETE STRUCTURES FOR COMPUTER SCIENCE
College of Arts and Sciences	Mathematics	MATH40022	LINEAR MODELS AND STATISTICAL ANALYSIS
College of Arts and Sciences	Mathematics	MATH40031	BASIC NONPARAMETRIC STATISTICS
College of Arts and Sciences	Mathematics	MATH40041	STATISTICAL METHODS FOR EXPERIMENTS
College of Arts and Sciences	Mathematics	MATH40042	SAMPLING THEORY
College of Arts and Sciences	Mathematics	MATH40093	VARIABLE TITLE WORKSHOP IN MATHEMATICS
College of Arts and Sciences	Mathematics	MATH41012	FINITE MATHEMATICS
College of Arts and Sciences	Mathematics	MATH50022	LINEAR MODELS AND STATISTICAL ANALYSIS
College of Arts and Sciences	Mathematics	MATH50031	BASIC NON-PARAMETRIC STATISTICS
College of Arts and Sciences	Mathematics	MATH50041	STATISTICAL METHODS FOR EXPERIMENTS
College of Arts and Sciences	Mathematics	MATH50042	SAMPLING THEORY
College of Arts and Sciences	Mathematics	MATH50091	SEMINAR IN ACTUARIAL MATHEMATICS
College of Arts and Sciences	Mathematics	MATH51012	FINITE MATHEMATICS
College of Arts and Sciences	Mathematics	MATH59893	VARIABLE TITLE WORKSHOP IN MATHEMATICS
College of Arts and Sciences	Mathematics	MATH62191	SEMINAR IN COMPLEX ANALYSIS
College of Arts and Sciences	Mathematics	MATH63291	SEMINAR IN APPLIED MATHEMATICS
College of Arts and Sciences	Mathematics	MATH66091	SEMINAR IN TOPOLOGY
College of Arts and Sciences	Mathematics	MATH72011	ADVANCED DIFFERENTIAL EQUATIONS
College of Arts and Sciences	Mathematics	MATH72021	SUMMABILITY THEORY
College of Arts and Sciences	Mathematics	MATH72191	SEMINAR IN COMPLEX ANALYSIS
College of Arts and Sciences	Mathematics	MATH73291	SEMINAR IN APPLIED MATHEMATICS
College of Arts and Sciences	Mathematics	MATH76001	ALGEBRAIC TOPOLOGY I, II
College of Arts and Sciences	Mathematics	MATH76002	ALGEBRAIC TOPOLOGY I, II

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Mathematics	MATH76091	SEMINAR IN TOPOLOGY
College of Arts and Sciences	Modern-Classical Lang Studies	CLAS40793	VARIABLE TITLE WORKSHOP IN CLASSICS
College of Arts and Sciences	Modern-Classical Lang Studies	CLAS50793	VARIABLE TITLE WORKSHOP IN CLASSICS
College of Arts and Sciences	Modern-Classical Lang Studies	CLAS50793	VARIABLE TITLE WORKSHOP IN CLASSICS
College of Arts and Sciences	Modern-Classical Lang Studies	CLAS51403	ROMAN CIVILIZATION
College of Arts and Sciences	Modern-Classical Lang Studies	FR23207	BUSINESS FRENCH I
College of Arts and Sciences	Modern-Classical Lang Studies	FR23208	BUSINESS FRENCH II
College of Arts and Sciences	Modern-Classical Lang Studies	FR23209	FIELD STUDY
College of Arts and Sciences	Modern-Classical Lang Studies	FR33213	INTENSIVE FRENCH GRAMMAR
College of Arts and Sciences	Modern-Classical Lang Studies	FR33301	FRENCH PLAY PRODUCTION
College of Arts and Sciences	Modern-Classical Lang Studies	FR43093	VARIABLE TITLE WORKSHOP IN FRENCH
College of Arts and Sciences	Modern-Classical Lang Studies	FR43368	THE TWENTIETH-CENTURY FRENCH NOVEL
College of Arts and Sciences	Modern-Classical Lang Studies	FR43370	THE TWENTIETH CENTURY FRENCH THEATRE
College of Arts and Sciences	Modern-Classical Lang Studies	FR53368	20TH-CENTURY FRENCH NOVEL
College of Arts and Sciences	Modern-Classical Lang Studies	FR53370	20TH-CENTURY FRENCH THEATRE
College of Arts and Sciences	Modern-Classical Lang Studies	FR63001	GRADUATE RESEARCH AND WRITING IN FRENCH
College of Arts and Sciences	Modern-Classical Lang Studies	FR63093	VARIABLE TITLE WORKSHOP IN FRENCH
College of Arts and Sciences	Modern-Classical Lang Studies	GER23532	YIDDISH DRAMA
College of Arts and Sciences	Modern-Classical Lang Studies	GER31095	SPECIAL TOPICS
College of Arts and Sciences	Modern-Classical Lang Studies	GER31501	GERMAN LITERATURE IN ENGLISH TRANSLATION
College of Arts and Sciences	Modern-Classical Lang Studies	GER41399	RESEARCH PROJECT IN GERMAN LITERATURE
College of Arts and Sciences	Modern-Classical Lang Studies	GER51096	INDIVIDUAL INVESTIGATION
College of Arts and Sciences	Modern-Classical Lang Studies	GER61091	VARIABLE TOPIC SEMINAR
College of Arts and Sciences	Modern-Classical Lang Studies	GER61200	HISTORY OF THE GERMAN LANGUAGE
College of Arts and Sciences	Modern-Classical Lang Studies	GER61353	SEMINAR ON THE NOVEL
College of Arts and Sciences	Modern-Classical Lang Studies	GER61361	SEMINAR ON THE BAROQUE
College of Arts and Sciences	Modern-Classical Lang Studies	GER61901	READING GERMAN FOR GRADUATE STUDENTS
College of Arts and Sciences	Modern-Classical Lang Studies	GER61902	READING GERMAN FOR GRADUATE STUDENTS
College of Arts and Sciences	Modern-Classical Lang Studies	GRE40393	VARIABLE TITLE WORKSHOP
College of Arts and Sciences	Modern-Classical Lang Studies	GRE44352	GREEK DRAMA
College of Arts and Sciences	Modern-Classical Lang Studies	GRE50393	VARIABLE TITLE WORKSHOP IN GREEK
College of Arts and Sciences	Modern-Classical Lang Studies	ITAL25209	FIELD STUDY
College of Arts and Sciences	Modern-Classical Lang Studies	ITAL35421	ITALIAN CIVILIZATION
College of Arts and Sciences	Modern-Classical Lang Studies	ITAL45093	VARIABLE TITLE WORKSHOP IN ITALIAN
College of Arts and Sciences	Modern-Classical Lang Studies	ITAL45356	DANTE
College of Arts and Sciences	Modern-Classical Lang Studies	JAPN65001	GRADUATE RESEARCH AND WRITING IN JAPANESE
College of Arts and Sciences	Modern-Classical Lang Studies	JAPN65098	RESEARCH
College of Arts and Sciences	Modern-Classical Lang Studies	LAT40393	VARIABLE TITLE WORKSHOP
College of Arts and Sciences	Modern-Classical Lang Studies	LAT46374	JUVENAL'S SATIRES AND MARTIAL'S EPIGRAMS
College of Arts and Sciences	Modern-Classical Lang Studies	LAT46375	LUCRETIUS
College of Arts and Sciences	Modern-Classical Lang Studies	LAT50393	VARIABLE TITLE WORKSHOP IN LATIN
College of Arts and Sciences	Modern-Classical Lang Studies	LAT56374	JUVENAL'S SATIRES AND MARTIAL'S EPIGRAMS

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Modern-Classical Lang Studies	LAT56375	LUCRETIUS
College of Arts and Sciences	Modern-Classical Lang Studies	LAT66391	SEMINAR IN CLASSICAL LITERATURE
College of Arts and Sciences	Modern-Classical Lang Studies	MCLS22217	DIVERSITY IN TODAY'S RUSSIA
College of Arts and Sciences	Modern-Classical Lang Studies	MCLS23217	THE FRANCOPHONE EXPERIENCE
College of Arts and Sciences	Modern-Classical Lang Studies	MCLS28403	HISPANICS IN THE UNITED STATES
College of Arts and Sciences	Modern-Classical Lang Studies	MCLS28405	THE SPANISH EXPERIENCE
College of Arts and Sciences	Modern-Classical Lang Studies	MCLS30376	NOVELS OF PIERRE LOTI
College of Arts and Sciences	Modern-Classical Lang Studies	MCLS37143	THE AFRICAN-BRAZILIAN EXPERIENCE IN CULTURE AND LITERATURE
College of Arts and Sciences	Modern-Classical Lang Studies	MCLS60000	LITERARY THEORY IN MODERN AND CLASSICAL LANGUAGES
College of Arts and Sciences	Modern-Classical Lang Studies	PORT27209	FIELD STUDY
College of Arts and Sciences	Modern-Classical Lang Studies	PORT37330	EARLY BRAZILIAN LITERATURE
College of Arts and Sciences	Modern-Classical Lang Studies	PORT37331	RECENT BRAZILIAN LITERATURE
College of Arts and Sciences	Modern-Classical Lang Studies	PORT37421	LUSO-BRAZILIAN CIVILIZATION
College of Arts and Sciences	Modern-Classical Lang Studies	PORT47093	VARIABLE TITLE WORKSHOP IN PORTUGUESE
College of Arts and Sciences	Modern-Classical Lang Studies	PORT47095	SELECTED TOPICS
College of Arts and Sciences	Modern-Classical Lang Studies	PORT47096	INDIVIDUAL INVESTIGATION
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS22260	RUSSIAN MORPHOLOGY AND VOCABULARY BUILDING
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS32350	RUSSIAN PROSE
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS32354	RUSSIAN DRAMA
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS42093	VARIABLE TITLE WORKSHOP IN RUSSIAN LANGUAGE AND LITERATURE
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS42399	RESEARCH PROJECT IN RUSSIAN LANGUAGE AND LITERATURE
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS52240	BUSINESS AND SPECIAL TEXTS:RUSSIAN
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS52351	SURVEY OF RUSSIAN AND SOVIET LITERATURE
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS62001	GRADUATE RESEARCH AND WRITING IN RUSSIAN
College of Arts and Sciences	Modern-Classical Lang Studies	RUSS62091	SEMINAR
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN28207	BUSINESS SPANISH I
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN28208	BUSINESS SPANISH II
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN28209	FIELD STUDY
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN28212	STUDIES IN GRAMMAR
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48093	VARIABLE TITLE WORKSHOP IN SPANISH
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48340	MEDIEVAL SPANISH POETRY
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48351	MINOR WORKS OF CERVANTES
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48352	MEDIEVAL SPANISH PROSE
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48354	NEOCLASSICISM AND ROMANTICISM
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48356	GOLDEN AGE PROSE
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48358	NINETEENTH-CENTURY NOVEL
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48360	TWENTIETH-CENTURY SPANISH DRAMA
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48364	GENERATION OF '98 AND AFTER
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48366	THE NOVEL OF THE MEXICAN REVOLUTION
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48372	SPANISH-AMERICAN NOVEL I
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48373	SPANISH AMERICAN NOVEL II
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48374	MODERN SPANISH AMERICAN DRAMA

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN48423	SPANISH-AMERICAN INDIAN DISCOURSE
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58340	MEDIEVAL SPANISH POETRY
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58351	MINOR WORKS OF CERVANTES
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58352	MEDIEVAL SPANISH PROSE
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58354	NEOCLASSICISM AND ROMANTICISM
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58356	GOLDEN AGE PROSE
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58358	19TH-CENTURY NOVEL
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58360	20TH-CENTURY SPANISH DRAMA
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58364	GENERATION OF '98 AND AFTER
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58366	THE NOVEL OF THE MEXICAN REVOLUTION
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58372	SPANISH-AMERICAN NOVEL I
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58373	SPANISH-AMERICAN NOVEL II
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58374	MODERN SPANISH-AMERICAN DRAMA
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN58423	SPANISH-AMERICAN INDIAN DISCOURSE
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN68001	SPANISH LITERARY RESEARCH AND WRITING
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN68093	VARIABLE TITLE WORKSHOP IN SPANISH
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN68191	SEMINAR IN FICTION
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN68201	READING SPANISH FOR GRADUATE STUDENTS
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN68202	READING SPANISH FOR GRADUATE STUDENTS
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN68391	SEMINAR IN THEATRE
College of Arts and Sciences	Modern-Classical Lang Studies	SPAN68591	SEMINAR IN POETRY
College of Arts and Sciences	Pan-African Studies	PAS33203	KISWAHILI CONVERSATION
College of Arts and Sciences	Pan-African Studies	PAS33508	CARIBBEAN SOCIAL AND POLITICAL DIRECTIONS
College of Arts and Sciences	Pan-African Studies	PAS37143	THE AFRICAN-BRAZILIAN EXPERIENCE IN CULTURE AND LITERATURE
College of Arts and Sciences	Pan-African Studies	PAS40080	PEDAGOGY FOR PAN-AFRICAN STUDIES
College of Arts and Sciences	Pan-African Studies	PAS40120	CONTEMPORARY ISSUES IN AFRICAN-AMERICAN EDUCATION
College of Arts and Sciences	Pan-African Studies	PAS43320	POLITICS OF CULTURE
College of Arts and Sciences	Philosophy	PHIL21003	ETHICS IN CONTEMPORARY CONTEXTS
College of Arts and Sciences	Philosophy	PHIL21003	ETHICS IN CONTEMPORARY CONTEXTS
College of Arts and Sciences	Philosophy	PHIL30005	CONTEMPORARY MORAL ISSUES
College of Arts and Sciences	Philosophy	PHIL40093	VARIABLE TITLE WORKSHOP IN PHILOSOPHY
College of Arts and Sciences	Philosophy	PHIL50093	VARIABLE TITLE WORKSHOP IN PHILOSOPHY
College of Arts and Sciences	Philosophy	PHIL61084	RESEARCH ETHICS
College of Arts and Sciences	Physics	PHY22811	FORENSIC PHYSICS
College of Arts and Sciences	Physics	PHY24001	ASTRONOMY
College of Arts and Sciences	Physics	PHY32562	AERODYNAMICS
College of Arts and Sciences	Physics	PHY40093	VARIABLE TITLE WORKSHOP IN PHYSICS
College of Arts and Sciences	Physics	PHY42500	PHYSICS OF LABORATORY DEVICES AND TECHNIQUES
College of Arts and Sciences	Physics	PHY42512	GENERAL ELECTRONIC INSTRUMENTATION
College of Arts and Sciences	Physics	PHY52500	PHYSICS OF LABORATORY DEVICES AND TECHNIQUES
College of Arts and Sciences	Physics	PHY52512	GENERAL ELECTRONIC INSTRUMENTATION
College of Arts and Sciences	Physics	PHY60093	VARIABLE TITLE WORKSHOP IN PHYSICS

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Physics	PHY60295	ADVANCED TOPICS
College of Arts and Sciences	Physics	PHY60395	ADVANCED TOPICS
College of Arts and Sciences	Physics	PHY70093	VARIABLE TITLE WORKSHOP IN PHYSICS
College of Arts and Sciences	Physics	PHY70095	SPECIAL TOPICS
College of Arts and Sciences	Physics	PHY70195	SPECIAL TOPICS
College of Arts and Sciences	Physics	PHY70295	ADVANCED TOPICS
College of Arts and Sciences	Physics	PHY70395	ADVANCED TOPICS
College of Arts and Sciences	Physics	PHY75302	STATISTICAL MECHANICS II
College of Arts and Sciences	Physics	PHY88191	CHEMICAL PHYSICS SEMINAR
College of Arts and Sciences	Political Science	PADM60474	HEALTH CARE REIMBURSEMENT
College of Arts and Sciences	Political Science	POL60104	CULTURAL CONTEXT OF AMERICAN POLITICS
College of Arts and Sciences	Political Science	POL60106	URBAN POLICY AND POLITICS
College of Arts and Sciences	Political Science	POL60304	ANALYTIC TECHNIQUES OF POLICY-MAKING
College of Arts and Sciences	Political Science	POL70104	CULTURAL CONTEXT OF AMERICAN POLITICS
College of Arts and Sciences	Political Science	POL70106	URBAN POLICY AND POLITICS
College of Arts and Sciences	Political Science	POL70304	ANALYTIC TECHNIQUES OF POLICY-MAKING
College of Arts and Sciences	Political Science	POL70375	PUBLIC PERSONNEL ADMINISTRATION
College of Arts and Sciences	Political Science	POL70376	LABOR MANAGEMENT RELATIONS IN THE PUBLIC SECTOR
College of Arts and Sciences	Political Science	POL70378	MUNICIPAL MANAGEMENT AND ADMINISTRATION
College of Arts and Sciences	Political Science	POL70381	METHODS IN PUBLIC ADMINISTRATION
College of Arts and Sciences	Political Science	POL70382	SEMINAR IN PUBLIC ADMINISTRATION
College of Arts and Sciences	Political Science	POL70392	INTERNSHIP-PUBLIC ADMINISTRATION
College of Arts and Sciences	Political Science	POL70470	CRITICAL ISSUES IN PUBLIC ADMINISTRATION
College of Arts and Sciences	Political Science	POL70471	NONPROFIT LAW
College of Arts and Sciences	Political Science	POL70472	NONPROFIT BOARD-EXECUTIVE RELATIONS
College of Arts and Sciences	Political Science	POL70474	HEALTH CARE REIMBURSEMENT
College of Arts and Sciences	Political Science	POL70477	NONPROFIT FINANCIAL RESOURCE DEVELOPMENT
College of Arts and Sciences	Political Science	POL70492	CAPSTONE SEMINAR
College of Arts and Sciences	Political Science	POL70574	STRATEGIC PLANNING
College of Arts and Sciences	Psychology	PSYC41993	VARIABLE TITLE WORKSHOP IN PSYCHOLOGY
College of Arts and Sciences	Psychology	PSYC50974	HISTORY OF PSYCHOLOGY
College of Arts and Sciences	Psychology	PSYC51993	VARIABLE TITLE WORKSHOP IN PSYCHOLOGY
College of Arts and Sciences	Psychology	PSYC60171	FAMILY INTERACTION AND PSYCHOPATHOLOGY
College of Arts and Sciences	Psychology	PSYC60372	PSYCHOTHERAPY FOR SPECIFIC DISORDERS
College of Arts and Sciences	Psychology	PSYC60374	GROUP PSYCHOTHERAPY
College of Arts and Sciences	Psychology	PSYC60610	PSYCHOLOGY OF ADULTHOOD AND AGING
College of Arts and Sciences	Psychology	PSYC61133	SENSATION AND PERCEPTION
College of Arts and Sciences	Psychology	PSYC61894	COLLEGE TEACHING OF PSYCHOLOGY
College of Arts and Sciences	Psychology	PSYC61993	VARIABLE TITLE WORKSHOP IN PSYCHOLOGY
College of Arts and Sciences	Psychology	PSYC70171	FAMILY INTERACTION AND PSYCHOPATHOLOGY
College of Arts and Sciences	Psychology	PSYC70372	PSYCHOTHERAPY FOR SPECIFIC DISORDERS
College of Arts and Sciences	Psychology	PSYC70374	GROUP PSYCHOTHERAPY

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Arts and Sciences	Psychology	PSYC70436	PSYCHOLINGUISTICS
College of Arts and Sciences	Psychology	PSYC70468	MEMORY AND COGNITION
College of Arts and Sciences	Psychology	PSYC70610	PSYCHOLOGY OF ADULTHOOD AND AGING
College of Arts and Sciences	Psychology	PSYC71013	DRUGS AND BEHAVIOR
College of Arts and Sciences	Psychology	PSYC71133	SENSATION AND PERCEPTION
College of Arts and Sciences	Psychology	PSYC71498	SELECTED LITERATURE REVIEW
College of Arts and Sciences	Psychology	PSYC71506	SOCIAL COGNITION
College of Arts and Sciences	Psychology	PSYC71656	FACTOR ANALYSIS
College of Arts and Sciences	Psychology	PSYC71657	FIELD RESEARCH METHODS AND PROGRAM EVALUATION
College of Arts and Sciences	Psychology	PSYC80691	SEMINAR IN CHILD AND DEVELOPMENTAL PSYCHOLOGY
College of Arts and Sciences	Sociology	JUS26705	SURVEY OF CONTRACTUAL JUSTICE SERVICES
College of Arts and Sciences	Sociology	JUS48200	DATA ANALYSIS IN JUSTICE STUDIES
College of Arts and Sciences	Sociology	JUS57095	SPECIAL TOPICS IN JUSTICE STUDIES
College of Arts and Sciences	Sociology	JUS66769	JUSTICE RESEARCH APPLICATIONS
College of Arts and Sciences	Sociology	JUS66771	LEGAL ASPECTS OF JUSTICE ADMINISTRATION
College of Arts and Sciences	Sociology	JUS66776	QUALITATIVE METHODS IN JUSTICE STUDIES
College of Arts and Sciences	Sociology	SOC31092	PRACTICUM IN SOCIOLOGY
College of Arts and Sciences	Sociology	SOC32610	BIRTH, DEATH, AND MIGRATION
College of Arts and Sciences	Sociology	SOC42093	VARIABLE TITLE WORKSHOP IN SOCIOLOGY
College of Arts and Sciences	Sociology	SOC42478	ADOLESCENCE IN SOCIETY
College of Arts and Sciences	Sociology	SOC42870	INTERDISCIPLINARY SEMINAR IN SOCIAL GERONTOLOGY
College of Arts and Sciences	Sociology	SOC52359	SOCIAL MOVEMENTS
College of Arts and Sciences	Sociology	SOC52478	ADOLESCENCE IN SOCIETY
College of Arts and Sciences	Sociology	SOC52870	INTERDISCIPLINARY SEMINAR IN SOCIAL GERONTOLOGY
College of Arts and Sciences	Sociology	SOC52870	INTERDISCIPLINARY SEMINAR IN SOCIAL GERONTOLOGY
College of Arts and Sciences	Sociology	SOC62093	VARIABLE TITLE WORKSHOP IN SOCIOLOGY
College of Arts and Sciences	Sociology	SOC62216	ADVANCED TECHNIQUES IN RESEARCH
College of Arts and Sciences	Sociology	SOC62220	SURVEY RESEARCH METHODS
College of Arts and Sciences	Sociology	SOC62324	EPIDEMIOLOGIC METHODS IN HEALTH RESEARCH
College of Arts and Sciences	Sociology	SOC62324	EPIDEMIOLOGIC METHODS IN HEALTH RESEARCH
College of Arts and Sciences	Sociology	SOC62434	SOCIOLOGY OF COMMUNICATION
College of Arts and Sciences	Sociology	SOC62543	FAMILY ANALYSIS
College of Arts and Sciences	Sociology	SOC72093	VARIABLE TITLE WORKSHOP IN SOCIOLOGY
College of Arts and Sciences	Sociology	SOC72216	ADVANCED TECHNIQUES IN RESEARCH
College of Arts and Sciences	Sociology	SOC72220	SURVEY RESEARCH METHODS
College of Arts and Sciences	Sociology	SOC72324	EPIDEMIOLOGIC METHODS IN HEALTH RESEARCH
College of Arts and Sciences	Sociology	SOC72324	EPIDEMIOLOGIC METHODS IN HEALTH RESEARCH
College of Arts and Sciences	Sociology	SOC72434	SOCIOLOGY OF COMMUNICATION
College of Arts and Sciences	Sociology	SOC72543	FAMILY ANALYSIS
College of Business Admin	Accounting	ACCT43093	VARIABLE TITLE WORKSHOP IN ACCOUNTING
College of Business Admin	Accounting	ACCT63046	ADVANCED TAX ISSUES
College of Business Admin	Accounting	ACCT63093	VARIABLE TITLE WORKSHOP IN ACCOUNTING

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Business Admin	Accounting	ACCT73093	VARIABLE TITLE WORKSHOP IN ACCOUNTING
College of Business Admin	Accounting	ACCT83091	SEMINAR-SELECTED ACCOUNTING TOPICS
College of Business Admin	Business Administration	BUS20293	VARIABLE TITLE WORKSHOP IN BUSINESS
College of Business Admin	Business Administration Grad	BAD60093	VARIABLE TITLE WORKSHOP-BUSINESS ADMINISTATION
College of Business Admin	Business Administration Grad	BAD60299	THESIS II
College of Business Admin	Business Administration Grad	BAD61093	WORKSHOP IN COLLEGE TEACHING
College of Business Admin	Business Administration Grad	BAD61094	COLLEGE TEACHING
College of Business Admin	Business Administration Grad	BAD70092	MBA INTERNSHIP
College of Business Admin	Business Administration Grad	BAD70092	MBA INTERNSHIP
College of Business Admin	Business Administration Grad	BAD70093	VARIABLE TITLE WORKSHOP
College of Business Admin	Business Administration Grad	BAD71093	WORKSHOP IN COLLEGE TEACHING
College of Business Admin	Business Administration Grad	BAD72071	LABOR ECONOMICS
College of Business Admin	Business Administration Grad	BAD72078	SEMINAR IN INTERNATIONAL ECONOMICS
College of Business Admin	Business Administration Grad	BAD72180	REGIONAL ECONOMICS
College of Business Admin	Business Administration Grad	BAD72182	PUBLIC EXPENDITURE AND COST BENEFIT ANALYSIS
College of Business Admin	Business Administration Grad	EMBA67007	COMPUTER SYSTEMS-EMBA
College of Business Admin	Business Administration Grad	EMBA67010	EXECUTIVE COMMUNICATIONS-EMBA
College of Business Admin	Business Administration Grad	EMBA67084	MULTINATIONAL BUSINESS MANAGEMENT-EMBA
College of Business Admin	Business Administration Grad	EMBA67096	APPLIED RESEARCH PROJECT-EMBA
College of Business Admin	Business Administration Grad	EMBA77007	COMPUTER SYSTEMS-EMBA
College of Business Admin	Business Administration Grad	EMBA77010	EXECUTIVE COMMUNICATIONS-EMBA
College of Business Admin	Business Administration Grad	EMBA77021	BUSINESS CONDITIONS ANALYSIS AND FORECASTING-EMBA
College of Business Admin	Business Administration Grad	EMBA77022	MANAGERIAL ECONOMICS-EMBA
College of Business Admin	Business Administration Grad	EMBA77031	FINANCIAL REPORTING FOR EXECUTIVES-EMBA
College of Business Admin	Business Administration Grad	EMBA77032	ACCOUNTING INFORMATION FOR EXECUTIVE ACTION-EMBA
College of Business Admin	Business Administration Grad	EMBA77040	OPERATIONS MANAGEMENT-EMBA
College of Business Admin	Business Administration Grad	EMBA77041	APPLIED STATISTICAL ANALYSIS-EMBA
College of Business Admin	Business Administration Grad	EMBA77042	MANAGEMENT INFORMATION SYSTEMS-EMBA
College of Business Admin	Business Administration Grad	EMBA77043	DYNAMICS OF LEADERHSP FOR EXECUTIVE-EMBA
College of Business Admin	Business Administration Grad	EMBA77051	MARKETING MANAGEMENT-EMBA
College of Business Admin	Business Administration Grad	EMBA77058	MARKETING STRATEGY AND PLANNING-EMBA
College of Business Admin	Business Administration Grad	EMBA77061	FINANCIAL PLANNING AND STRATEGY-EMBA
College of Business Admin	Business Administration Grad	EMBA77062	MONEY AND CAPITAL MARKETS-EMBA
College of Business Admin	Business Administration Grad	EMBA77070	ORGANIZATIONAL ANALYSIS AND DESIGN-EMBA
College of Business Admin	Business Administration Grad	EMBA77071	HUMAN RESOURCE MANAGEMENT-EMBA
College of Business Admin	Business Administration Grad	EMBA77082	LEGAL AND SOCIAL IMPACT ON MANAGERIAL DECISION-MAKING-EMBA
College of Business Admin	Business Administration Grad	EMBA77084	MULTINATIONAL BUSINESS MANAGEMENT-EMBA
College of Business Admin	Business Administration Grad	EMBA77085	EXECUTIVE POLICY AND PLANNING-EMBA
College of Business Admin	Business Administration Grad	EMBA77090	APPLIED RESEARCH DESIGN-EMBA
College of Business Admin	Business Administration Grad	EMBA77091	SEMINAR IN EXECUTIVE SKILLS DEVELOPMENT-EMBA
College of Business Admin	Business Administration Grad	EMBA77096	APPLIED RESEARCH PROJECT-EMBA
College of Business Admin	Business Administration Grad	EMBA77191	SEMINAR IN CURRENT ISSUES FOR EXECUTIVE DEVELOPMENT-EMBA

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Business Admin	Business Administration Grad	EMBA77291	EMBA RESIDENCY SEMINAR
College of Business Admin	Economics	ECON32086	ECONOMICS OF EDUCATION
College of Business Admin	Economics	ECON42040	INTRODUCTION TO ECONOMETRICS
College of Business Admin	Economics	ECON42045	MATHEMATICAL ECONOMICS
College of Business Admin	Economics	ECON42078	ECONOMIC HISTORY OF TECHNOLOGICAL AND INDUSTRIAL DEVELOPMENT
College of Business Admin	Economics	ECON42083	HISTORY OF ECONOMIC THOUGHT
College of Business Admin	Economics	ECON42293	VARIABLE TOPIC WORKSHOP IN ECONOMICS
College of Business Admin	Economics	ECON42297	VARIABLE TOPIC COLLOQUIUM IN ECONOMICS
College of Business Admin	Economics	ECON42298	RESEARCH IN ECONOMICS
College of Business Admin	Economics	ECON42299	SENIOR PROJECT
College of Business Admin	Economics	ECON52040	INTRODUCTION TO ECONOMETRICS
College of Business Admin	Economics	ECON52045	MATHEMATICAL ECONOMICS
College of Business Admin	Economics	ECON52078	ECONOMIC HISTORY OF TECHNOLOGICAL AND INDUSTRIAL DEVELOPMENT
College of Business Admin	Economics	ECON52083	HISTORY OF ECONOMIC THOUGHT
College of Business Admin	Economics	ECON52293	VARIABLE TOPIC WORKSHOP IN ECONOMICS
College of Business Admin	Economics	ECON52297	VARIABLE TOPIC COLLOQUIUM IN ECONOMICS
College of Business Admin	Economics	ECON62071	LABOR ECONOMICS
College of Business Admin	Economics	ECON62078	SEMINAR IN INTERNATIONAL ECONOMICS
College of Business Admin	Economics	ECON62180	REGIONAL ECONOMICS
College of Business Admin	Economics	ECON62182	PUBLIC EXPENDITURE AND COST BENEFIT ANALYSIS
College of Business Admin	Finance	FIN46057	FINANCIAL ANALYSIS
College of Business Admin	Finance	FIN66065	COMMERCIAL BANK MANAGEMENT
College of Business Admin	Finance	FIN66067	RISK MANAGEMENT AND DERIVATIVES
College of Business Admin	Finance	FIN86097	SEMINAR IN FINANCE
College of Business Admin	Management Information System	MIS34031	SYSTEMS SIMULATION
College of Business Admin	Management Information System	MIS34058	OPERATIONS RESEARCH I
College of Business Admin	Management Information System	MIS44056	STATISTICAL MODELS FOR BUSINESS APPLICATIONS
College of Business Admin	Management Information System	MIS44066	STRATEGIES IN WORLD CLASS OPERATIONS
College of Business Admin	Management Information System	MIS64007	INFORMATION TECHNOLOGY
College of Business Admin	Management Information System	MIS64012	SCHEDULING AND PLANNING I
College of Business Admin	Management Information System	MIS64015	STOCHASTIC MODELS
College of Business Admin	Management Information System	MIS64018	MATHEMATICAL PROGRAMMING
College of Business Admin	Management Information System	MIS64031	QUALITY AND RELIABILITY SYSTEMS
College of Business Admin	Management Information System	MIS64045	SYSTEM DEVELOPMENT METHODOLOGIES
College of Business Admin	Management Information System	MIS64046	SEMINAR IN COMPUTER-SUPPORTED COLLABORATIVE WORK
College of Business Admin	Management Information System	MIS64165	HIGH PERFORMANCE ORGANIZATIONS
College of Business Admin	Management Information System	MIS64261	STRATEGIC DESIGN-MAKING AND HUMAN RESOURCE MANAGEMENT
College of Business Admin	Management Information System	MIS64277	MICRO-ORGANIZATIONAL ANALYSIS: INDIVIDUAL BEHAVIOR
College of Business Admin	Management Information System	MIS64285	MANAGING HIGH TECHNOLOGY
College of Business Admin	Management Information System	MIS74007	INFORMATION TECHNOLOGY
College of Business Admin	Management Information System	MIS74012	SCHEDULING AND PLANNING
College of Business Admin	Management Information System	MIS74015	STOCHASTIC MODELS

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Business Admin	Management Information System	MIS74031	QUALITY AND RELIABILITY SYSTEMS
College of Business Admin	Management Information System	MIS74033	MODERN MANUFACTURING MANAGEMENT
College of Business Admin	Management Information System	MIS74045	SYSTEM DEVELOPMENT METHODOLOGIES
College of Business Admin	Management Information System	MIS74046	SEMINAR IN COMPUTER-SUPPORTED COLLABORATIVE WORK
College of Business Admin	Management Information System	MIS74108	ADVANCED TOPICS IN HUMAN RESOURCES MANAGEMENT AND ORGANIZTIO
College of Business Admin	Management Information System	MIS74165	HIGH PERFORMANCE ORGANIZATIONS
College of Business Admin	Management Information System	MIS74261	STRATEGIC DECISION-MAKING AND HUMAN RESOURCE MANAGEMENT
College of Business Admin	Management Information System	MIS74262	COMPETITIVE STRATEGIC ANALYSIS
College of Business Admin	Management Information System	MIS74277	MICRO-ORGANIZATIONAL ANALYSIS: INDIVIDUAL BEHAVIOR
College of Business Admin	Management Information System	MIS74285	MANAGING HIGH TECHNOLOGY
College of Business Admin	Management Information System	MIS84020	ADVANCED STOCHASTIC MODELS
College of Business Admin	Management Information System	MIS84031	QUALITY AND RELIABILITY SYSTEMS
College of Business Admin	Management Information System	MIS84081	DATA COMMUNICATIONS AND NETWORKING IN BUSINESS
College of Business Admin	Management Information System	MIS84083	INFORMATION INFRASTRUCTURE SECURITY
College of Business Admin	Marketing and Entrepreneurship	MKTG65057	MARKETING RESEARCH
College of Business Admin	Marketing and Entrepreneurship	MKTG65063	ANALYTICAL METHODS IN MARKETING RESEARCH
College of Business Admin	Marketing and Entrepreneurship	MKTG65066	MARKETING THEORY
College of Business Admin	Marketing and Entrepreneurship	MKTG65068	MARKETING STRATEGY AND PLANNING FOR NONPROFIT ORGANIZATIONS
College of Business Admin	Marketing and Entrepreneurship	MKTG75057	MARKETING RESEARCH
College of Business Admin	Marketing and Entrepreneurship	MKTG75063	ANALYTICAL METHODS IN MARKETING RESEARCH
College of Business Admin	Marketing and Entrepreneurship	MKTG75066	MARKETING THEORY
College of Business Admin	Marketing and Entrepreneurship	MKTG75068	MARKETING STRATEGY AND PLANNING FOR NONPROFIT ORGANIZATIONS
College of Business Admin	Marketing and Entrepreneurship	MKTG85091	ADVANCED INTERNATIONAL MARKETING SEMINAR
College of Business Admin	Marketing and Entrepreneurship	MKTG85098	RESEARCH IN MARKETING
College of Comm and Info	Communication Studies	COMM45154	RHETORICAL CRITICISM
College of Comm and Info	Communication Studies	COMM55093	VARIABLE TITLE WORKSHOP IN COMMUNICATION STUDIES
College of Comm and Info	Communication Studies	COMM65093	VARIABLE TITLE WORKSHOP IN COMMUNICATION
College of Comm and Info	Communication Studies	COMM65655	NONVERBAL COMMUNICATION
College of Comm and Info	Communication Studies	COMM65656	COMMUNICATIVE USES OF LANGUAGE
College of Comm and Info	Communication Studies	COMM65680	INTERCULTURAL/INTERNATIONAL COMMUNICATION
College of Comm and Info	Communication Studies	COMM65791	SEMINAR IN INSTRUCTIONAL COMMUNICATION
College of Comm and Info	Communication Studies	COMM65891	SEMINAR IN ORGANIZATIONAL COMMUNICATION
College of Comm and Info	Communication Studies	COMM75093	VARIABLE TITLE WORKSHOP IN COMMUNICATION STUDIES
College of Comm and Info	Communication Studies	COMM75655	NONVERBAL COMMUNICATION
College of Comm and Info	Communication Studies	COMM75656	COMMUNICATIVE USES OF LANGUAGE
College of Comm and Info	Communication Studies	COMM75680	INTERCULTURAL/INTERNATIONAL COMMUNICATION
College of Comm and Info	Communication Studies	COMM75791	SEMINAR IN INSTRUCTIONAL COMMUNICATION
College of Comm and Info	Communication Studies	COMM75891	SEMINAR IN ORGANIZATIONAL COMMUNICATION
College of Comm and Info	Journalism and Mass Comm	JMC23001	INTRODUCTION TO GRAPHIC COMMUNICATIONS
College of Comm and Info	Journalism and Mass Comm	JMC30030	MASS MEDIA RESEARCH
College of Comm and Info	Journalism and Mass Comm	JMC32003	PHOTO TECHNOLOGY
College of Comm and Info	Journalism and Mass Comm	JMC40002	REPORTING FOR MASS MEDIA

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Comm and Info	Journalism and Mass Comm	JMC40003	EDITING FOR MASS MEDIA
College of Comm and Info	Journalism and Mass Comm	JMC40008	HISTORY OF AMERICAN MASS COMMUNICATION
College of Comm and Info	Journalism and Mass Comm	JMC40034	ADVANCED ELECTRONIC MEDIA PROGRAMMING
College of Comm and Info	Journalism and Mass Comm	JMC40099	SENIOR HONORS PROJECT
College of Comm and Info	Journalism and Mass Comm	JMC40193	VARIABLE TITLE WORKSHOP IN JMC
College of Comm and Info	Journalism and Mass Comm	JMC41004	BROADCAST COPYWRITING
College of Comm and Info	Journalism and Mass Comm	JMC42009	FASHION PHOTOGRAPHY
College of Comm and Info	Journalism and Mass Comm	JMC44040	CONCEPT PSYCHOGRAPHICS
College of Comm and Info	Journalism and Mass Comm	JMC47005	ADVISING JOURNALISM PUBLICATIONS
College of Comm and Info	Journalism and Mass Comm	JMC48020	MASS MEDIA ORGANIZATIONS AND PUBLIC INFORMATION
College of Comm and Info	Journalism and Mass Comm	JMC50001	FUNDAMENTALS OF MEDIA MESSAGES
College of Comm and Info	Journalism and Mass Comm	JMC51003	ADVERTISING ACCOUNTING MANAGEMENT
College of Comm and Info	Journalism and Mass Comm	JMC56007	REPORTING IN DEPTH
College of Comm and Info	Journalism and Mass Comm	JMC60295	SPECIAL TOPICS IN COMPUTER LAB
College of Comm and Info	Journalism and Mass Comm	JMC64072	ADMINISTRATIVE PROBLEMS IN RADIO AND TELEVISION
College of Comm and Info	Journalism and Mass Comm	JMC65660	POLITICAL COMMUNICATION
College of Comm and Info	Journalism and Mass Comm	JMC66005	PROFESSIONAL NEWS EDITING
College of Comm and Info	Journalism and Mass Comm	JMC66015	ROLE OF THE EDITOR
College of Comm and Info	Journalism and Mass Comm	JMC66020	PRECISION JOURNALISM
College of Comm and Info	Library and Information Sci	LIS41095	SELECTED TOPICS IN LIBRARY SCIENCE
College of Comm and Info	Library and Information Sci	LIS60199	THESIS I
College of Comm and Info	Library and Information Sci	LIS60693	VARIABLE TITLE WORKSHOP-LIBRARY AND INFORMATION SCIENCE
College of Comm and Info	Library and Information Sci	LIS60694	COLLEGE TEACHING OF LIBRARY SCIENCE
College of Comm and Info	Library and Information Sci	LIS60695	SPECIAL PROBLEMS IN LIBRARY SCIENCE
College of Comm and Info	Library and Information Sci	LIS60792	INTERNSHIP IN LIBRARY SUPERVISION AND MANAGEMENT
College of Comm and Info	Visual Communication Design	VCD24001	PRODUCT DESIGN
College of Comm and Info	Visual Communication Design	VCD24009	SOPHOMORE PORTFOLIO REVIEW
College of Comm and Info	Visual Communication Design	VCD38008	PHOTO-DESIGN TECHNIQUES
College of Comm and Info	Visual Communication Design	VCD38008	PHOTO-DESIGN TECHNIQUES
College of Comm and Info	Visual Communication Design	VCD43007	INFORMATION GRAPHICS
College of Comm and Info	Visual Communication Design	VCD44001	PACKAGING AND EXHIBITION DESIGN
College of Comm and Info	Visual Communication Design	VCD44001	PACKAGING AND EXHIBITION DESIGN
College of Comm and Info	Visual Communication Design	VCD46003	DIGITAL TYPOGRAPHY
College of Comm and Info	Visual Communication Design	VCD48009	FASHION PHOTOGRAPHY
College of Comm and Info	Visual Communication Design	VCD48009	FASHION PHOTOGRAPHY
College of Comm and Info	Visual Communication Design	VCD50052	GRAPHIC DESIGN-TRAVEL AND FIELD EXPERIENCE
College of Comm and Info	Visual Communication Design	VCD53007	INFORMATION GRAPHICS
College of Comm and Info	Visual Communication Design	VCD56003	DIGITAL TYPOGRAPHY
College of Comm and Info	Visual Communication Design	VCD56005	VISUAL FORM AND KINETICS GRAPHICS
College of Nursing	Nursing	NURS20160	NURSING PROCESS
College of Nursing	Nursing	NURS30063	SPIRITUAL CARE OF PATIENTS
College of Nursing	Nursing	NURS40057	CASE MANAGEMENT IN HEALTHCARE AGENCIES

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of Nursing	Nursing	NURS50057	CASE MANAGEMENT IN HEALTHCARE AGENCIES
College of Nursing	Nursing	NURS60034	PCN NURSE PRACTITIONER MASTERY PRACTICUM
College of Nursing	Nursing	NURS60352	CLINICAL SPECIALIZATION IN PARENT-CHILD NURSING
College of Nursing	Nursing	NURS60442	PSYCHOPHARMACOLOGY FOR ADVANCED HEALTHCARE PRACTICE
College of Nursing	Nursing	NURS70748	ADVANCED METHODS FOR NURSING RESEARCH:PROGRAM EVALUATION IN N
College of Nursing	Nursing	NURS70792	FIELD EXPERIENCE IN NURSING
College of Nursing	Nursing	NURS86191	VARIABLE CONTENT SEMINAR IN NURSING:NURSING SCIENCE I:FAMILY THEO
College of Nursing	Nursing	NURS86291	VARIABLE CONTENT SEMINAR IN NURSING:NURSING SCIENCE I:NURSING ANI
College of Nursing	Nursing	NURS86391	VARIABLE CONTENT SEMINAR IN NURSING:NURSING SCIENCE II
College of Technology	Technology	AERN15100	WOMEN AND MINORITIES IN AVIATION
College of Technology	Technology	AERN45659	BASIC ACROBATIC FLIGHT
College of Technology	Technology	TECH22100	TRAINING TOPICS IN TECHNOLOGY
College of Technology	Technology	TECH22100	TRAINING TOPICS IN TECHNOLOGY
College of Technology	Technology	TECH31055	PLASTICS TECHNOLOGY I
College of Technology	Technology	TECH31055	PLASTICS TECHNOLOGY I
College of Technology	Technology	TECH42300	RADIATION DETECTION TECHNOLOGY
College of Technology	Technology	TECH42500	LABORATORY IN RADIATION AND MATERIALS
College of Technology	Technology	TECH46020	APPLICATIONS OF ARTIFICIAL INTELLIGENCE PRODUCTS
College of Technology	Technology	TECH46020	APPLICATIONS OF ARTIFICIAL INTELLIGENCE PRODUCTS
College of Technology	Technology	TECH61001	ORGANIZATION AND ADMINISTRATION OF INDUSTRIAL EDUCATION
College of Technology	Technology	TECH61001	ORGANIZATION AND ADMINISTRATION OF INDUSTRIAL EDUCATION
College of Technology	Technology	TECH61006	INSTRUCTIONAL STRATEGIES FOR THE MULTIPLE ACTIVITY LABORATORY
College of Technology	Technology	TECH61006	INSTRUCTIONAL STRATEGIES FOR THE MULTIPLE ACTIVITY LABORATORY
College of Technology	Technology	TECH61051	TECHNOLOGY EDUCATION FOR THE ELEMENTARY SCHOOL
College of Technology	Technology	TECH61051	TECHNOLOGY EDUCATION FOR THE ELEMENTARY SCHOOL
College of Technology	Technology	TECH62001	CONTROL THEORY
College of Technology	Technology	TECH62001	CONTROL THEORY
College of Technology	Technology	TECH62301	ELECTRONIC COMMUNICATION SYSTEM
College of Technology	Technology	TECH62302	FIBER OPTICS
College of Technology	Technology	TECH62396	INDIVIDUAL INVESTIGATION IN ELECTRONIC TECHNOLOGY
College of Technology	Technology	TECH62396	INDIVIDUAL INVESTIGATION IN ELECTRONIC TECHNOLOGY
College of Technology	Technology	TECH63200	COMPUTER-CONTROLLED SYSTEMS
College of Technology	Technology	TECH63200	COMPUTER-CONTROLLED SYSTEMS
College of Technology	Technology	TECH64011	TECHNICAL PROGRAMMING
College of Technology	Technology	TECH64011	TECHNICAL PROGRAMMING
College of Technology	Technology	TECH64396	INDIVIDUAL INVESTIGATION IN COMMUNICATION TECHNOLOGY
College of Technology	Technology	TECH64396	INDIVIDUAL INVESTIGATION IN COMMUNICATION TECHNOLOGY
College of the Arts	Art	ART41093	VARIABLE TITLE WORKSHOP IN ART
College of the Arts	Art	ART41093	VARIABLE TITLE WORKSHOP IN ART
College of the Arts	Art	ARTC25500	ENAMELING I
College of the Arts	Art	ARTC25500	ENAMELING I
College of the Arts	Art	ARTC45500	ADVANCED ENAMELING

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of the Arts	Art	ARTC45500	ADVANCED ENAMELING
College of the Arts	Art	ARTF44042	LITHOGRAPHY II
College of the Arts	Art	ARTF44042	LITHOGRAPHY II
College of the Arts	Art	ARTF64098	RESEARCH
College of the Arts	Art	ARTF64098	RESEARCH
College of the Arts	Art	ARTH42021	ARTS OF INDIA AND SOUTHEAST ASIA
College of the Arts	Art	ARTH42021	ARTS OF INDIA AND SOUTHEAST ASIA
College of the Arts	Art	ARTH42047	ROCOCO ART IN THE 18TH CENTURY
College of the Arts	Art	ARTH42047	ROCOCO ART IN THE 18TH CENTURY
College of the Arts	Art	ARTH42056	AMERICAN ART:1607-1860
College of the Arts	Art	ARTH42056	AMERICAN ART:1607-1860
College of the Arts	Art	ARTH42058	AMERICAN FILM, PHOTOGRAPHY, ART AND IDEAS
College of the Arts	Art	ARTH42058	AMERICAN FILM, PHOTOGRAPHY, ART AND IDEAS
College of the Arts	Art	ARTH42062	PICASSO
College of the Arts	Art	ARTH42063	AMERICAN ART:EUROPEAN ROOTS
College of the Arts	Art	ARTH42068	GENDER AND SEXUALITY IN THE ARTS
College of the Arts	Art	ARTH42072	INTRODUCTION TO MUSEOLOGY
College of the Arts	Art	ARTH42072	INTRODUCTION TO MUSEOLOGY
College of the Arts	Art	ARTH42075	FILM AND PHOTOGRAPHY IN WESTERN ART AND IDEAS
College of the Arts	Art	ARTH42075	FILM AND PHOTOGRAPHY IN WESTERN ART AND IDEAS
College of the Arts	Art	ARTH52000	ART HISTORY RESEARCH METHODS AND RESOURCES
College of the Arts	Art	ARTH52047	ROCOCO ART OF THE 18TH CENTURY
College of the Arts	Art	ARTH52047	ROCOCO ART OF THE 18TH CENTURY
College of the Arts	Art	ARTH52062	PICASSO
College of the Arts	Art	ARTH52063	AMERICAN ART:EUROPEAN ROOTS
College of the Arts	Art	ARTH52068	GENDER AND SEXUALITY IN THE ARTS
College of the Arts	Art	ARTH62056	AMERICAN ART:1600-1860
College of the Arts	Art	ARTH62056	AMERICAN ART:1600-1860
College of the Arts	Art	ARTH62072	INTRODUCTION TO MUSEOLOGY
College of the Arts	Art	ARTH62072	INTRODUCTION TO MUSEOLOGY
College of the Arts	Art	ARTH62075	FILM AND PHOTOGRAPHY IN WESTERN ART AND IDEAS
College of the Arts	Art	ARTH62075	FILM AND PHOTOGRAPHY IN WESTERN ART AND IDEAS
College of the Arts	Art	ARTH62091	ART HISTORY SEMINAR
College of the Arts	Art	ARTH62091	ART HISTORY SEMINAR
College of the Arts	Fashion Design and Merch	FDM35013	FASHION ACCESSORIES
College of the Arts	Fashion Design and Merch	FDM35013	FASHION ACCESSORIES
College of the Arts	Fashion Design and Merch	FDM35260	MERCHANDISING FOR HOME FURNISHINGS
College of the Arts	Fashion Design and Merch	FDM35260	MERCHANDISING FOR HOME FURNISHINGS
College of the Arts	Fashion Design and Merch	FDM45145	TAILORING
College of the Arts	Fashion Design and Merch	FDM45145	TAILORING
College of the Arts	Music	KBM40093	VARIABLE TITLE WORKSHOP IN MUSIC
College of the Arts	Music	KBM40093	VARIABLE TITLE WORKSHOP IN MUSIC

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of the Arts	Music	KBM50093	VARIABLE TITLE WORKSHOP IN MUSIC
College of the Arts	Music	KBM50093	VARIABLE TITLE WORKSHOP IN MUSIC
College of the Arts	Music	KBM70093	VARIABLE TITLE WORKSHOP IN MUSIC
College of the Arts	Music	KBM70093	VARIABLE TITLE WORKSHOP IN MUSIC
College of the Arts	Music	MUS25131	OPERA:SINGER-ACTOR TECHNIQUES
College of the Arts	Music	MUS25131	OPERA:SINGER-ACTOR TECHNIQUES
College of the Arts	Music	MUS33111	TEACHING MUSIC IN THE ELEMENTARY CLASSROOM
College of the Arts	Music	MUS33111	TEACHING MUSIC IN THE ELEMENTARY CLASSROOM
College of the Arts	Music	MUS41230	INTRODUCTION TO ELECTRONIC MUSIC
College of the Arts	Music	MUS41230	INTRODUCTION TO ELECTRONIC MUSIC
College of the Arts	Music	MUS41231	TECHNIQUES OF ELECTRONIC MUSIC
College of the Arts	Music	MUS41231	TECHNIQUES OF ELECTRONIC MUSIC
College of the Arts	Music	MUS42141	FOLK AND TRADITIONAL MUSIC OF WESTERN CONTINENTS
College of the Arts	Music	MUS42141	FOLK AND TRADITIONAL MUSIC OF WESTERN CONTINENTS
College of the Arts	Music	MUS42151	ASIAN MUSICS
College of the Arts	Music	MUS42151	ASIAN MUSICS
College of the Arts	Music	MUS43244	STUDENT TEACHING PREPARATION
College of the Arts	Music	MUS43244	STUDENT TEACHING PREPARATION
College of the Arts	Music	MUS48111	EURHYTHMICS
College of the Arts	Music	MUS48111	EURHYTHMICS
College of the Arts	Music	MUS48112	EURHYTHMICS
College of the Arts	Music	MUS48112	EURHYTHMICS
College of the Arts	Music	MUS51161	ADVANCED MUSICAL ANALYSIS
College of the Arts	Music	MUS51161	ADVANCED MUSICAL ANALYSIS
College of the Arts	Music	MUS51231	TECHNIQUES OF ELECTRONIC MUSIC
College of the Arts	Music	MUS51231	TECHNIQUES OF ELECTRONIC MUSIC
College of the Arts	Music	MUS51321	ORCHESTRATION
College of the Arts	Music	MUS51321	ORCHESTRATION
College of the Arts	Music	MUS52141	FOLK AND TRADITIONAL MUSIC OF WESTERN CONTINENTS
College of the Arts	Music	MUS52141	FOLK AND TRADITIONAL MUSIC OF WESTERN CONTINENTS
College of the Arts	Music	MUS52151	ASIAN MUSICS
College of the Arts	Music	MUS52151	ASIAN MUSICS
College of the Arts	Music	MUS55111	UNIVERSITY CHOIR
College of the Arts	Music	MUS55111	UNIVERSITY CHOIR
College of the Arts	Music	MUS58111	EURHYTHMICS
College of the Arts	Music	MUS58111	EURHYTHMICS
College of the Arts	Music	MUS58112	EURHYTHMICS
College of the Arts	Music	MUS58112	EURHYTHMICS
College of the Arts	Music	MUS61331	BAND ARRANGING
College of the Arts	Music	MUS61331	BAND ARRANGING
College of the Arts	Music	MUS62227	HISTORY AND LITERATURE OF THE WIND BAND
College of the Arts	Music	MUS62227	HISTORY AND LITERATURE OF THE WIND BAND

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of the Arts	Music	MUS62603	SEMINAR IN MUSICS OF THE MIDDLE EAST
College of the Arts	Music	MUS62603	SEMINAR IN MUSICS OF THE MIDDLE EAST
College of the Arts	Music	MUS62604	SEMINAR IN MUSICS OF EAST ASIA
College of the Arts	Music	MUS62604	SEMINAR IN MUSICS OF EAST ASIA
College of the Arts	Music	MUS62605	SEMINAR IN MUSICS OF SOUTH ASIA
College of the Arts	Music	MUS62605	SEMINAR IN MUSICS OF SOUTH ASIA
College of the Arts	Music	MUS62606	SEMINAR IN MUSICS OF SOUTHEAST ASIA
College of the Arts	Music	MUS62606	SEMINAR IN MUSICS OF SOUTHEAST ASIA
College of the Arts	Music	MUS63271	MEASUREMENT AND EVALUATION IN MUSIC
College of the Arts	Music	MUS63271	MEASUREMENT AND EVALUATION IN MUSIC
College of the Arts	Music	MUS63311	DALCROZE TECHNIQUES IN MUSIC EDUCATION
College of the Arts	Music	MUS63311	DALCROZE TECHNIQUES IN MUSIC EDUCATION
College of the Arts	Music	MUS68214	PIANO PEDAGOGY AND MATERIALS I
College of the Arts	Music	MUS68214	PIANO PEDAGOGY AND MATERIALS I
College of the Arts	Music	MUS68215	PIANO PEDAGOGY AND MATERIALS II
College of the Arts	Music	MUS68215	PIANO PEDAGOGY AND MATERIALS II
College of the Arts	Music	MUS68294	COLLEGE TEACHING OF MUSIC
College of the Arts	Music	MUS68294	COLLEGE TEACHING OF MUSIC
College of the Arts	Music	MUS71231	TECHNIQUES OF ELECTRONIC MUSIC
College of the Arts	Music	MUS71231	TECHNIQUES OF ELECTRONIC MUSIC
College of the Arts	Music	MUS71241	ELECTRONIC MUSIC COMPOSITION
College of the Arts	Music	MUS71241	ELECTRONIC MUSIC COMPOSITION
College of the Arts	Music	MUS71331	BAND ARRANGING
College of the Arts	Music	MUS71331	BAND ARRANGING
College of the Arts	Music	MUS72211	NOTATION I
College of the Arts	Music	MUS72211	NOTATION I
College of the Arts	Music	MUS72212	NOTATION II
College of the Arts	Music	MUS72212	NOTATION II
College of the Arts	Music	MUS72227	HISTORY AND LITERATURE OF THE WIND BAND
College of the Arts	Music	MUS72227	HISTORY AND LITERATURE OF THE WIND BAND
College of the Arts	Music	MUS72603	SEMINAR IN MUSICS OF THE MIDDLE EAST
College of the Arts	Music	MUS72603	SEMINAR IN MUSICS OF THE MIDDLE EAST
College of the Arts	Music	MUS72604	SEMINAR IN MUSICS OF EAST ASIA
College of the Arts	Music	MUS72604	SEMINAR IN MUSICS OF EAST ASIA
College of the Arts	Music	MUS72605	SEMINAR IN MUSICS OF SOUTH ASIA
College of the Arts	Music	MUS72605	SEMINAR IN MUSICS OF SOUTH ASIA
College of the Arts	Music	MUS72606	SEMINAR IN MUSICS OF SOUTHEAST ASIA
College of the Arts	Music	MUS72606	SEMINAR IN MUSICS OF SOUTHEAST ASIA
College of the Arts	Music	MUS73271	MEASUREMENT AND EVALUATION IN MUSIC
College of the Arts	Music	MUS73271	MEASUREMENT AND EVALUATION IN MUSIC
College of the Arts	Music	MUS73311	DALCROZE TECHNIQUES IN MUSIC EDUCATION
College of the Arts	Music	MUS73311	DALCROZE TECHNIQUES IN MUSIC EDUCATION

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of the Arts	Music	MUS76414	APPLIED MUSIC-GRADUATE DOUBLE BASS
College of the Arts	Music	MUS76414	APPLIED MUSIC-GRADUATE DOUBLE BASS
College of the Arts	Music	MUS76912	APPLIED MUSIC-GRADUATE GUITAR
College of the Arts	Music	MUS76912	APPLIED MUSIC-GRADUATE GUITAR
College of the Arts	Music	MUS78214	PIANO PEDAGOGY AND MATERIALS I
College of the Arts	Music	MUS78214	PIANO PEDAGOGY AND MATERIALS I
College of the Arts	Music	MUS78215	PIANO PEDAGOGY AND MATERIALS II
College of the Arts	Music	MUS78215	PIANO PEDAGOGY AND MATERIALS II
College of the Arts	Music	MUS82291	SEMINAR IN MUSICOLOGY
College of the Arts	Music	MUS82291	SEMINAR IN MUSICOLOGY
College of the Arts	Theatre and Dance	DAN17014	STUDIO AFRICAN DANCE II
College of the Arts	Theatre and Dance	DAN17014	STUDIO AFRICAN DANCE II
College of the Arts	Theatre and Dance	DAN47054	MODERN DANCE TECHNIQUE IV-A
College of the Arts	Theatre and Dance	DAN47054	MODERN DANCE TECHNIQUE IV-A
College of the Arts	Theatre and Dance	DAN47093	VARIABLE TITLE WORKSHOP IN DANCE
College of the Arts	Theatre and Dance	DAN47093	VARIABLE TITLE WORKSHOP IN DANCE
College of the Arts	Theatre and Dance	DAN47154	MODERN DANCE TECHNIQUE IV-B
College of the Arts	Theatre and Dance	DAN47154	MODERN DANCE TECHNIQUE IV-B
College of the Arts	Theatre and Dance	DAN47155	BALLET IV-B
College of the Arts	Theatre and Dance	DAN47155	BALLET IV-B
College of the Arts	Theatre and Dance	DAN47193	VARIABLE TITLE WORKSHOP IN DANCE
College of the Arts	Theatre and Dance	DAN47193	VARIABLE TITLE WORKSHOP IN DANCE
College of the Arts	Theatre and Dance	THEA41017	READER'S THEATRE
College of the Arts	Theatre and Dance	THEA41017	READER'S THEATRE
College of the Arts	Theatre and Dance	THEA41093	VARIABLE TITLE WORKSHOP IN THEATRE
College of the Arts	Theatre and Dance	THEA41093	VARIABLE TITLE WORKSHOP IN THEATRE
College of the Arts	Theatre and Dance	THEA41093	VARIABLE TITLE WORKSHOP IN THEATRE
College of the Arts	Theatre and Dance	THEA41726	THEATRE MANAGEMENT
College of the Arts	Theatre and Dance	THEA41726	THEATRE MANAGEMENT
College of the Arts	Theatre and Dance	THEA51093	VARIABLE TITLE WORKSHOP IN THEATRE
College of the Arts	Theatre and Dance	THEA51093	VARIABLE TITLE WORKSHOP IN THEATRE
College of the Arts	Theatre and Dance	THEA51093	VARIABLE TITLE WORKSHOP IN THEATRE
College of the Arts	Theatre and Dance	THEA51726	THEATRE MANAGEMENT
College of the Arts	Theatre and Dance	THEA51726	THEATRE MANAGEMENT
College of the Arts	Theatre and Dance	THEA57063	HISTORY OF DANCE AS A THEATRICAL PHENOMENON I
College of the Arts	Theatre and Dance	THEA57163	HISTORY OF DANCE AS A THEATRICAL PHENOMENON II
College of the Arts	Theatre and Dance	THEA57174	PRINCIPLES OF DANCE COMPOSITION I
College of the Arts	Theatre and Dance	THEA57174	PRINCIPLES OF DANCE COMPOSITION I
College of the Arts	Theatre and Dance	THEA60096	INDIVIDUAL INVESTIGATION-COSTUME HISTORY
College of the Arts	Theatre and Dance	THEA60096	INDIVIDUAL INVESTIGATION-COSTUME HISTORY
College of the Arts	Theatre and Dance	THEA61191	SEMINAR:THEATRE HISTORY AND THEORY
College of the Arts	Theatre and Dance	THEA61191	SEMINAR:THEATRE HISTORY AND THEORY

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
College of the Arts	Theatre and Dance	THEA61391	SEMINAR:PLAYWRITING
College of the Arts	Theatre and Dance	THEA61391	SEMINAR:PLAYWRITING
College of the Arts	Theatre and Dance	THEA61497	PRODUCTION COLLOQUIUM
College of the Arts	Theatre and Dance	THEA61497	PRODUCTION COLLOQUIUM
College of the Arts	Theatre and Dance	THEA61522	ADVANCED STUDIES IN LIGHTING DESIGN
College of the Arts	Theatre and Dance	THEA61522	ADVANCED STUDIES IN LIGHTING DESIGN
College of the Arts	Theatre and Dance	THEA61524	ADVANCED STUDIES IN COSTUME DESIGN FOR STAGE AND SCREEN
College of the Arts	Theatre and Dance	THEA61524	ADVANCED STUDIES IN COSTUME DESIGN FOR STAGE AND SCREEN
College of the Arts	Theatre and Dance	THEA61621	ADVANCED STUDIES IN SCENE PAINTING
College of the Arts	Theatre and Dance	THEA61621	ADVANCED STUDIES IN SCENE PAINTING
College of the Arts	Theatre and Dance	THEA61622	ADVANCED STUDY:SCENERY FOR STAGE AND SCREEN
College of the Arts	Theatre and Dance	THEA61622	ADVANCED STUDY:SCENERY FOR STAGE AND SCREEN
College of the Arts	Theatre and Dance	THEA62792	PRODUCTION DRAMATURGY
College of the Arts	Theatre and Dance	THEA62792	PRODUCTION DRAMATURGY
College of the Arts	Theatre and Dance	THEA67070	PRINCIPLES OF DANCE COMPOSITION II
College of the Arts	Theatre and Dance	THEA67070	PRINCIPLES OF DANCE COMPOSITION II
College of the Arts	Theatre and Dance	THEA72892	THEATRE PRACTICUM
College of the Arts	Theatre and Dance	THEA72892	THEATRE PRACTICUM
Honors College	Honors	HONR15397	COLLOQUIUM:WORLD POLITICS
Honors College	Honors	HONR15497	COLLOQUIUM:COMPARATIVE POLITICS
Honors College	Honors	HONR30497	COLLOQUIUM:INTERNATIONAL STUDY
Honors College	Honors	HONR40497	COLLOQUIUM:INTERNATIONAL STUDY
Regional College	Regional College	ACTT21006	INTRODUCTION TO CORPORATE TAX PREPARATION
Regional College	Regional College	AMRT10030	AIRFRAME I
Regional College	Regional College	AMRT10040	AVIATION POWER PLANT I
Regional College	Regional College	AMRT20010	AIRFRAME II
Regional College	Regional College	AMRT20020	AIRFRAME III
Regional College	Regional College	AMRT20030	AVIATION ELECTRONICS
Regional College	Regional College	AMRT20040	PRINCIPLES OF FLIGHT
Regional College	Regional College	AMRT20050	PRACTICUM IN ADVANCED AVIATION
Regional College	Regional College	AMRT20060	AVIATION POWER PLANT II
Regional College	Regional College	BMRT21002	BUSINESS LAW AND ETHICS II
Regional College	Regional College	BMRT21054	INSURANCE PRINCIPLES
Regional College	Regional College	BMRT21055	RETAIL MERCHANDISING
Regional College	Regional College	BMRT21056	PRINCIPLES OF VISUAL DISPLAY
Regional College	Regional College	BMRT46295	SPECIAL TOPICS IN APPLIED BUSINESS
Regional College	Regional College	COMT11003	SELECTED PROGRAMMING LANGUAGES
Regional College	Regional College	COMT21006	ASSEMBLY LANGUAGE PROGRAMMING
Regional College	Regional College	ECET21095	SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION TECHNOLOGY
Regional College	Regional College	EIRT22030	SURVEY OF INFORMATION TECHNOLOGY
Regional College	Regional College	HTMT13600	ELECTRONIC MATERIALS
Regional College	Regional College	HTMT13600	ELECTRONIC MATERIALS

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Regional College	Regional College	HTMT13601	INTRODUCTION TO PHOTONICS AND FIBER OPTICS
Regional College	Regional College	HTMT13601	INTRODUCTION TO PHOTONICS AND FIBER OPTICS
Regional College	Regional College	HTMT13603	LASERS AND ELECTRO-OPTIC COMPONENTS AND DEVICES
Regional College	Regional College	HTMT13603	LASERS AND ELECTRO-OPTIC COMPONENTS AND DEVICES
Regional College	Regional College	HTMT23600	SEMICONDUCTOR MANUFACTURING I
Regional College	Regional College	HTMT23600	SEMICONDUCTOR MANUFACTURING I
Regional College	Regional College	HTMT23601	SEMICONDUCTOR MANUFACTURING II
Regional College	Regional College	HTMT23601	SEMICONDUCTOR MANUFACTURING II
Regional College	Regional College	HTMT23602	PHOTOLITHOGRAPHY IN IC FABRICATION
Regional College	Regional College	HTMT23602	PHOTOLITHOGRAPHY IN IC FABRICATION
Regional College	Regional College	HTMT23603	LIGHT SOURCES AND WAVE OPTICS
Regional College	Regional College	HTMT23603	LIGHT SOURCES AND WAVE OPTICS
Regional College	Regional College	HTMT23604	VACUUM SYSTEM TECHNOLOGY
Regional College	Regional College	HTMT23604	VACUUM SYSTEM TECHNOLOGY
Regional College	Regional College	HTMT23606	POWER RADIO FREQUENCY
Regional College	Regional College	HTMT23606	POWER RADIO FREQUENCY
Regional College	Regional College	HTMT23607	LASER TECHNOLOGY:APPLICATIONS
Regional College	Regional College	HTMT23607	LASER TECHNOLOGY:APPLICATIONS
Regional College	Regional College	HTMT23695	SPECIAL TOPICS
Regional College	Regional College	HTMT23695	SPECIAL TOPICS
Regional College	Regional College	IERT21096	INDIVIDUAL INVESTIGATION IN SYSTEMS/INDUSTRIAL ENGINEERING TECHNO
Regional College	Regional College	IERT22007	COOPERATIVE WORK EXPERIENCE
Regional College	Regional College	ITAP26613	MACHINE TRANSCRIPTION
Regional College	Regional College	MERT22006	GENERAL MECHANICAL LABORATORY
Regional College	Regional College	MERT22011	DYNAMICS
Regional College	Regional College	MERT22020	APPLIED VECTOR ANALYSIS
Regional College	Regional College	MERT22021	APPLIED FINITE ELEMENT ANALYSIS
Regional College	Regional College	MERT22095	SPECIAL TOPICS IN MECHANICAL ENGINEERING TECHNOLOGY
Regional College	Regional College	MFGT14001	GEOMETRIC DIMENSIONING AND TOLERANCING
Regional College	Regional College	MFGT23002	ADVANCED COMPUTER-AIDED MANUFACTURING
Regional College	Regional College	PLCT12004	PROPERTIES OF PLASTIC MATERIALS
Regional College	Regional College	PLCT12005	RADIATION POLYMER TECHNOLOGY I
Regional College	Regional College	PLCT22000	ASSEMBLY AND FINISHING OF PLASTICS
Regional College	Regional College	PLCT22001	PLASTICS PRODUCT DESIGN
Regional College	Regional College	PLCT22002	PLASTICS TOOL DESIGN
Regional College	Regional College	PLCT22005	PLASTICS MANUFACTURING
Regional College	Regional College	PLCT22006	RADIATION POLYMER TECHNOLOGY II
Regional College	Regional College	PLCT22007	POLYMER IRRADIATION TECHNOLOGY
Regional College	Regional College	RADT24000	MEDICAL TERMINOLOGY
Regional College	Regional College	RERT21003	SPECIAL TOPICS IN REAL ESTATE
Research and Graduate Studies	Research and Graduate Studies	GCOL61000	INTRODUCTION TO LIBERAL STUDIES
Research and Graduate Studies	Research and Graduate Studies	GCOL61094	COLLEGE TEACHING

COLLEGE	DEPARTMENT	COURSE	COURSE TITLE
Research and Graduate Studies	Research and Graduate Studies	GCOL61098	LIBERAL STUDIES ESSAY
Research and Graduate Studies	Research and Graduate Studies	GCOL61191	INTERDISCIPLINARY SEMINAR IN GERONTOLOGY
Research and Graduate Studies	Research and Graduate Studies	GCOL71094	COLLEGE TEACHING
Research and Graduate Studies	Research and Graduate Studies	GCOL71191	INTERDISCIPLINARY SEMINAR IN GERONTOLOGY
Undergraduate Studies	Undergraduate Studies	US20193	VARIABLE TITLE WORKSHOP IN UNDERGRADUATE STUDIES

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TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agenda for Monday, 19 September 2011

DATE: 12 September 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.

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. If you wish to elevate an information or lesser action item on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 16 September, to have that item appear on the October agenda.

EPC UNDERGRADUATE COUNCIL

INFORMATION ITEMS

College of Business Administration

1. Inactivation of the Leadership [C109] post-secondary certificate.
   Effective Fall 2011
   Attachment 1

College of Technology

2. Suspension of admission to the Technology Education Licensure [TEDL] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree until 2014, at which time the program will be revised or inactivated.
   Effective Spring 2012
   Attachment 2

Regional College

3. Establishment of college tech prep articulation agreement with Columbiana County Career and Technical Center whereby eligible students completing the Veterinary Science program will receive credit for VTEC 10001 in the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree.
   Effective Spring 2011
   Attachment 3

4. Establishment of college tech prep articulation agreement with Trumbull County Career and Technical Center whereby eligible students completing the Health Science Academy–Pharmacy Technician program will receive 24 credit hours toward the Allied Health Management Technology [AHMT] major within the Associate of Technical Study [ATS] degree.
   Effective Spring 2011
   Attachment 4

INFORMATION ITEMS *continued*

5. Inactivation of several post-secondary certificates, either completely or on specific campus(es).
   Effective Fall 2011 or Spring 2012, depending on program
   Attachment 5

Certificate	Campus Inactivation
Accounting Technology [C201]	all campuses – fall 2011 for E. Liverpool, Trumbull, Tuscarawas; spring 2012 for Ashtabula
Advanced Internet [C101]	fall 2011 for E. Liverpool, Tuscarawas (retain at Ashtabula, Trumbull)
Business Management Technology [C102]	fall 2011 for E. Liverpool, Trumbull (retain at Ashtabula, Tuscarawas)
Child and Family Advocacy [C122]	all campuses for fall 2011
Computer-Aided Drafting/Design [C103]	fall 2011 for E. Liverpool; spring 2012 for Trumbull, Tuscarawas (retain at Ashtabula)
Computer Forensics and Information [C137]	fall 2011 for E. Liverpool, Trumbull (retain at Ashtabula, Tuscarawas)
Database Administrator [C124]	all campuses for fall 2011
Desktop Publishing [C104]	all campuses for fall 2011
Entrepreneurship [C105]	fall 2011 for E. Liverpool, Trumbull, Tuscarawas (retain at Ashtabula)
Hospitality Management [C142]	spring 2012 for E. Liverpool, Trumbull (retain at Ashtabula)
Industrial Security [C139]	all campuses for fall 2011
Internet [C108]	all campuses for fall 2011
Manufacturing Management Technology [C111]	all campuses for fall 2011
Medical Billing [C123]	fall 2011 for Ashtabula (retain at E. Liverpool, Salem, Tuscarawas)
Microcomputer Applications [C110]	all campuses for fall 2011
Plastics Manufacturing Engineering [C113]	all campuses for fall 2011
Radiation Polymer Engineering [C121]	all campuses for fall 2011
Solutions Developer [C116]	all campuses for fall 2011
Systems Engineer [C125]	all campuses for fall 2011

LESSER ACTION ITEM

College of Nursing

1. Revision of the course requirements in 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

EPC GRADUATE COUNCIL

INFORMATION ITEM

College of Communication and Information

1. Inactivation of the post-master's certificates Advanced Study in K-12 School Library Media [C810] and Advanced Study in Library Management [C815].
   Effective Fall 2011
   Attachment 6

CORRECTION

24 January 2011 EPC agenda

1. The Paralegal Studies certificate has been reclassified as post-secondary [C202]; it had been approved as post-baccalaureate [C624]. The admission requirement is a bachelor's degree.
   Effective Fall 2011

COURSE CHANGES

Effective for Fall 2012

AERN 65300 Airline Transport Operations (3)..... Revise

ARCH 10121 Representation of Design I (3) to:
ARCS ..... Revise

ARCH 10122 Representation of Design II (3) to:
ARCS ..... Revise

ARCH 20121 Studio for Architecture Studies I (4) to:
ARCS ..... Revise

ARCH 20122 Studio for Architecture Studies II (4) to:
ARCS ..... Revise

ARCH 30022 Urban Design Discourse (3) to:
ARCS ..... Revise

ARCH 30321 Structural Typology (3) to:
ARCS ..... Revise

ARCH 30421 The Environmental Imperative (3) to:
ARCS ..... Revise

TECH 34002 Advanced CAD II (3) ..... Revise

Corrections to the 29 August 2011 EPC Agenda

Course Change Effective for Spring 2012

MCLS 20091 Variable Content Seminar in Global Literacy: Case Studies (3) ..... New
Incorrectly recorded course title

Course Change Effective for Fall 2012

EHS 53012 Environmental and Occupational Health (3) to:
Occupational Safety and Health (3) ..... Revise
Incorrectly recorded as effective for spring 2012

Agenda prepared by the Office of Curriculum Services

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Received
AUG 25 2011
Provost's Office

Preparation Date **14-Jun-11** Curriculum Bulletin _____
Effective Date **Fall 2011** Approved by EPC _____

Department
College **BU - Business Administration**
Degree **CER1 - Post-Secondary Certificate <1 year**
Program Name **Leadership** Program Code **C109**
Concentration(s) Concentration(s) Code(s)
Proposal **Inactivate program**

Description of proposal:
Inactivation due to low graduate rates and in response to new federal regulations governing "gainful employment" that call for additional, labor-intensive and time-consuming reporting. The Leadership certificate was established in 1998 as a joint venture between the college (in the former Department of Administrative Services) and the Center for Student Involvement. It has averaged approximately one graduate each year. As this certificates is no longer viable, it had to be inactivated by 15 June 2011 to avoid FY 2010 federal reporting.There are approximately 10 students currently enrolled, and all will be given the opportunity to continue the coursework and earn the certificate.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: **n/a** Proposed total credit hours **n/a**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact as all courses in the certificates are offered primarily for degree programs. Students currently enrolled in the certificate will be able to complete plan of study and earn the certificate.

Units consulted (other departments, programs or campuses affected by this proposal):
Center for Student Involvement. Inactivation of the Leadership certificate does not affect other units as all courses and faculty are in the College of Business Administration.

REQUIRED ENDORSEMENTS

8/23/11
Department Chair / School Director

___/___/___
Campus Dean (for Regional Campuses proposals)

8/23/11
College Dean (or designee)

___/___/___
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 **6-Sep-11** Curriculum Bulletin _____

Effective Date **Spring 2012** Approved by EPC _____

Department

College **CT - Technology**

Degree **BS - Bachelor of Science** Technology TECH

Program Name **Tech Education Licensure** Program Code **TEDL**

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

Proposal **Temporarily suspend admissions**

Description of proposal:

With the retirement of the only faculty member, the College of Technology/Applied Engineering, Sustainability, and Technology is proposing to temporarily suspend admissions to this program while a needs assessment is completed.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

No impact on other programs. This is a BS Tecchnology ~~major~~ concentration with a minor in Education.

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

College of Education, Health, Human Services

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

John R. Graham 9/6/11

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary

Temporary Suspend of Admissions to
BS Technology Education Licensure (TECH TEDL) January 2012

Subject Specification: With the retirement of the only faculty member, the College of Technology/Applied Engineering, Sustainability, and Technology is proposing to temporarily suspend admissions to BS Technology Education Licensure (TECH TEDL) program while a needs assessment is completed.

Background Information:
Technology Education Licensure program has a long history that involves the College of Technology and the College of Education, Health, and Human Services. In recent years, there has been a significant decrease in the number of students interested in this undergraduate program. This may be related to the perceived lack of employment opportunities as K-12 continues to drop "non-necessary" programs.

The College of Technology is requesting approval to temporarily suspend admissions to this program while the program is evaluated for the need in the future. The effect of this request is to avoid offering a program that may not have resource support to provide the appropriate level of excellence in undergraduate program to meet the expectations of the student.

The College of Technology is in the state of change. The transition from an independent school a few years ago and the name change to the College of Applied Engineering, Sustainability, and Technology passed by Faculty Senate this summer indicated the rapid rate of change. In addition, the only full time faculty member supporting this program retired August 2011. This combination of events has forced the College of Technology to review all program offerings in terms of the mission of the college

At this time there are 12 undergraduate students matriculated in the Technology Education Licensure program. Three are scheduled to graduate by spring 2012 and one has not taken courses for some time. This very low number of students creates a challenge for the college to provide effective and efficient programming. It is, of course, the obligation of the college to support the enrolled students through graduation. However, at this time, the college is requesting temporary suspension of admission to this program to best protect students.

Alternatives and Consequences: Due to the retirement of the only TECH faculty member, the options are severely limited. An option that may be pursued after a needs assessment is a BS Technology with an appropriate education minor to meet the requirements for licensure.

Specific Recommendation and Justification: The College feels obliged to suspend admissions into this program since there is no full time faculty with this specific expertise. There is no full time faculty within the College to support this program and any additional students at this time.

Timetable and Actions Required:

- Review and needs assessment AY 2011 with a decision sometime spring 2012 term
- Submit appropriate forms according to the findings.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 5-Jul-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department

College RE - Regional College

Degree AAS - Associate of Applied Science

Program Name **Veterinary Technology** Program Code **VTEC**

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

Proposal Establish articulation agreement

Description of proposal:

Establishing articulation agreement for College Tech Prep completers from the College Tech Prep Veterinary Technology program at Columbiana County Career and Technical Center into Kent State's AAS in Veterinary Technology. Student will receive a maximum of 2 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):

N/A

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

Veterinary Technology discipline faculty, Tuscarawas Campus.

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)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Columbiana County Career and Technical Center
Veterinary Science Program
and
Kent State University
Associate of Applied Science in Veterinary Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into on this 25th day of May 2011 (the "Effective Date") by and between Columbiana County Career and Technical Center (the "High School"), with an address of 9364 State Route 45, Lisbon, Ohio 44432; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Columbiana County Career and Technical Center:
Edna Anderson
Superintendant
9364 State Route 45
Lisbon, Ohio 44432

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 and must be 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.

Columbiana County Career and Technical Center:

By: _____
Edna Anderson
Superintendent

KENT STATE UNIVERSITY:

By: _____ 5/26/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Dated [DATE]
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Veterinary Technology
and
Columbiana County Career and Technical Center
Veterinary Science Program

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achieving a "B" or better in the High School College Tech Prep Program.

   c Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits ("Articulation Benefits") are:***

   a. Facilitates articulation of courses between the High School, Veterinary Science Program, and Kent State, Associate of Applied Science, Veterinary Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Veterinary Science
High School: Columbiana County Career and Technical Center
Kent State University: Associate of Applied Science, Veterinary Technology

Columbiana County Career and Tech Center	***KENT STATE UNIVERSITY AAS Veterinary Technology***	***Credits***
Veterinary Science Program	*VTEC 10001 Intro to Veterinary Technology*	*2*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Veterinary Science
High School: Columbiana County Career and Technical Center
Kent State University: Associate of Applied Science in Veterinary Technology

Course Subject and Title	Credit Hours	Min. Grade	
Semester One: [17 Credit Hours]			
VTEC 10001 Intro to Veterinary Technology	**2**	**C**	**Tech Prep Articulated Credit**
VTEC 10002 Veterinary Nursing I	**3**	**C**	
VTEC 10204 Clinical Laboratory I	**3**	**C**	
BSCI 10100 Anatomy for Veterinary Technicians	5	C	
CHEM 10050 Fundamentals of Chemistry	3	C	
US 10097 Destination Kent State: FYE	1		
Semester Two: [18 Credit Hours]			
VTEC 10205 Veterinary Nursing II	**3**	**C**	
VTEC 10206 Pharmacology	**2**	**C**	
VTEC 20008 Clinical Laboratory II	**3**	**C**	
BSCI 10110 Biological Diversity	4	C	Fulfills Kent Core Basic Sciences
CHEM 10052 Intro to Organic Chemistry	2	C	
CHEM 10053 Inorganic and Organic Laboratory	1	C	
ENG 11011 College Writing I	3	C	Enrollment based on placement tests; fulfills Kent Core Composition
Semester Three: [18 Credit Hours]			
VTEC 20010 Imaging Techniques	**3**	**C**	
VTEC 20212 Surgery and Anesthesia	**3**	**C**	
VTEC 20213 Nutrition and Disease	**2**	**C**	
BSCI 20021 Basic Microbiology	3	C	
BSCI 20022 Basic Microbiology Laboratory	1	C	
Kent Core Humanities or Fine Arts	3		Visit www.kent.edu/catalog and search "Kent Core" for course list
Kent Core Social Sciences	3		
Semester Four: [17 Credit Hours]			
VTEC 20009 Veterinary Nursing III	**3**	**C**	
VTEC 20214 Veterinary Nursing and Hospital Procedures	**3**	**C**	
VTEC 20392 Veterinary Hospital Practicum	**5**	**C**	
COMM 15000 Intro to Human Communication *or* COMM 20001 Interpersonal Communication	3		COMM 15000 fulfills Kent Core Additional
Kent Core Social Sciences	3		Visit www.kent.edu/catalog and search "Kent Core" for course list

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
70	2.0	2.0

Kent College Tech Prep Consortium

Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

FY12 Program of Study Assurance Page

Program of Study approval is contingent upon complying with the following assurances in accordance with Ohio's Perkins IV State Plan.

This program of study was developed through a collaborative effort between the Career-Technical Planning District (CTPD) and the college(s) specified below.
This POS is based on a pathway identified in one of Ohio's Career Field Technical Content Standards.
This POS supports the requirements to earn an Ohio high school graduation diploma as specified in the Ohio CORE.
This POS identifies all required academic and technical coursework from grade 9 through the associate degree (minimally), listed by course name and sequenced by grade level.
This POS identifies recommended academic and technical electives appropriate for the career field.
Courses identified in this POS are aligned to State academic and technical standards and, where applicable, regulatory business and industry standards.
Course descriptions for all courses identified in the POS are available.
This POS identifies articulated and/or dual enrollment/postsecondary credit opportunities as well as matriculation opportunities.
This POS identifies appropriate and obtainable industry/state credential opportunities.
In the implementation of the attached POS, strategies will be employed to assure access and success for special populations.
In the implementation of the attached POS, strategies will be employed to incorporate appropriate adult workforce education transition opportunities.
In the implementation of this attached POS, strategies will be employed to facilitate creative, innovative, artistic and/or designoriented knowledge and skills acquisition.

EPC Agenda 19 September 2011 Attachment Page 9

The signatures below indicate that the attached Program of Study meets the criteria specified in the Ohio State Plan for Perkins IV

REQUIRED SIGNATURES (Perkins IV Recipients)

Edna S, Anderson Printed Name of CTPD Superintendent		Robert G. Frank Printed Name of College President (or indicate if designee) Provost and Sr. VP for Academic Affairs	
Signature CTPD Superintendent		Signature of College President (or indicate if designee)	
Columbaina County Name of CTPD	5/23/11 Date	Kent State University Name of College	5/26/11 Date

ADDITIONAL SIGNATURES

Edna S. Anderson Printed Name of District Superintendent/ School Principal		Jennie Royer Printed Name of Tech Prep Consortium Director	
Signature of District Superintendent/School Principal	5/23/11 Date	Signature of Tech Prep Consortium Director	5/25/11 Date

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 7-Jul-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department

College RE - Regional College

Degree ATS - Associate of Technical Study

Program Name **Allied Health Management Technology** Program Code **AHMT**

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

Proposal Establish articulation agreement

Description of proposal:

Establishing articulation agreement for College Tech Prep completers from College Tech Prep Landscape and Design Technology program and Health Science Academy-Pharmacy Technician program at Trumbull Career and Technical Center into Kent State's ~~AAS in Horticulture Technology, Landscape Design and~~ ATS in Allied Health Management Technology. Student will receive a maximum of ~~4 credit hours for Landscape Design and~~ 24 credits for Allied Health Management Technology.
(agreement with Horticulture Technology is pending approval)

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):

Horticulture Technology discipline faculty, Salem Campus. Director, Enrollment management, Trumbull Campus for the Pharmacy Technician.

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)

ARTICULATION AGREEMENT
By and Between
Trumbull Career and Technical Center
College Tech Prep Health Science Academy – Pharmacy Technician
and
Kent State University
Associate of Technical Studies, Allied Health Management Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into on this 1st day of May 2011 (the "Effective Date") by and between Trumbull Career and Technical Center (the "High School"), with an address of 528 Educational Highway, Warren, OH 44483; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Trumbull Career and Technical Center:
Mr. Wayne McClain
Superintendent
528 Educational Highway
Warren, OH 44483

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 and must be 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.

Trumbull Career and Technical Center:

By: _____
Mr. Wayne McClain
Superintendent

KENT STATE UNIVERSITY:

By: _____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs
5/3/11

Attachment A
To The
Articulation Agreement Dated May 1, 2011
By and Between
Trumbull Career and Technical Center
College Tech Prep Health Science Academy – Pharmacy Technician
and
College Tech Prep and Kent State University
Associate of Technical Studies, Allied Health Management Technology

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

   f. Passage of Pharmacy Technician National Certification.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, College Tech Prep Health Science Academy – Pharmacy Technician, and Kent State, Associate of Technical Studies in Allied Health Management Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Health Science Academy - Pharmacy Technician
High School: Trumbull Career and Technical Center
Kent State University: Associate of Technical Studies, Allied Health Management Technology

Trumbull Career and Technical Center	***KENT STATE UNIVERSITY ATS Allied Health Management Technology***	***Credits***
Health Science Academy Pharmacy Technician program (720 clock hours)	*Credit hours awarded are based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours; documentation of certification must be presented to the College Tech Prep Office prior to enrollment into the major*	*24*
Passage of Pharmacy Technician National Certification	*Students interested in this program should apply to Kent State University and must meet with an advisor to be admitted to the program. Upon admission to this program, up to 24 credit hours will be held in escrow on the basis of student's accredited certification. These credit hours will be awarded upon successful completion of at least 42 additional credit hours of courses selected in accordance with the following curriculum.*	

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Health Science Academy - Pharmacy Technician
High School: Trumbull Career and Technical Center
Kent State University: Associate of Technical Study in Allied Health Management Technology

Course Subject and Title	Credit Hours	Upper Division	
Pre – Major: [18-27 credit hours] Trumbull Career and Technical Center			
Accredited Certificate	18-27		Credit hours awarded are based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours; documentation of certification must be presented to campus prior to enrollment into the major
Semester One: [13-16 Credit Hours] Kent State University			
BMRT 11000 Intro to Business	3		
COMT 11000 Intro to Computer Systems	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
US 10097 Destination Kent State: FYE	1		
General Elective	3		
Business Technology Elective	0-3		See note below
Semester Two: [13-16 Credit Hours] Kent State University			
BMRT 11009 Intro to Management Technology	3		
ACTT 11000 Accounting I - Financial	4		
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
COMT 12000 Personal Productivity Software	3		
Business Technology Elective	0-3		See note below
Semester Three: [13-16 Credit Hours] Kent State University			
ACTT 11001 Accounting II - Managerial	4		
BMRT 21006 Human Resource Management	3		
ENG 20002 Introduction to Technical Writing	3		
MATH 11010 Algebra for Calculus	3		
Business Technology Elective	0-3		See note below

.Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
66	2.0	2.0

Note: This degree program allows for maximum 27 credit hours awarded on the basis of the student's accredited certification. If 27 credit hours are not awarded, the student is required to take additional business technology courses (electives) as necessary to meet total degree requirement of 66 hours.

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY

OhioCollegeTechPrep
Kent Tech Prep Consortium

Kent State University (KSU)

Associate of Technical Studies, Allied Health Management Technology

&

The Kent College Tech Prep Consortium (KCTPC)

Articulated Credit Application

Trumbull Career and Technical Center

College Tech Prep Health Science Academy – Pharmacy Technician

Student Please complete the upper portion of this application and forward it to your high school college tech prep instructor so (s)he can complete the middle portion. **Please** ensure that the KCTPC office has a copy of your final high school transcript and Pharmacy Technician National Certification. **Note**: It is the student's responsibility to ensure that all required forms and transcripts are on file in the KCTPC office and at KSU.

Name: _____ Social Security Number: _____-_____-_____

Home High School: _____ Date of Birth: _____

CTP High School: _____ Date of Graduation: _____

KSU Campus Plan to Attend: _____

Student Signature: _____ Date: _____

Previous College/University Attended: _____

Instructor Please initial below indicating the student has earned at least a "B" in the college Tech Prep Program.

Instructor's Initial	KSU Credit Hours
	24

Sign and return to:

Kent College Tech Prep Office
PO Box 5190
Kent, OH 44242

Instructor's Approval: _____ Date: _____

Verification

KCTPC	
	Application Submitted within 15 months of HS Graduation
	Completed HS CTP Program
	Official HS Transcript
	"B" (3.0) or higher in Tech Prep Program
	Completion of Algebra 2
	Passage of Pharmacy Technician National Certification

Credit Approved_____ Banner ID Number_____

Credit Denied_____ Admit Term: _____

Reason for Denial _____

_____

KCTPC Official Signature: _____Date:_____

Y:/KCTP articulated credit applic.docx
1/19/11
Approved by Legal Counsel 2/11/2011

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **5-Jun-11** Curriculum Bulletin _____

Effective Date **Fall 2011** Approved by EPC _____

Department

College **RE - Regional College**

Degree **CER1 - Post-Secondary Certificate <1 year**

Program Name **See attached list** Program Code

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

Proposal **Inactivate program**

Description of proposal:

Based on a review of the Regional College certificate enrollments and the new federal reporting requirments for certificates eligible for financial aid, inactivation and changes to the locations where certificates are offered are being recommended. These changes have no impact on staffing or negative impact to the students as the majority have had zero enrollment.

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

Current total credit hours: **n/a** Proposed total credit hours **n/a**

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

No impact as all courses in the certificates are offered primarily for degree programs. Students currently enrolled in the certificate will be able to complete plan of study and earn the certificate.

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

Regional faculty within the appropriate academic divisions; regional assistant deans; regional campus deans.

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

MEMORANDUM

TO: Regional College Curriculum Committee
EPC
FROM: Wanda Thomas
Regional College Dean
DATE: August 22, 2011
SUBJECT: Changes to Certificate Programs

New regulations have been issued by the U.S. Department of Education as an outcome of the Reauthorization of the Higher Education Act. Title IV eligible certificate programs will need to annually collect data and disclose information to the public about on-time graduation rates, cost, job placement rates, median loan debt, and average salary. Certificate programs not meeting a minimum standard will lose Title IV eligibility.

A review of the Regional College certificates was conducted in consultation with division faculty, assistant deans and campus deans. The majority of certificates had from 0 to 1 or 2 students enrolled in the past 3-5 years; therefore, the following changes are recommended:

Certificate	Changes
Accounting Technology – C201	Inactivate all locations (AC, EC, TR, TU)
Advanced Internet – C101	Retain at AC, ~~EC~~ and EC (per S. Rossi 1-Sep-11 e-mail), TR, eliminate at TU – not eligible for federal funds
Business Management Technology – C102	retain at AC and TU; eliminate at EC, TR
Child and Family Advocacy – C122	Inactivate all locations (AC, EC, SA, TR, TU)
Computed Tomography – C138	No change - Retain at SA
Computer Forensics and Information – C137	Retain at AC and TU; eliminate at EC, TR
Computer-Aided Drafting/Design – C103	Retain only at AC; eliminate at EC, TR, TU
Database Administrator – C124	Inactivate all locations (EC, TR)
eBusiness – C145	No change – retain at TU
Entrepreneurship – C105	Retain only at AC; eliminate at EC, TR, TU
Hospitality Management – C142	Retain onyly at AC; eliminate at EC, TR
Industrial Security – C139	Inactivate - TR
Internet – C108	Inactivate all locations (AC, EC, TR, TU)
Magnetic Resonance –C204	No change – retain at SA
Manufacturing Management Technology – C111	Inactivate all locations (AC, TR, TU)
Medical Billing – C123	Retain at EC, SA, TU; eliminate at AC
Microcomputer Applications – C110	Inactivate all locations (AC, EC, TR, TU)
Office Software Applications – C146	No change – retain at TU
Plastics Manufacturing Engineering – C113	Inactivate all locations (AC, TR, TU)
Radiation Polymer Engineering – C121	Inactivate - AC
Solutions Developer – C116	Inactivate all locations (EC, TR)
Systems Engineer – C125	Inactivate all locations (EC, TR)

Add: Desktop Publishing (C104) - inactivate all locations (AC, EC, TR, TU) - per W. Thomas (16-Jun-11 e-mail)

(notes in red are Therese Tillett's)

TILLETT, THERESE

From: TILLETT, THERESE
Sent: Friday, September 09, 2011 5:16 PM
To: RC Deans
Cc: Rossi, Susan; DEEMER, KEVIN; HALDAR, FRANCES; GUY, DAVID; Sines, Robert
Subject: certificate inactivations

Hello, this is what is planned to be on the September EPC agenda as the final approved version. Please review and let me know if you see any inaccuracies.

Regarding the effective date, I found registered students admitted to specific campuses for fall 2011 for some of these certificates (see list below the table). Therefore, effective dates for certain campuses may be different. If you see any issues or have any updates, please let me know.

Certificate	Campus Inactivation	Effective Term
Accounting Technology [C201]	Completely	Fall 11 - EC, TR, TU | Spring 12 - AC
Advanced Internet [C101]	E. Liverpool, Tuscarawas	Fall 11
Business Management Technology [C102]	E. Liverpool, Trumbull	Fall 11
Child and Family Advocacy [C122]	Completely	Fall 11
Computer-Aided Drafting/Design [C103]	E. Liverpool, Trumbull, Tuscarawas	Fall 11 – EC | Spring 12 – TR, TU
Computer Forensics and Information [C137]	E. Liverpool, Trumbull	Fall 11
Database Administrator [C124]	Completely	Fall 11
Desktop Publishing [C104]	Completely	Fall 11
Entrepreneurship [C105]	E. Liverpool, Trumbull, Tuscarawas	Fall 11
Hospitality Management [C142]	E. Liverpool, Trumbull	Spring 12
Industrial Security [C139]	Completely	Fall 11
Internet [C108]	Completely	Fall 11
Manufacturing Management Technology [C111]	Completely	Fall 11
Medical Billing [C123]	Ashtabula	Fall 11
Microcomputer Applications [C110]	Completely	Fall 11
Plastics Manufacturing Engineering [C113]	Completely	Fall 11
Radiation Polymer Engineering [C121]	Completely	Fall 11
Solutions Developer [C116]	Completely	Fall 11
Systems Engineer [C125]	Completely	Fall 11

Ashtabula Campus
Admitted to Accounting Technology (C201) for fall 2011: 810250409[redacted] (registered)

East Liverpool Campus
Admitted to the Hospitality Management (C142) for fall 2011: 810588541[redacted] (registered)

Trumbull Campus
Admitted to the CAD/Design Technology (C103) for fall 2011: 810467019[redacted] (registered); 810567786 [redacted] (registered)
Admitted to the Hospitality Management (C142) for fall 2011: 810590105[redacted] (registered)

Tuscarawas Campus
Admitted to the CAD/Design Technology (C103) for fall 2011: 810478001[redacted] (registered)

Therese E. Tillett | Director of Curriculum Services | Office of the Provost
Kent State University | 384 University Library | 1125 Risman Dr | Kent, OH 44242

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Jun-11** Curriculum Bulletin _____

Effective Date **Fall 2011** Approved by EPC _____

Department	**Library and Information Science**
College	**CI - Communication and Information**
Degree	**CER8 - Post-Master's Certificate**
Program Name	**Advanced Study in K-12 School Library Media and Advanced Study in Library Management** Program Code **C810 and C815**
Concentration(s)	Concentration(s) Code(s)
Proposal	**Inactivate program**

Description of proposal:

Inactivation due to low enrollment and in response to new federal regulations governing "gainful employment" that call for additional, labor-intensive and time-consuming reporting. Certificate C810 has had no enrollment since its establishment in 2004; certificate C815, established in 2006, has averaged three students in the past three years. As these certificates were no longer viable, they had to be inactivated by 15 June 2011 to avoid FY 2010 federal reporting.

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

Current total credit hours: **n/a** Proposed total credit hours **n/a**

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

No impact as all courses in the certificates are offered primarily for degree programs. Any students currently enrolled in the certificate will be able to complete plan of study and earn the certificate.

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

N/A - Inactivation of these certificates does not affect other units as all courses and faculty are in the School of Library and Information Science

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REQUIRED ENDORSEMENTS

Don A. Wicks _____ 08/22/2011

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

[signature] _____ 8/25/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agendas for Monday, 17 October 2011
EPC Undergraduate Council, 3:20 p.m., Kent Student Center, Room 310AB

DATE: 10 October 2011

No EPC Graduate Council Meeting this month

In the event that any of the action or information item proposals require corrections or create actions that have significant impact not addressed in the response memos, please bring these matters to the attention of the Office of the Provost before the meeting. If you wish to elevate a lesser action on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 14 October, to ensure that the materials are available at the meeting for review.

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of August and September agendas.
   Attachment 1: August | September

University Requirements Curriculum Committee *(represented by Dean Donald R. Williams)*

2. Establishment of a policy to waive the Kent Core requirement for designated post-undergraduate (PUG) students who are seeking a bachelor's degree at Kent State.
   Effective Fall 2012
   Attachment 2

3. Establishment of a policy to allow students who update their official catalog from a pre-2010 year to the current catalog year to be given special consideration in determining completion of the Kent Core if they have met the Liberal Education Requirement in their prior catalog.
   Effective Fall 2012
   Attachment 3

4. Establishment of Kent Core Basic Sciences designation for BSCI 11010 Anatomy and Physiology I for Allied Health and BSCI 11020 Anatomy and Physiology II for Allied Health. These courses will be listed among the "beginning major sequences courses."
   Effective Fall 2012
   Attachment 4

5. Establishment of Global Diversity designation to MUS 42181 Popular World Music.
   Effective Fall 2012
   Attachment 5

6. Establishment of Writing-Intensive Course designation for FDM 35010 Contemporary Fashion Designers (formerly titled 21st Century Fashion Designers) and FDM 40291 Seminar in Fashion Merchandising; removal of Writing-Intensive Course designation from FDM 45035 Historic Textiles.
   Effective Fall 2012
   Attachment 6

ACTION ITEMS *continued*

College of the Arts *(represented by Dean John R. Crawford)*

School of Fashion Design and Merchandising

7. Establishment of the Fashion Design [FD] major within a Bachelor of Fine Arts [BFA] degree and substantial revision of the Fashion Design [FD] major within the Bachelor of Arts [BA] degree, including the inactivation of concentrations Conceptual Design [CODE] and Technical Design and Production [TDPR]. Minimum total hours to program completion of the BFA degree are 124; minimum total hours to program completion of the BA degree decrease, from 126-127 to 121.
   Effective Fall 2012
   Attachment 7: Proposal | Catalog Copy and Roadmaps | Letter of Intent | New Courses

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

8. Establishment of an Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree. The major will comprise five concentrations: Electrical/Electronics [ELEL]; Green and Alternative Energy [GAE]; Manufacturing/Mechanical/Systems [MMSY]; 2+2 Integrated Engineering Technology [2IET]; and Computer Design, Animation and Game Design [CDAG]. The ELEL, MMSY and CDAG concentrations, currently in the Technology [TECH] major, will move to this major. Minimum total hours to program completion are 121.
   Effective Fall 2012
   Attachment 8: Proposal | Letters of Support | Survey | Catalog Copy and Roadmaps | OBR Response to Letter of Intent | New Courses

DISCUSSION ITEMS

Office of the Provost

1. An update on federal integrity rules.

2. Gainful employment regulations and the definition of a certificate at Kent State.

INFORMATION ITEMS

Office of the Provost

1. Catalog statements clarifying proficiency through testing and the Graduation Planning System.
   Effective Fall 2012
   Attachment 9

College of Arts and Sciences

Department of Psychology

2. Letter of intent to establish the Psychology [PSYC] major within the Bachelor of Science [BS] degree. The major is currently and will continue to be offered within the Bachelor of Arts [BA] degree.
   Attachment 10

Regional College

3. Establishment of tech prep articulation agreements with Columbiana County Career and Technical Center, whereby eligible students completing either the Information Technology-Network Systems Program or the Visual Design and Imaging Program will receive 12 credit hours (COMT 11000, COMT 11005, COMT 11006 and COMT 12000) applicable toward the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree.
   Effective Spring 2012
   Attachment 11: Information Technology-Network Systems | Visual Design and Imaging

INFORMATION ITEMS *continued*

Regional College *continued*

4. Establishment of tech prep articulation agreements with Dover High School, whereby eligible students completing the Project Lead the Way Program will receive either (depending on agreement) 11 credit hours (CADT 22003, IERT 22010, MERT 12000, MERT 12001) applicable toward the Mechanical Engineering Technology [MERT] major; or 13 credit hours (EERT 22004, IERT 22010, MERT 12000, MERT 22009) applicable toward the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree.
Effective Spring 2012
Attachment 12: Mechanical Engineering | Electrical/Electronic Engineering

5. Establishment of tech prep articulation agreement with Massillon-Washington High School whereby eligible students completing the Health Science Academy Pharmacy Technician Program and passage of Pharmacy Technician National Certification will receive 24 credit hours held in escrow applicable toward the Allied Health Management Technology [AHMT] major within the Associate of Applied Technical Study [ATS] degree.
Effective Spring 2012
Attachment 13

6. Establishment of tech prep articulation agreement with New Philadelphia High School whereby eligible students completing the Project Lead the Way Program will receive either (depending on agreement) 13 credit hours (EERT 22004, IERT 22010, MERT 12000, MERT 22009) applicable toward the Electrical/Electronic Engineering Technology [EEET] major; or 11 credit hours (CADT 22003, IERT 22010, MERT 12000, MERT 12001) applicable toward the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree.
Effective Spring 2012
Attachment 14: Electrical/Electronic Engineering | Mechanical Engineering

7. Establishment of tech prep articulation agreements with Trumbull Career and Technical Center whereby eligible students completing the Project Lead the Way Program will receive either (depending on agreement) 13 credit hours (EERT 22004, IERT 22010, MERT 12000, MERT 22009) applicable toward the Electrical/Electronic Engineering Technology [EEET] major; or 11 credit hours (CADT 22003, IERT 22010, MERT 12000, MERT 12001) applicable toward the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree.
Effective Spring 2012
Attachment 15: Electrical/Electronic Engineering | Mechanical Engineering

8. Establishment of tech prep articulation agreement with Trumbull Career and Technical Center whereby eligible students completing either the Information Technology-ISS Program, Visual Design and Imaging Program or the Information Technology-Interactive Media Program will receive 12 credit hours (COMT 11000, COMT 11005, COMT 11006, COMT 12000) applicable toward the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree.
Effective Spring 2012
Attachment 16: Information Technology-ISS | Visual Design and Imaging | Information Technology-Interactive Media

9. Establishment of tech prep articulation agreement with Tuscarawas Valley High School whereby eligible students completing the Project Lead the Way Program will receive either 13 credit hours (EERT 22004, IERT 22010, MERT 12000, MERT 22009) applicable toward the Electrical/Electronic Engineering Technology [EEET] major or 11 credit hours (CADT 22003, IERT 22010, MERT 12000, MERT 12001)applicable toward the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree.
Effective Spring 2012
Attachment 17: Electrical/Electronic Engineering | Mechanical Engineering

LESSER ACTION ITEMS

College of the Arts

School of Fashion Design and Merchandising

1. Revision of the program requirements for the Fashion Merchandising [FM] major within the Bachelor of Science [BS] degree. Revisions include course changes, removal of the foreign language requirement, removal of the support core electives, establishing requirement of a minor. Minimum total credit hours for program completion are unchanged at 121.
Effective Fall 2012

Regional College

2. Revision of the program requirements for the Computer Design Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree. Revisions include course changes and addition of 9 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours for program completion increase, from 62 to 67.
Effective Fall 2012

3. Revision of the program requirements for all concentrations in the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree. Revisions include course change, and addition of 9 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours for program completion increase, from 60 to 63.
Effective Fall 2012

4. Revision of the program requirements for the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree. Revisions include course changes, and addition of 3 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours for program completion increase from 69 to 72.
Effective Fall 2012

5. Revision of the program requirements for all concentrations in the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree. Revisions include course changes, and addition of 9 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours for program completion increase, from 62 to 67.
Effective Fall 2012

6. Revision of the program requirements the Manufacturing Engineering Technology [MFET] major within the Associate of Applied Science [AAS] degree. Revisions include course changes and addition of 9 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours for program completion increase, from 62 to 73.
Effective Fall 2012

7. Revision of the program requirements for the Nursing Technology [NRST] major within the Associate of Applied Science [AAS] degree. Revisions include course changes and addition of 6 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours for program completion increase, from 63 to 68.
Effective Fall 2012

8. Revision of the program requirements for the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree. Revisions include course changes and addition of 6 credit hours of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours for program completion are unchanged at 68.
Effective Fall 2012

LESSER ACTION ITEMS *continued*

College of Technology

9. Inactivation of three concentrations in the Technology [TECH] major within in the Bachelor of Science [BS] degree. The concentrations—Electrical/Electronics [ELEL]; Manufacturing/ Mechanical/Systems [MMSY]; and Computer Design, Animation and Game Design [CDAG] —are moving to the proposed Engineering Technology [ENGT] major in the Regional College. Minimum total hours to program completion increase, from 121-125 to 123-125, depending on concentration.
Effective Fall 2011

COURSE CHANGES

Effective for Fall 2012

ARCH	45240	The Skyscraper (3)	New
ARCH	45627	Preservation Technology (3)	New
ARCH	55240	The Skyscraper (3)	New
ARCH	55627	Preservation Technology (3)	New
BSCI	11010	Anatomy and Physiology I for Allied Health (3) [KBS]	Revise
BSCI	11020	Anatomy and Physiology II for Allied Health (3) [KBS]	Revise
CHDS TAS	37900	Applied Career Studies Cornerstone (3) to: Technical and Applied Studies Cornerstone	Revise
CHDS TAS	47900	Applied Career Studies Capstone Seminar (4) to: Technical and Applied Studies Capstone (3)	Revise
CADT	22004	Computer Animation and Gaming (3)	Revise
CADT	22095	Special Topics in Computer Animation and Game Design Technology (1-3)	New
CLAS	41005	History of Ancient Greece (3)	New
CLAS	41304	Latin Literature in Translation (3)	New
CLAS	41305	Classical Literary Studies (3)	New
CLAS	41404	Ancient Christianities (3)	New
CLAS	51005	History of Ancient Greece (3)	New
CLAS	51304	Latin Literature in Translation (3)	New
CLAS	51305	Classical Literary Studies (3)	New
CLAS	51403	Roman Civilization (3)	Inact
CLAS	51404	Ancient Christianities (3)	New
COMT	11003	Selected Programming Languages (2-4)	Revise
EERT	12000	Electric Circuits I (4)	Revise
EERT	22003	Technical Computing (3)	Revise
EERT	22014	Microprocessors and Robotics (4) to: (3)	Revise
EERT	22017	Applied Engineering Software (3)	Revise
EERT	22018	PC/Network Engineering and Troubleshooting (3)	Revise
FDM	10020	Fashion Visuals (2) to: (3)	Revise

Effective for Fall 2012 *continued*

FDM	10050	Introduction to Fashion Technology (3)	New
FDM	15055	Basics of Apparel Construction (3)	New
FDM	20050	Fashion Technology Applications (3)	New
FDM	20141	Flat Pattern/Draping I (3)	Inact
FDM	20142	Flat Pattern/Draping II (3)	Inact
FDM	20153	Flat Pattern (3)	New
FDM	20154	Draping (3)	New
FDM	20155	Machine Knitting-Single Bed (3)	New
FDM	30050	Fashion Technology: Computer Integrated Textile Design (3)	New
FDM	30154	Machine Knitting-Double Bed (3)	New
FDM	30155	Knitwear Design (3)	New
FDM	30161	Fashion Design Studio I (6)	New
FDM	30162	Fashion Design Studio II (6)	New
FDM	30171	Florence Fashion Design Studio I (6)	New
FDM	30172	Florence Fashion Design Studio II (6)	New
FDM	30181	New York City Fashion Design Studio I (6)	New
FDM	30182	New York City Fashion Design Studio II (6)	New
FDM	35010	21st Century Fashion Designers (3) to:	
		Contemporary Fashion Designers (3) [WIC]	Revise
FDM	35011	Fashion Forecasting (3)	New
FDM	35012	Sustainability in Fashion (3)	New
FDM	35121	Fashion Model Drawing (3)	New
FDM	35122	Advanced Fashion Illustration Techniques (3)	New
FDM	40050	Fashion Technology: TechStyleLAB (3)	New
FDM	40099	Senior Fashion Design Thesis I (6)	New
FDM	40199	Senior Fashion Design Thesis II (6)	New
FDM	40270	Fashion Marketing (3)	New
FDM	40291	Seminar in Fashion Merchandising (3) [WIC]	Revise
FDM	45035	Historic Textiles (3) [remove WIC]	Revise
GAE	32000	Fuel Cell Technology (3)	New
GAE	42002	Energy Management Systems (3)	New
GAE	42000	Lean Manufacturing, Six Sigma and Operations Technology (3)	New
GAE	42004	Advanced Fuel Cell Technology (3)	New
IERT	42095	Training Topics in Engineering Technology (1-3)	New
ITEC	19525	Instructional Technology (3)	Revise
MCLS	40420	Foreign Languages and Culture Studies (3) to:	
	30420		Revise

Effective for Fall 2012 *continued*

MUS	42181	Popular World Music (3) [DIVG]	Revise
OCAT	10001	Occupational Therapy Practice Skills II (3)	Revise
OCAT	20003	Occupational Therapy Practice Skills III (3)	Revise
PHY	46101	Quantum and Atomic Physics (3) to:	
		Quantum Mechanics (3)	Revise
PHY	56101	Quantum and Atomic Physics (3) to:	
		Quantum Mechanics (3)	Revise
TECH CDAG	34000	Computer Animation II (3) to:	Revise
TECH CDAG	34001	Computer Animation III (3) to:	Revise
TECH CDAG	34003	Animation Theory (3) to:	Revise
TECH CDAG	34004	Technology of Light, Color, Design and Layout (2) to:	Revise
TECH	42103	Construction Specifications and Services (3)	New
TECH CDAG	43000	Advanced Animation and Game Design (2) to:	Revise
TECH CDAG	43001	Technology of Media and Film Production (2) to:	Revise
TECH CDAG	43002	Graphics Design Technology to:	Revise
TECH CDAG	43003	Virtual Reality and Game Design (2) to:	Revise
TECH CDAG	43004	UNIX Scripting with Applications (2) to:	Revise
THEA	51191	Variable Content Seminar: Theatre History/Literature/Theory	Revise
VCD	13000	Introduction to Visual Communication Design I (3)	Revise

CORRECTIONS TO 19 SEPTEMBER AGENDA

TECH 34002 Advanced CAD II (3) ..... Withdrawn
Revisions were never intended to be approved

Agenda prepared by Office of Curriculum Services

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
August 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 August.

However, agendas were generated and comprised one action item (minutes of the May meeting). On the undergraduate agenda, there were three information items, three lesser action items and a list of course changes. On the graduate agenda, there were one lesser action item and a list of course changes.

Only one item was discussed:

EPC Graduate Council
Lesser Action Item 1: Revision of the program requirements and creation of concentration Dual Degree MSN/MPA [DMNP] for the dual degree program Master of Science in Nursing [MSN] / Master of Public Administration [MPA]. The dual degree program has been officially approved since 1993; however, with no distinct concentration to distinguish different program requirements. Minimum total credit hours to program completion decrease, from 54 to 48.

The College of Arts and Sciences requested that this proposal be withdrawn as it had not gone to the Arts and Sciences College Curriculum Committee. This request was communicated to the College of Nursing, and the proposal was sent to the College of Arts and Sciences to return to the EPC at later date.

With the exception of Lesser Action Item 1, above, 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

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
September 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, agendas were generated. On the undergraduate agenda, it comprised five information items, one lesser action item and a list of course changes. On the graduate agenda, it comprised one information 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

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Proposal for EPC approval

Date: September 12, 2011

By electronic vote this past summer, the University Requirements Curriculum Committee has approved the attached proposal to waive the Kent Core requirement for Post-Undergraduate students, effective Fall 2012.

Cc: Therese Tillett, Curriculum Services
URCC

KENT STATE UNIVERSITY

TO: University Requirements Curriculum Committee

FROM: Timothy J. Chandler, Senior Associate Provost

SUBJECT: The Kent Core and post-undergraduate students

DATE: 6 May 2011

Subject Specification

Proposal to establish an official policy to waive the Kent Core requirement for designated post-undergraduate students at Kent State University.

Background Information

A post-undergraduate (PUG) student is someone who has "received a bachelor's degree from an accredited college or university other than Kent State University and who [wishes] to take undergraduate courses at Kent State"[1].

It is generally recognized that most universities and colleges offering baccalaureate programs have a set of liberal education courses that make up a general education requirement for all undergraduate students to complete. The Ohio Articulation and Transfer Policy, first established in 1990 (Senate Bill 268, House Bill 111), states the following:

> *Although the philosophical basis for the general education requirements of the various programs, the structuring of these requirements, the total hours required, and the method of delivery vary among institutions and even among programs within institutions, there is, <u>within this general education requirement</u> of A.A., A.S. and baccalaureate degree programs a common body of knowledge and academic skills which is required at most institutions which make up this appropriately diverse academy.*[2]*.*

With this mindset, the Ohio Board of Regents established the Ohio Transfer Module, a set of courses from among the general education requirements at many institutions. The Ohio Transfer Module forms the foundation of all public institutions and many private institutions' general education requirements in Ohio, including Kent State's Kent Core.

With the implementation of Ohio Transfer Module, it is assured that in-state PUG students have taken a similar structure of general education requirements. It is recommended that the proposed policy be extended to out-of-state PUG students to acknowledge that general education requirements do not pertain solely to Ohio institutions, as well as to avoid unequal treatment among PUG students at Kent State.

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[1] "Post-Undergraduate Students," 2010 University Catalog. Retrieved from www.kent.edu/catalog/2010/admission.
[2]: "Acceptance of Transfer Credit and Application of Transfer," Ohio Articulation and Transfer Policy. Retrieved from http://regents.ohio.gov/transfer/policy/transfer_policy_d2aa.php.

Alternatives and Consequences

The alternate is to have no university policy, not recognize that general education requirements at other baccalaureate-granting institutions are essentially structured in similar ways, and the possibility of requiring PUG students to duplicate coursework to meet similar general education coursework previously achieved.

Specific Recommendation and Justification

To ensure a clear, consistent and transparent policy for post-undergraduate students, it is recommended that Kent State University approve the establishment of the following policy, effective with the fall 2012 University Catalog:

> **Post-undergraduate students who have earned a baccalaureate from a regionally accredited institution will be deemed to have completed the equivalent of the university's Kent Core requirement. By virtue of having earned a bachelor's degree, these students will be recognized as having completed their general education requirements. If they pursue an academic program at Kent State University that requires specific courses that are also in the Kent Core but are unmet, they can be held to those requirements because the courses are considered program requirements first and foremost.**

Timetable and Actions Required

- Approval sought from the University Requirements Curriculum Committee [date]
- Approval sought from the Educational Policies Council [date]
- Information item for the Faculty Senate [date]
- Policy included in the fall 2012 University Catalog

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Proposal for EPC Action

Date: October 4, 2011

The University Requirements Curriculum Committee has approved the attached proposal to exempt certain students from the Kent Core requirements based on their prior completion of the Liberal Education Requirements, effective immediately after final approval.

Cc: Therese Tillett, Curriculum Services
URCC

Proposal Summary

Title: Policy for Completion of Kent Core Requirements

Subject Specification: Students at Kent State University who update their official catalog from a year prior to 2010 to the current catalog year will be given special consideration in determining completion of the Kent Core requirements, providing all LERrequirements have been met in the student's prior catalog.

Background Information: Under Ohio Board of Regents Policy, students who transfer to another state insitution and have completed the sending institution's transfer module will be considered to have completed the general education courses of the receiving institution. This proposal grants the same privilege to native Kent State University students who update their catalog to the current one, provided they have completed the LER requirements of their prior catalog.

Alternatives and Consequences: Continue to review each student who updates and evaluate individually completed LER courses against each current Kent Core requirement.

Specific Recommendation and Justification: Students at Kent State University who update their official catalog from a year prior to 2010 to the current catalog year will be given special consideration in determining completion of the Kent Core requirements. If all of the LER requirements have been met in the student's prior catalog, their Kent Core requirements will be considered complete. Students must contact their advisor to determine eligibility.

Timetable and Actions Required: [Recommendation has been considered by the Senior Associate Provost and the advising community and is felt to be equitable and appropriate.

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposals for EPC Action

Date: October 4, 2011

The University Requirements Curriculum Committee has approved the following courses for inclusion in the list of substitutes in the Basic Sciences category of the Kent Core, effective Fall 2012:

BSCI 11010, Anatomy and Physiology I, 3 cr.
BSCI 11020, Anatomy and Physiology II, 3 cr.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, A&S
URCC

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: October 4, 2011

The University Requirements Curriculum Committee has approved the following course for Diversity (global) status, effective Fall 2012:

MUS 42181, Popular World Music, 3.cr.

The CCU has been submitted through the workflow. The Diversity Course Information Form and sample syllabus are attached.

Cc: Therese Tillett, Curriculum Services
Ralph Lorenz, Arts
URCC

Diversity Course Proposal Questionnaire

Please review the Diversity Requirement Objectives and Criteria before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Certification of Curriculum Proposal (CCP), Basic Data Sheet (BDS) and a typical course syllabus.

Department/School: MUS

Course Number: 42181 **Credit Hours:** 03

Course Title: Popular World Music

Diversity Category: Global

Prerequisite(s): None

Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.

   The popular world music genres discussed embody the cultural identity of diverse populations across the globe. While much of the class aims to educate students about the varied styles and important artists related to each genre, the essence of the course is to gain a better understanding of how diverse historical, ideological, political, and religious perspectives are conveyed through music.

   The opening unit discusses the role of business in promoting world music to global audiences. Academic investigation of world music has shifted towards a popular focus in part because of the marketing efforts undertaken by the music industry. This discussion leads to the influence American and European music have had on popular world music styles while also reviewing the fundamental terminology associated with music study.

   The remaining chapters move through various geographic locales that spawn the popular world music styles examined in the course. The itinerary starts with music most recognized by American students and proceeds into less familiar areas: the Caribbean, Latin America, Brazil, Europe, Sub-Saharan Africa, South Asia, the Middle East, East Asia, and Southeast Asia. Some of the many music genres discussed include reggae, calypso, Latin pop, salsa, tango, reggaeton, samba, Euro-pop, flamenco, fado, polka, klezmer, mbube, mbaqanga, highlife, juju, filmi, bhangra, rai, enka, C-Pop, Chinese rock, luk thung, and dangdut.

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?

   This course was offered in Spring and Summer of 2011 as a Special Topics class. It is listed as a regular class in the course catalog (MUS 42181) this Fall 2011. The class is intended as a more in-depth study of some of the material covered in the course Music as a World Phenomenon (MUS 22121), a CORE course with global diversity status. 22121, however, is not a pre-requisite for this class. 22121 focuses primarily on traditonal world music at an introductory level, while 42181 concentrates on just popular world music traditions and with

much greater musical and cultural analysis.

3. For what audience would this be a particularly good diversity course? Explain.

   The core audience would be any students interested in popular music, which is probably most of the student body. As occurs with Music as a World Phenomenon, this course, Popular World Music, will be considered an attractive means of studying world culture.

4. What faculty will teach this course? Have any special efforts been made to prepare these faculty members to deal with the diversity issues of this course? Explain.

   The course will be taught by regular and adjunct faculty with degrees in ethnomusicology or extensive practical experience in world music study. The coordinator will make the faculty aware of diversity issues to be covered by providing an overview of the class and a sample course syllabus, as well as accompanying materials.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

   The maximum enrollment per section will be thirty-five students. There will be at least one online section and one on-ground section offered each semester according to demand. More sections can be added if enrollment numbers suggest a need. No additional resources are needed at this time.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   Students will have regular assessments (multiple choice, matching, short answer, etc.), as well as an extensive research paper (8-10 pages) related to the course. Graded discussions will be key to assessing the effectiveness of the student's understanding of global diversity issues.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   Primarily global diversity, though some of the early discussion focuses on a variety of music styles and related cultural issues from the United States.

Name of person preparing form: Andrew Shahriari Submission date: June 30, 2011

Denise A. Seachrist 9-7-11

Signature of chair/director verifying curriculum committee approval Date

Popular World Music Syllabus
Summer 2011 (8-weeks)

Course/Sec#: 40295 (001) CRN: 10149
Dates: June 6 – July 31, 2011. Instructor: Dr. Andrew Shahriari

Contact Info: As a web-based class, you should contact me via the class website, using Blackboard-Email (private) or the *Instructor In/Outbox* (public). Please do not use my "@kent.edu" account unless Blackboard is not working and you must contact me; these messages are not always received. I rarely meet with students face-to-face as this opportunity is not available to all students, so any questions or concerns should be sent via the class website.

KSU Contact Info:

- For Tech problems, KSU Help Desk: 330-672-4357
- Email: Please use Blackboard Email
- Emergency Email: ashahria@kent.edu

Note: Please do not call the Music Office with course matters. I rarely visit campus to receive messages, and they cannot help with details of the class or Blackboard navigation.

Course Objective: By the end of the course, students should be able to (1) recognize a variety of popular world-music styles, (2) articulate musical and cultural knowledge associated with each style, and (3) identify important artists related to each genre.

Required Materials:

- *Popular World Music* by Andrew Shahriari. Published by Pearson, 2011. (ISBN-10: 0205104703/ISBN-13: 9780205104703). Available in the KSU Bookstore or online. Keyword: Popular World Music Shahriari
- http://www.mymusickit.com/ gives access to textbook web materials (optional).
- Accompanying CD: This can be purchased with the book, but audio required for the course can also be purchased separately via iTunes. (ISBN-10: 0205185274/ISBN-13: 9780205185276)
- *iTunes* software on your computer for downloading additional required listening examples from the Internet. [http://www.apple.com/itunes/].
- Access to Blackboard (formerly known as WebCT-VISTA). Login via http://vista8.kent.edu OR via your Flashline account: *Student Tools & Courses* tab in the *Registration & Class Tools* frame (Click-*Vista Single Sign On*).

Grading: There are 500 potential points in this class. Points are earned as follows:

Exams Units 1 – 5	300	points	(60%)	A = 500 – 450 points
Pathways Postings	50	points	(10%)	B = 449 – 400 points
Exploration Essay	50	points	(10%)	C = 399 – 350 points
Comprehensive Final Exam	100	points	(20%)	D = 349 – 300 points
				F = 299 – 0 points
Total	500	points	(100%)	

- **Exams Units 1-5:** Based on lectures, discussions, online materials, reading assignments, and listening examples. **These are one-attempt timed exams.** It is your responsibility to take them during the open period for each unit. Resolve technical issues prior to starting the exams. (60 points per exam.)
- **Pathways Postings:** Based on contributions to group discussions of course material, including Original and Response postings. (10 points per unit. Unit discussions close along with associated unit.)
- **Exploration Essay:** Based on submission of a research paper on an approved topic (see below).

- **Comprehensive Final Exam:** Based on lectures, discussions, online materials, reading assignments, and listening examples. **This is a one-attempt timed exam.** It is your responsibility to take it during the open period. Resolve technical issues prior to starting the exam.

NOTE: Practice quizzes are available throughout the semester. These are not factored into your overall score. They are for preparation only, so you can take them multiple times. See Class Calendar in Blackboard-VISTA for the open periods of graded exams.

Grades: Your current grade is posted on Blackboard. Grades are updated only after a unit closes.

IMPORTANT: As a web-based class, it is your responsibility to access the course via a capable computer. The instructor and university assume no responsibility for computer crashes, Internet Server problems, or any other technical/personal matters that inhibit you from completing any aspect of the course as scheduled. In the event that there are technical issues during an exam, STOP taking the exam immediately and send the instructor an Email (via Blackboard) explaining the problem. The instructor is not required to offer a retake/makeup of any exam or other graded aspect of the course, but may elect to do so at his/her discretion.

Important Dates:
Unit 1 Closes: 11:59pm, Sunday, June 19, 2011.
Unit 2 Closes: 11:59pm, Sunday, June 26, 2011.
Unit 3 Closes: 11:59pm, Sunday, July 3, 2011.
Unit 4 Closes: 11:59pm, Sunday, July 10, 2011.
Unit 5 Closes: 11:59pm, Sunday, July 17, 2011.

Exploration Essay DUE: 11:59pm, Sunday, July 24, 2011. No late submissions accepted.
Make-up Period: July 18 to July 24, 2011. (Closes 11:59pm, Sunday.)

Comprehensive Final Exam CLOSES: 11:59pm, Sunday, July 31, 2011.

Participation Policy: Participation in your group discussions is essential for your learning as well as the success of the entire group. Failure to contribute in a substantial and meaningful way as to be determined by your instructor and/or fellow group members will lower your grade.

Academic Honesty Statement: The use of the intellectual property of others without attributing it to them is considered a serious academic offense. This includes materials obtained from the Internet. Notify the instructor if you are aware of such dishonesty. Cheating or plagiarism will result in a failing grade for the work or course. Repeat offenses will result in dismissal from the university. As the exams are "open-book," you are expected to take them *independently*, i.e. without anyone's assistance.

Students with Disabilities: Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University Policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the Office of Student Services to acquire the name of the campus representative to whom documentation should be submitted.

After your eligibility for accommodations is determined, SAS will send the instructor an electronic notification of your eligibility. While I assume SAS will do this without fail, please send me an Email requesting confirmation that the notification was received. If you are registered with SAS and I do not receive an official notification from them, then I have no way to know that you require accommodations. I must have verification that you are registered with Disabled Student Services/Student Accessibility Services to grant you extra time on the timed exams. These exams will appear as "Exam-SAS" on Blackboard, so please ask me if they do not appear on your account after contacting the instructor regarding your status.

Drop/Withdrawal: As a courtesy to your fellow group members and instructor, please let them know if you plan to drop or withdraw from the course.

Assessments: Your assessments focus on your ability to articulate knowledge about the course material. The components of each assessment include listening identification of music examples and visual identification of artists and related material, as well as general questions regarding course content. Each unit includes optional practice tests and a required timed (1 hour) unit exam. While **no points** are earned for completing the practice tests, they will better prepare you for the timed unit exam and ensure that your equipment is working properly. The Final Exam is comprehensive, drawing from material throughout the semester; it is also timed (2 hours). The exams consist of multiple choice, matching, true-false, and fill-in-the-blank questions.

Your score will automatically be submitted to Blackboard once the exam is completed. You will not be permitted to retake the exam, so be certain that your computer is working properly before starting the exam. Go through the sample quiz in the Introductory Learning Module to familiarize yourself with the process of taking online exams in Blackboard. Your current overall grade will be updated after each unit closes and the discussion boards are graded.

Pathways Postings

Each chapter in your text concludes with a list of "Pathways" intended for further exploration of the subject therein. These Pathways include books, DVDs, music, and websites, as well as a list of Keywords you can use in a search engine (e.g., Google). To encourage your further investigation of popular world music, please write a "Pathway Posting" for each unit, i.e., one posting per unit = five postings total. You can choose any of the items listed in the text for the associated unit or write about a related "pathway" that you have discovered on your own. **If you decide to write about sites found on the Internet, you must choose at least THREE different sites (preferably associated, e.g., all samba-related) to discuss.** Aside from the above-mentioned resources, you can consider fieldwork experiences as "pathways" as well, e.g., attend a reggae concert or take a salsa dance class. These are excellent ways to delve more deeply into a living popular world music tradition. Hopefully, your explorations will lead you to a subject you want to study more deeply for your larger research assignment (see below).

Each Pathway Posting should be between 300-400 words (about a page) and relate to the currently studied unit material. Respond to the following items in your essay assignment:

- Title of the "Pathway" you chose.
- Explain why you chose this pathway.
- Summarize the content of the pathway.
- Explain what you learned from pursuing this pathway.

If you choose to work on this assignment with a classmate, that is fine, but each student must write their own paper. The reason I suggest this is that often times a movie, or surfing the Internet is more fun to do with a friend; certainly going to a concert with a buddy is great, too! I want to encourage such collaborative exploration, but I also expect that you each think independently about the experience. If you have shared the experience with classmates who intend to write on the same subject, please be sure to mention them in your paper. If you do not work with a partner, I encourage you to choose a pathway not already chosen by one of your classmates. **Each Pathway Posting is due the Wednesday before the close of its associated unit.**

Also, you are expected to respond to at least one of your classmates Pathway Postings. A response should be 50-100 words (about a paragraph). Normally, the responses would entail following the same "pathway" (e.g., website) of the original posting to become familiar with its contents. Obviously, there are instances where this cannot occur (e.g., concert, etc.), but you can still investigate the subject matter enough to add to the original post or that of other responses. **Response postings must be made before the close of the associated unit.**

Discussion posts cannot be made up after a unit closes. Please note the below rubric used to assess your Pathways Postings and Response Posts.

Assessment Rubric for Unit Discussions

CRITERION	UNACCEPTABLE 0 - 5 points	SATISFACTORY 6 - 8 points	EXEMPLARY 9 - 10 points
ORIGINAL POSTING			
Relevance	The posting does not directly address the question or problem posed by the discussion activity.	The posting addresses key issues, questions, or problems related to the text and the discussion activity, but in some cases only indirectly or obliquely. It does not always apply course concepts fully.	The posting directly address key issues, questions, or problems related to the text and the discussion activity. The posting applies course concepts well, connecting them to actual activity.
Insight	The posting does not offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic.	The posting does offer some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topic.	The posting offers original or thoughtful insight, analysis, or observation that demonstrates a strong grasps of concepts and ideas pertaining to the discussion topic.
Support	The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion	The posting generally supports claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	The posting supports all claims and opinions with either rational argument or evidence.
RESPONSES			
Number of Responses	The responses do not meet the number required for the discussion activity.	The responses fulfill the minimum required number for the discussion activity	The responses exceed the requirement for the discussion activity.
Substance of Responses	The responses do not offer any new insight by either extending the position of the original post or providing an alternate point of view.	The responses generally offer some insight by either extending the point of the original post or offering an alternate point of view, but they may not encourage further thought or reflection on the discussion topic as much as they possibly could.	The responses offer either an extension or elaboration on the original posting or a clearly alternate point of view that fosters further thinking, reflection, or response on the discussion topic.

Exploration Essay

Your research paper will focus on an approved topic related to the course material. Please use the assignment tool in Blackboard to submit your proposal. Your proposal should be between 100-150 words, explaining the intended topic, why you chose it, and what knowledge you seek to gain in doing this research. Your proposal must also list at least two NON-WEB resources (e.g., books, journal, DVD, etc.) where you intend to begin your research. I strongly advocate the use of the Internet for research, but it is important to crosscheck your information with traditional resources (e.g., books, journals, film, etc.) as well. If you have difficulty in finding such resources, you may need to revaluate your topic in order to be successful in your research. There are, quite frankly, many instances of world music study where there simply is not enough information available for adequate research without doing actual fieldwork.

The intent of the paper is for you to delve more deeply into a world music subject related to the course that is of interest to you. You may want to learn more about a specific artist, explore deeper one of the many music styles we have studied, investigate the traditional roots of a popular music style, or consider a topic not covered in the course. You might also choose to research a locale and its musical soundscape or pursue the history of an event that involves significant musical activity, such as Carnival.

While these suggestions are very broad, your topic should be very specific. A paper on "Reggae," for example, is not acceptable. We will cover an introduction to reggae in the class, so your paper needs to be much more focused, e.g., "Rastafarian Influences on the Life and Music of Bob Marley." Again, your proposal should make it clear that you have thought seriously about your topic and considered the feasibility of your research.

Also, chapter 2 of your book focuses on mainstream music emanating from Europe and North America. These subjects (Popular Song, Ballroom Dance, Jazz, Rock, and Hip-Hop) are NOT acceptable topics for your paper, unless you have oriented them towards a world music discussion. For example, a proposed essay on the Beatles will be rejected; a paper researching Bollywood influences in the Beatles' films and music would be an acceptable topic.

Your final paper should be submitted by the due date via the associated assignment tool in Blackboard. **All submissions should be in either .doc (or .docx) or .pdf format.** Attach your file to your submission and make any remarks about the paper that you feel appropriate. Your paper should be between 2,000 – 3,000 words (about 5-7 pages) to sufficiently cover the topic. You may include figures, but the overall word count must fall somewhere in this range; check this with your computer software.

Your writing should have an academic tone, not overly conversational or colloquial. Also, it is not an opinion paper; it is a research paper. Write your paper with the intent of teaching others in the class about your subject. I may, indeed, "publish" some of the outstanding projects for the rest of the class to read. Then we can all benefit from your new knowledge!

Be sure to include a significant list of references (at least five). You may list websites as references, but a minimum of three traditional resources (e.g., books, etc.) are expected as well, preferably more. Since this class is open to any major, you may use whatever bibliographic format is expected of your discipline (MLA, APA, etc.). We generally use Chicago/Turabian in the field of ethnomusicology, but as long as you are consistent with your citation style, I'm not too picky.

Many people are sensitive about their writing, so please remember that any criticism I offer is intended to help improve your writing skills. If you have any questions about your evaluation, please Email me in Blackboard with your concerns. I use the above discussion assessment rubric as a general guideline for evaluating your research papers as well. I very much look forward to reading your Exploration Essay!

Final Comment

Having taught online courses for several years now, my key recommendation to you is "diligence." Students who move through the course at a consistent, regular pace inevitably fare better than those who "cram" for their exams. I am hopeful that the subject matter will interest you enough that you will want to spend time studying the material, but recognize that other commitments (e.g., major classes, work responsibilities, personal matters, etc.) can sometimes take priority. I encourage you to treat the course like any other class by scheduling it as if we were meeting face-to-face at a regular time on regular days, e.g., MWF, 9-10am. Make it a commitment to yourself that you will "be" there for class at those times and I'm sure you will do well. I look forward to a great semester! "See" you in class!

Popular World Music Required Reading & Online Test Schedule

Summer 2011 (8-week semester) – All readings are from *Popular World Music* by Shahriari, 2011. Audio examples are available on accompanying CD (sold separately) and via iTunes. Check the MyMusicKit link associated with the book for access to online materials, including iTunes playlists. Failure to obtain the textbook for any reason, does NOT excuse you from taking the exams as scheduled. The textbook audio examples are required for all exams.

Check the Blackboard calendar for due dates of required discussion posts for each unit. Original posts are due the Wednesday before the unit closes and response posts are due by the end of the unit. Unit discussion boards will be locked after the associated exam period ends, so be sure to complete all discussions in a timely manner.

Weeks 1 & 2: Familiarize yourself with WebCT-VISTA. Read Preface, Chapters 1 & 2.

- **UNIT 1 EXAM: Open June 13 to June 19, 2011.**

Week 3: Read Chapter 3.

- **UNIT 2 EXAM: Open June 20 to June 26, 2011.**

Week 4: Read Chapters 4 & 5.

- **UNIT 3 EXAM: Open June 27 to July 3, 2011.**

Week 5: Read Chapters 6 & 7.

- **UNIT 4 EXAM: Open July 4 to July 10, 2011.**

Week 6: Read Chapters 8 & 9.

- **UNIT 5 EXAM: Open July 11 to July 17, 2011.**

Week 7: Final Research Paper and Make-up Exams.

- **Makeup Exams Open: July 18 to July 24, 2011.**
- **Exploration Essay Due: July 24, 2011**

Week 8: Final Exam

- **Final Exam Open: July 25 to July 31, 2011.**
- There are no make-ups for the Final Exam.

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NOTE: Practice quizzes are available throughout the semester. These are not factored into your overall score. They are for preparation only, so you can take them multiple times. See Blackboard-Class Calendar for Pathways Postings due dates and open periods of graded exams.

Grades: Your current grade is posted on Blackboard. Grades are updated only after a unit closes.

IMPORTANT: As a web-based class, it is your responsibility to access the course via a capable computer. The instructor and university assume no responsibility for computer crashes, Internet Server problems, or any other technical/personal matters that inhibit you from completing any aspect of the course as scheduled. In the event that there are technical issues during an exam, STOP taking the exam immediately and send the instructor an Email (via Blackboard) explaining the problem. The instructor is not required to offer a retake/makeup of any exam or other graded aspect of the course, but may elect to do so at his/her discretion.

KENT STATE UNIVERSITY EXCELLENCE in Action

Student Survey of Instruction

Instructor: Andrew Shahriari
Summer 2011 ST: POPULAR WORLD MUSIC(MUS40295-001) 10149
Total Number of Students: 8

Question	Answer Percentage	Answer Count	Response Rate
1. I am taking this course for:			
a) Major	0%	0 / 1	12.5%
b) Minor	0%	0 / 1	12.5%
c) LER	0%	0 / 1	12.5%
d) Elective	100%	1 / 1	12.5%
e) Other	0%	0 / 1	12.5%
Question	**Answer Percentage**	**Answer Count**	**Response Rate**
2. How many classes did you miss?			
a) 0	100%	1 / 1	12.5%
b) 1-2	0%	0 / 1	12.5%
c) 3-5	0%	0 / 1	12.5%
d) 6-8	0%	0 / 1	12.5%
e) 9+	0%	0 / 1	12.5%
Question	**Answer Percentage**	**Answer Count**	**Response Rate**
3. The grade I expect to receive in this course is:			
a) A	100%	1 / 1	12.5%
b) B	0%	0 / 1	12.5%
c) C	0%	0 / 1	12.5%
d) D	0%	0 / 1	12.5%
e) F	0%	0 / 1	12.5%
Question	**Answer Percentage**	**Answer Count**	**Response Rate**
4. What is your current KSU grade point average?			
a) 0.0-1.9	0%	0 / 1	12.5%
b) 2.0-2.5	0%	0 / 1	12.5%
c) 2.6-3.0	0%	0 / 1	12.5%
d) 3.1-3.6	0%	0 / 1	12.5%
e) 3.7-4.0	100%	1 / 1	12.5%
Question	**Answer Percentage**	**Answer Count**	**Response Rate**
5. I did the required preparations for each class.			
a) Strongly Agree	100%	1 / 1	12.5%
b) Agree	0%	0 / 1	12.5%
c) Neither A/D	0%	0 / 1	12.5%
d) Disagree	0%	0 / 1	12.5%

d) Disagree	0%	0 / 1	12.5%
e) Strongly Disagree	0%	0 / 1	12.5%
Mean:	**1**	**Standard Deviation:**	**0**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0**

Question	Answer Percentage	Answer Count	Response Rate
6. I learned valuable information/skills from this course.			
a) Strongly Agree	100%	1 / 1	12.5%
b) Agree	0%	0 / 1	12.5%
c) Neither A/D	0%	0 / 1	12.5%
d) Disagree	0%	0 / 1	12.5%
e) Strongly Disagree	0%	0 / 1	12.5%
Mean:	**1**	**Standard Deviation:**	**0**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0**

Question	Answer Percentage	Answer Count	Response Rate
7. Expectations were clear to me throughout the course.			
a) Strongly Agree	100%	1 / 1	12.5%
b) Agree	0%	0 / 1	12.5%
c) Neither A/D	0%	0 / 1	12.5%
d) Disagree	0%	0 / 1	12.5%
e) Strongly Disagree	0%	0 / 1	12.5%
Mean:	**1**	**Standard Deviation:**	**0**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0**

Question	Answer Percentage	Answer Count	Response Rate
8. The structure/organization of the course helped me learn.			
a) Strongly Agree	100%	1 / 1	12.5%
b) Agree	0%	0 / 1	12.5%
c) Neither A/D	0%	0 / 1	12.5%
d) Disagree	0%	0 / 1	12.5%
e) Strongly Disagree	0%	0 / 1	12.5%
Mean:	**1**	**Standard Deviation:**	**0**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0**

Question	Answer Percentage	Answer Count	Response Rate
9. The course materials/activities helped me learn.			
a) Strongly Agree	100%	1 / 1	12.5%
b) Agree	0%	0 / 1	12.5%
c) Neither A/D	0%	0 / 1	12.5%
d) Disagree	0%	0 / 1	12.5%
e) Strongly Disagree	0%	0 / 1	12.5%
Mean:	**1**	**Standard Deviation:**	**0**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0**

Question	Answer Percentage	Answer Count	Response Rate
10. The assignments and tests allowed me to demonstrate what I learned.			
a) Strongly Agree	100%	1 / 1	12.5%
b) Agree	0%	0 / 1	12.5%

	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	1	**Standard Deviation:**		0
	Overall Mean:	1	**Overall Standard Deviation:**		0
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
11.	**I received feedback about my progress throughout the course.**				
	a) Strongly Agree		100%	1 / 1	12.5%
	b) Agree		0%	0 / 1	12.5%
	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	1	**Standard Deviation:**		0
	Overall Mean:	1	**Overall Standard Deviation:**		0
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
12.	**The instructor gave clear written/oral explanations.**				
	a) Strongly Agree		100%	1 / 1	12.5%
	b) Agree		0%	0 / 1	12.5%
	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	1	**Standard Deviation:**		0
	Overall Mean:	1	**Overall Standard Deviation:**		0
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
13.	**The instructor motivated me to think about the subject.**				
	a) Strongly Agree		100%	1 / 1	12.5%
	b) Agree		0%	0 / 1	12.5%
	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	1	**Standard Deviation:**		0
	Overall Mean:	1	**Overall Standard Deviation:**		0
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
14.	**The instructor demonstrated knowledge on the subject matter.**				
	a) Strongly Agree		100%	1 / 1	12.5%
	b) Agree		0%	0 / 1	12.5%
	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	1	**Standard Deviation:**		0
	Overall Mean:	1	**Overall Standard Deviation:**		0
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
15.	**The instructor showed respect for students.**				
	a) Strongly Agree		100%	1 / 1	12.5%

	b) Agree		0%	0 / 1	12.5%
	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	**1**	**Standard Deviation:**		**0**
	Overall Mean:	**1**	**Overall Standard Deviation:**		**0**
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
16.	**The instructor was available for individual consultation.**				
	a) Strongly Agree		100%	1 / 1	12.5%
	b) Agree		0%	0 / 1	12.5%
	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	**1**	**Standard Deviation:**		**0**
	Overall Mean:	**1**	**Overall Standard Deviation:**		**0**
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
17.	**The classroom and physical facilities supported the learning activities in this course.**				
	a) Strongly Agree		100%	1 / 1	12.5%
	b) Agree		0%	0 / 1	12.5%
	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	**1**	**Standard Deviation:**		**0**
	Overall Mean:	**1**	**Overall Standard Deviation:**		**0**
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
18.	**Equipment and technology used supported the learning activities in this course.**				
	a) Strongly Agree		100%	1 / 1	12.5%
	b) Agree		0%	0 / 1	12.5%
	c) Neither A/D		0%	0 / 1	12.5%
	d) Disagree		0%	0 / 1	12.5%
	e) Strongly Disagree		0%	0 / 1	12.5%
	Mean:	**1**	**Standard Deviation:**		**0**
	Overall Mean:	**1**	**Overall Standard Deviation:**		**0**
	Question		**Answer Percentage**	**Answer Count**	**Response Rate**
19.	**Overall, how would you rate your learning experience in this course?**				
	a) Excellent		100%	1 / 1	12.5%
	b) Very Good		0%	0 / 1	12.5%
	c) Good		0%	0 / 1	12.5%
	d) Fair		0%	0 / 1	12.5%
	e) Poor		0%	0 / 1	12.5%
	Mean:	**1**	**Standard Deviation:**		**0**
	Overall Mean:	**1**	**Overall Standard Deviation:**		**0**

Main Menu

KENT STATE UNIVERSITY EXCELLENCE in Action

Student Survey of Instruction

Instructor: Andrew Shahriari
Spring 2011 ST: POPULAR WORLD MUSIC(MUS40295-007) 20249
Total Number of Students: 46

Question	Answer Percentage	Answer Count	Response Rate
1. I am taking this course for:			
a) Major	14.29%	1 / 7	15.22%
b) Minor	14.29%	1 / 7	15.22%
c) LER	0%	0 / 7	15.22%
d) Elective	71.43%	5 / 7	15.22%
e) Other	0%	0 / 7	15.22%
Question	**Answer Percentage**	**Answer Count**	**Response Rate**
2. How many classes did you miss?			
a) 0	100%	7 / 7	15.22%
b) 1-2	0%	0 / 7	15.22%
c) 3-5	0%	0 / 7	15.22%
d) 6-8	0%	0 / 7	15.22%
e) 9+	0%	0 / 7	15.22%
Question	**Answer Percentage**	**Answer Count**	**Response Rate**
3. The grade I expect to receive in this course is:			
a) A	85.71%	6 / 7	15.22%
b) B	14.29%	1 / 7	15.22%
c) C	0%	0 / 7	15.22%
d) D	0%	0 / 7	15.22%
e) F	0%	0 / 7	15.22%
Question	**Answer Percentage**	**Answer Count**	**Response Rate**
4. What is your current KSU grade point average?			
a) 0.0-1.9	0%	0 / 7	15.22%
b) 2.0-2.5	0%	0 / 7	15.22%
c) 2.6-3.0	42.86%	3 / 7	15.22%
d) 3.1-3.6	42.86%	3 / 7	15.22%
e) 3.7-4.0	14.29%	1 / 7	15.22%
Question	**Answer Percentage**	**Answer Count**	**Response Rate**
5. I did the required preparations for each class.			
a) Strongly Agree	57.14%	4 / 7	15.22%
b) Agree	42.86%	3 / 7	15.22%
c) Neither A/D	0%	0 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%

d) Disagree			0%	0 / 7	15.22%
e) Strongly Disagree			0%	0 / 7	15.22%
Mean:	**1**	**Standard Deviation:**			**0.53**
Overall Mean:	**1**	**Overall Standard Deviation:**			**0.53**

Question	Answer Percentage	Answer Count	Response Rate
6. I learned valuable information/skills from this course.			
a) Strongly Agree	42.86%	3 / 7	15.22%
b) Agree	57.14%	4 / 7	15.22%
c) Neither A/D	0%	0 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%
e) Strongly Disagree	0%	0 / 7	15.22%
Mean: 1	**Standard Deviation:**		0.53
Overall Mean: 1	**Overall Standard Deviation:**		0.53

Question	Answer Percentage	Answer Count	Response Rate
7. Expectations were clear to me throughout the course.			
a) Strongly Agree	71.43%	5 / 7	15.22%
b) Agree	28.57%	2 / 7	15.22%
c) Neither A/D	0%	0 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%
e) Strongly Disagree	0%	0 / 7	15.22%
Mean: 1	**Standard Deviation:**		0.49
Overall Mean: 1	**Overall Standard Deviation:**		0.49

Question	Answer Percentage	Answer Count	Response Rate
8. The structure/organization of the course helped me learn.			
a) Strongly Agree	57.14%	4 / 7	15.22%
b) Agree	42.86%	3 / 7	15.22%
c) Neither A/D	0%	0 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%
e) Strongly Disagree	0%	0 / 7	15.22%
Mean: 1	**Standard Deviation:**		0.53
Overall Mean: 1	**Overall Standard Deviation:**		0.53

Question	Answer Percentage	Answer Count	Response Rate
9. The course materials/activities helped me learn.			
a) Strongly Agree	71.43%	5 / 7	15.22%
b) Agree	28.57%	2 / 7	15.22%
c) Neither A/D	0%	0 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%
e) Strongly Disagree	0%	0 / 7	15.22%
Mean: 1	**Standard Deviation:**		0.49
Overall Mean: 1	**Overall Standard Deviation:**		0.49

Question	Answer Percentage	Answer Count	Response Rate
In the space below please write any comments on these or other aspects of organization, such as syllabus, textbook, websites, discussion, participation in small group projects, or workload.			
Dr. Shahriari does a wonderful job of getting the lessons on-line. The lectures are informative and compliments the textbook perfectly. The lectures work as an overview of the textbook and not just word for word retelling. The only problem I had with discussions (and I do not think much can be done about it) is that people waiting until the very last day to post and than most			

discussions (and I do not think much can be done about it) is that people waiting until the very last day to post and than most of the time they would post a topic that was already posted by another group member. The work load is very good for an internet class. I like that there is a schedule and it is consistent throughout the class.

Question	Answer Percentage	Answer Count	Response Rate
10. The assignments and tests allowed me to demonstrate what I learned.			
a) Strongly Agree	**57.14%**	**4 / 7**	**15.22%**
b) Agree	**42.86%**	**3 / 7**	**15.22%**
c) Neither A/D	**0%**	**0 / 7**	**15.22%**
d) Disagree	**0%**	**0 / 7**	**15.22%**
e) Strongly Disagree	**0%**	**0 / 7**	**15.22%**

Mean:	**1**	**Standard Deviation:**	**0.53**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0.53**

Question	Answer Percentage	Answer Count	Response Rate
11. I received feedback about my progress throughout the course.			
a) Strongly Agree	**71.43%**	**5 / 7**	**15.22%**
b) Agree	**28.57%**	**2 / 7**	**15.22%**
c) Neither A/D	**0%**	**0 / 7**	**15.22%**
d) Disagree	**0%**	**0 / 7**	**15.22%**
e) Strongly Disagree	**0%**	**0 / 7**	**15.22%**

Mean:	**1**	**Standard Deviation:**	**0.49**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0.49**

Question	Answer Percentage	Answer Count	Response Rate
In the space below please write any comments on these or other aspects of course evaluation such as assignments, exams, juries, papers, peer evaluations, portfolios.			
Dr. Shahriari does a great job of giving feed back after each section is complete and always answers email or questions posted on the discussion boards very quickly.			

Question	Answer Percentage	Answer Count	Response Rate
12. The instructor gave clear written/oral explanations.			
a) Strongly Agree	**71.43%**	**5 / 7**	**15.22%**
b) Agree	**28.57%**	**2 / 7**	**15.22%**
c) Neither A/D	**0%**	**0 / 7**	**15.22%**
d) Disagree	**0%**	**0 / 7**	**15.22%**
e) Strongly Disagree	**0%**	**0 / 7**	**15.22%**

Mean:	**1**	**Standard Deviation:**	**0.49**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0.49**

Question	Answer Percentage	Answer Count	Response Rate
13. The instructor motivated me to think about the subject.			
a) Strongly Agree	**57.14%**	**4 / 7**	**15.22%**
b) Agree	**42.86%**	**3 / 7**	**15.22%**
c) Neither A/D	**0%**	**0 / 7**	**15.22%**
d) Disagree	**0%**	**0 / 7**	**15.22%**
e) Strongly Disagree	**0%**	**0 / 7**	**15.22%**

Mean:	**1**	**Standard Deviation:**	**0.53**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0.53**

Question	Answer Percentage	Answer Count	Response Rate
14. The instructor demonstrated knowledge on the subject matter.			

a) Strongly Agree	100%	7 / 7	15.22%
b) Agree	0%	0 / 7	15.22%
c) Neither A/D	0%	0 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%
e) Strongly Disagree	0%	0 / 7	15.22%

Mean:	**1**	**Standard Deviation:**	**0**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0**

Question	Answer Percentage	Answer Count	Response Rate
15. The instructor showed respect for students.			
a) Strongly Agree	71.43%	5 / 7	15.22%
b) Agree	14.29%	1 / 7	15.22%
c) Neither A/D	14.29%	1 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%
e) Strongly Disagree	0%	0 / 7	15.22%

Mean:	**1**	**Standard Deviation:**	**0.79**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0.79**

Question	Answer Percentage	Answer Count	Response Rate
16. The instructor was available for individual consultation.			
a) Strongly Agree	42.86%	3 / 7	15.22%
b) Agree	28.57%	2 / 7	15.22%
c) Neither A/D	28.57%	2 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%
e) Strongly Disagree	0%	0 / 7	15.22%

Mean:	**1**	**Standard Deviation:**	**0.9**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0.9**

Question	Answer Percentage	Answer Count	Response Rate
In the space below please write any comments on these or other aspects of the instructor, such as preparedness, delivery, communication or professionalism.			
Dr. Shahriari always seems very confident in the information that he is sharing. He demonstrates knowledge in the field and as a student I can tell he is passionate about the information and now just passing it along to get a job completed. The discussion post require the student to think about the material and search out more information than what is provided in the lecture and textbook. I enjoy this aspect of the class a lot.			

Question	Answer Percentage	Answer Count	Response Rate
17. The classroom and physical facilities supported the learning activities in this course.			
a) Strongly Agree	42.86%	3 / 7	15.22%
b) Agree	28.57%	2 / 7	15.22%
c) Neither A/D	28.57%	2 / 7	15.22%
d) Disagree	0%	0 / 7	15.22%
e) Strongly Disagree	0%	0 / 7	15.22%

Mean:	**1**	**Standard Deviation:**	**0.9**
Overall Mean:	**1**	**Overall Standard Deviation:**	**0.9**

Question	Answer Percentage	Answer Count	Response Rate
18. Equipment and technology used supported the learning activities in this course.			
a) Strongly Agree	57.14%	4 / 7	15.22%
b) Agree	28.57%	2 / 7	15.22%
c) Neither A/D	14.29%	1 / 7	15.22%

d) Disagree			0%	0 / 7	15.22%
e) Strongly Disagree			0%	0 / 7	15.22%
Mean:	**1**	**Standard Deviation:**			**0.79**
Overall Mean:	**1**	**Overall Standard Deviation:**			**0.79**

Question	Answer Percentage	Answer Count	Response Rate
19. Overall, how would you rate your learning experience in this course?			
a) Excellent	71.43%	5 / 7	15.22%
b) Very Good	14.29%	1 / 7	15.22%
c) Good	14.29%	1 / 7	15.22%
d) Fair	0%	0 / 7	15.22%
e) Poor	0%	0 / 7	15.22%
Mean: 1	**Standard Deviation:**		0.79
Overall Mean: 1	**Overall Standard Deviation:**		0.79

Question	Answer Percentage	Answer Count	Response Rate
In the space below please write any overall comments about this course or instructor not covered above.			
Dr. Shahriari does a great job in the presentation of his internet music classes. I like that he gives some of the information in either lecture or textbook form and also gives the student either an iTunes or Youtube link to an artist or type of music and than says dive in as deep as you want allowing the student to get as immersed in the music as they want to be.			

Main Menu

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: October 4, 2011

The University Requirements Curriculum Committee has approved the following courses for Writing Intensive Course (WIC) status, effective Fall 2012:

FDM 40291, Seminar in Fashion Merchandising, 3.cr.

FDM 35010, Contemporary Fashion Designer, 3 cr.

The Committee also approved the removal of WIC status for the following course:

FDM 45035, Historic Textiles, 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
Ralph Lorenz, Arts
URCC

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: 35010 **Credit Hours:** 3 **Effective Term:** Fall 2012

Course Title: Contemporary Fashion Designers

☒ **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 course examines and analyzes international fashion designers of the 20th and 21st centuries. The course will focus on the history, development and present context of fashion. A significant portion of the course will examine the influential fashion designers of the last century. The writing assignments emphasize vocabulary and a historical review of fashion designers.

Regarding the extent of each writing assignment, there are three (3) papers: Professional Fashion Show Review - descriptive content (2-3 pages); Biography and Design Analysis - descriptive and analytic content (3-5 pages); and, Final Paper from selected topic list with bibliography (10 - 15 pages). Required iterations: Outline, thesis statement, literature review, Draft, Final Paper.

The Final Paper is assigned with the opportunity for revision. The paper is typically 10 - 15 pages in length and requires extensive research with documentation of sources in specified style guidelines (i.e., APA). After the opportunity for revisions, this written paper is valued at 50% of the final course grade.

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 initial writing assignments are similar to what students read in online blogs for fashion show coverage. Synthesis of industry specific vocabulary, terms and focal issues will be highlighted. The Final Paper is designed to be an in depth analysis of subjects relevant in fashion and is meant to model academic writing as published in professional journals.

The topics presented in the course will follow the methods and processes used to study a fashion industry-related analysis of the content. Students will need to assimilate past information learned within the fashion design curriculum (FDM 20013 History of Costume) in order to communicate industry-specific knowledge. Design practice and industry standards will be integral in the discussion of the subject areas.

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)

This course provides instruction on the elements of writing within the fashion industry from required readings and lecture topics about contemporary fashion designers. Analysis and discussion of examples of written communication styles within the industry are presented.

Through critical review by instructors, an understanding and application of writing in the discipline is achieved. After guided revision on the Final Paper, the assignment is graded by the instructor who provides written feedback and comments.

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

The Final Paper will be given the opportunity for discussion and revision with the instructor.

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

The Final Paper has a written set of learning outcomes and a grading rubric. This gives the student a clear understanding of expectations and provides the instructor with guidelines for grading the assignments. A first draft of the Final Paper will be submitted to the instructor. One-on-one discussions will take place, providing guidance for revisions. At these one-on-one discussions, the instructor summarizes how well the paper meets the learning outcomes and expectations. A Final Draft of the paper is then submitted to the instructor for grading. The grading rubric provides the basis for the written feedback during the grading process.

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

Assessment is based on the content and form of the Final Paper. 25% of the assessment will be based on grammar, spelling, punctuation, construction, and format. 75% of the assessment will be based on subject matter content, organization of paper, quality of research, and critical presentation of ideas. Students will be expected to communicate a thoughtful, well organized, paper that imparts critical thinking and analysis relevant to the fashion industry.

7. What *percentage of the final course grade* is based on *each individual writing assignment* and what is the *total percentage of the final course grade* that is based on writing? If the final grade percentage is below 50%, what efforts have been made to meet this standard? hy should an exception be approved for this course? (Guidelines: Item 5)

70% of the course grade will be based on writing assignments. The Professional Fashion Show Review (2-3 pages) is valued at 10% of the course grade; Biography and Design Analysis (3-5 pages) is valued at 10% of the course grade; and, the Final Paper (10 - 15 pages) constitutes 50% of the final course grade. The remaining 30% of the course grade will be based on in-class quizzes from readings and lectures.

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)

Expected class size is no more than 25 students.

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

The School of Fashion Design and Merchandising maintains on file the basic data sheets for each course for faculty reference. It also maintains on file the syllabi for every course taught in the

School each semester. The School Director and faculty can review these materials at any time. Multiple faculty assigned to this specific course (due to multiple sections) work together each semester to ensure learning outcomes and general continuity exist across sections. "Lead" faculty instructors for all multiple section courses meet at the start of each semester to review course syllabi and deliverables.

URCC Use Only

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

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

Kent State University
Shannon Rodgers and Jerry Silverman
School of Fashion Design and Merchandising

Contemporary Fashion Designers

FDM 35010

SAMPLE Course Syllabus

This course examines and analyzes international fashion designers within the 20th and 21st centuries. As a follow up to Costume History, this course will focus on the history, development and present context of fashion. A significant portion of the course will examine who are the influential designers of the last century. The following questions will be asked and discussed:

- How does fashion fit within the context of the time period?
- How has the importance of couture evolved and what does it stand for in our present social context?
- How has media, marketing and branding impacted fashion?
- What are the issues and dilemmas facing future fashion?
- Who are the up and coming designers who are making news?

Writing-Intensive Course:
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.

Required textbook:

Week 1 New Century Paul Poiret, Fortuny, Lucile, Jean Lanvin, Callot Soeurs, Jeanne Paquin

Reading and discussion

Week 2 20s/ 30s Gabriel Chanel, Jean Patou, Elsa Schiaparelli, Mainbocher, Nina Ricci

Reading and discussion

Week 3 Madeleine Vionnet, Cristobal Balenciaga, Madame Gres , Molyneaux,

Discussion of expectations for writing assignment 1, in class discussion of fashion show reviews

Week 4 Couture 40s/ 50s Christian Dior, Jacques Fath, Hubert Givenchy, Lucien Lelong, Charles James, Rochas, Balmain

Reading and discussion

Week 5 American Ready to Wear 40s/ 50s Adrian, Claire McCardell, Vera Maxwell, Tina Leser, Bonnie Cashin, Norman Norell,

Discussion of expectations for writing assignment 2

Week 6 60s/ 70s Mary Quant, Pierre Cardin, Paco Raban, Andre Courreges, Rudi Gernreich, Ossie Clark, Biba, Emmanuelle Kahn

Week 7 Europe 70s/ 80s/ 90s, Yves Saint Laurent, Emmanuelle Ungaro, Thierry Mugler, Claude Montana, Versace, Vivienne Westwood, Jean Paul Gaultier, Azzedine Alaia, Romeo Gigli, Giorgio Armani

Discussion of expectations for Final Paper

Week 8 American 70s/ 80s Halston, Giorgio d' Sant Angelo, Geoffrey Beene, Liz Claiborne, Anne Klein, Perry Ellis, Donna Karan

Reading and discussion

Week 9 90s and 00s Isaac Mizrahi, Ralph Lauren, Narcisco Rodriguez Helmut Lang, Jil Sander

Reading and discussion

Week 10 Japanese Designers Comme des Garcons, Issey Miyake, Yohji Yamamoto, Junya Watanabe

Reading and discussion

Week 11 Dutch Designers Martin Margiela, Dries Van Noten, Anne Demeulemeester, Walter Von Beirendonck, AF Vandervorst

First Draft of "Final Paper" Due (guided revision; schedule individual appointments with instructor)

Week 12 Reinvigorating Old Houses-Karl Lagerfeld, Tom Ford, John Galliano, Alber Elbaz, Nicolas Ghesquiere, Alexander McQueen, Francisco Costa, Marc Jacobs, Ricardo Tisci , Raf Simmons, Tomas Maier, Stefano Pilati, Phoebe Philo

Reading and discussion

Week 13 Reinvigorating Old Houses

Reading and discussion

Week 14 Sustainability/ New Approaches to Design (Alabama Chanin, Stella McCartney) (Hussein Chalayan, Viktor &Rolf)

Reading and discussion

Week 15 New up and coming designers (Thakoon, Proenza Schouler, Rodart, Alexander Wang etc)

Final paper due

Grading

In class Quizzes based on readings and lectures: 30% of final course grade

Writing assignment 1 - Fashion show review (2-3 pages): 10% of final course grade

Writing assignment 2 - Biography and Design Analysis (3-5 pages): 10% of final course grade

Final Paper - from selected topics provided from instructor (10-15 pages): 50% of final course grade

Note: The FinalPpaper allows for guided revision of Draft #1. The Final Draft submitted will be graded.

Grading Rubric includes outline, thesis statement, literature review, coherent discussion of ideas.

Rules and Policies of Class

- No late work is accepted
- Attendance, punctuality and productive participation are required. **Homework is due immediately when each class begins**. **If the student is tardy or attempts to turn in work after class has started, the project will be deemed late and will not be accepted**.
- If a student misses a class, it is the student's responsibility to get notes on missed lectures and/or demos. Lectures and demonstrations will not be repeated. Class time will not be spent catching up students, who miss class. It is not fair to those students who were present and on time.
- Exceptions for the above policies will be made for those students that have documented emergency excuses or school study related absences.
- **Class time is to be used for current assignments. Students must work in class** or share in-group activities. The Instructor reserves the right to have the student repeat any and all procedures under supervision.
- Adequate preparation is necessary to have all needed materials, equipment and supplies available when needed. Students are responsible for having his or her name on all belongings and assignments.
- Required fieldtrips may be scheduled with advance notice to students.
- Posted Lab Safety Procedures and Precautions are to be observed at all times.
- **Food, Beverages** and Smoking are not permitted in the lab at any time.

University Policy Regarding Cheating and Plagiarism

Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

References:

Administrative Policy and procedures Regarding Student Cheating and Plagiarism

University Policy Register, 3342-3-07 (Chapter 3.pages 15-24)

University Digest of Rules and Regulations (page 9)

Students with Disabilities

In accordance with University Policy, if you have a documented disability and require accommodation to obtain equal access in the course, please contact the instructor at the beginning of the semester and when given an assignment for which an accommodation is required. Students with disabilities must register through the Office of Student Disability Service (SDS) in the Michael Schwartz Student Services Center (672-3391)

References:

Nondiscrimination and Access to University Programs for Qualified Handicapped Students.

University Policy Register, 3342-18 (Chapter 3, page 44)

University Life Digest of Rules and Regulations (page 17)

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: 40291 **Credit Hours:** 3 **Effective Term:** Fall 2012

Course Title: Seminar in Fashion Merchandising

☒ **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 course is designed as the capstone experience for the Bachelor of Science, Fashion Merchandising degree. It is a challenging course for students because they are assimilating past information learned throughout the fashion merchandising curriculum into a comprehensive written project. The overall project for the course requires students to create a written portfolio that demonstrates their efficacy with the overall program content. The project involves writing several sections and assembling them into a coherent portfolio.

Regarding the extent of each assignment, there are three (3) extended manuscripts/papers that comprise the portfolio: market research paper (12-15 pages), line development plan (10-12 pages), and merchandising/line presentation plan (12-15 pages). These papers are due at various points throughout the semester and build upon one another. Compilation of the papers results in a portfolio. 75% of the course grade will be based on these three manuscripts/papers; 25% of the course grade will be based on computational activities.

The first paper, "market research," is assigned with the opportunity for revision. The paper is typically 12 - 15 pages in length and requires extensive research with documentation of sources in specified style guidelines (i.e., APA). The learning outcome of this written assignment will be the basis for helping students to complete the other two extended manuscripts/papers. After the opportunity for revisions, this written paper is valued at 25% of the course grade.

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)

Report writing is a major portion of senior management responsibilities in the fashion and retail industries. Professional reports include a comprehensive and solid background of the issue, critical thinking concerning available options and solutions to problems, and coherent presentation of the ideas being proposed and/or recommended.

Within this course, the first manuscript/paper assignment, "market research," is an example of a report that would be requested of senior management within the fashion and retail industries. Extensive research containing a SWOT Analysis is typical of such reports. In this paper, students discuss a fashion market's strengths, weaknesses, opportunities, and threats. Critical thinking skills are used and coherent presentation of the ideas being proposed are a part of the writing process. Documentation of sources in a specified writing style teaches students to learn attention to detail and how to defend their ideas as a part of a coherent presentation.

One of the learning outcomes of this course is to prepare students to write comprehensive reports similar to those they will create in their future careers.

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)

This course provides instruction through examples of written market research reports and its components. Through critical revision by instructors and peers, an understanding and application of writing in the discipline is achieved. Discussions of writing in the discipline are examined to provide insight into the way in which professionals present information to others in their organization. After the opportunity for peer review, discussion in class, and guided revision on the first manuscript/paper, the assignment is graded by the instructor who provides written feedback and comments.

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

The first paper, "market research," will be given the opportunity for discussion and revision with the instructor. At the student's option, the second and third manuscripts/papers may also be reviewed with the instructor prior to submission. Opportunities for peer review and discussion will be offered for some aspects of the written papers.

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 of the three extended manuscripts/papers has a written set of learning outcomes and grading rubric. This gives the student a clear understanding of expectations and provides the instructor with guidelines for grading the assignments. A draft of the first writing assignment, "market research," will be submitted to the instructor. One-on-one discussions will take place, providing guidance for revisions. At these one-on-one discussions, the instructor summarizes how well the paper meets the learning outcomes and expectations. A completed paper is then submitted to the instructor for grading. The grading rubric provides the basis for the written feedback 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)

Assessment of is based on the content and form of the manuscript/paper. 25% of the assessment will be on grammar, spelling, punctuation, construction, and format. 75% of the assessment will be based on subject matter content, organization of paper, quality of research, SWOT Analysis, and critical presentation of ideas.

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)

75% of the course grade will be based on writing (three manuscripts/papers), with each of the three manuscripts/papers constituting 25%. The remaining 25% of the course grade will be based on computational activities.

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)

Expected class size is no more than 25 students.

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

The School of Fashion Design and Merchandising maintains on file the basic data sheets for each course for faculty reference. It also maintains on file the syllabi for every course taught in the School each semester. The School Director and faculty can review these materials at any time. Multiple faculty assigned to this specific course (due to multiple sections) work together each semester to ensure learning outcomes and general continuity exist across sections. "Lead" faculty instructors for all multiple section courses meet at the start of each semester to review course syllabi and deliverables.

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Kent State University
Shannon Rodgers and Jerry Silverman
School of Fashion Design and Merchandising

Fashion Merchandising Seminar

FDM-40291

SAMPLE Course Syllabus

Course Description:
Study of the business of fashion. This course builds and expands on all merchandising-related coursework with the goal of integrating content and applying it to real-life scenarios through critical thinking and analysis.

Purpose:
Students will apply classroom principles and concepts to a series of projects, assignments, case studies, and critical thinking exercises which provide an opportunity to integrate classroom knowledge with fashion industry's best practices. Projects will be compiled in a portfolio.

Course Objectives:
To participate in projects, assignments, case studies, and critical thinking exercises that demonstrate knowledge of fashion merchandising.

Writing-Intensive Course:
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.

Required Text:
Class materials available in class and through Vista.
If you have a laptop, please bring it to class.

Course Regulations:
This is a hands-on learning class. Attendance, punctuality, and participation are required.

It is the student's responsibility to keep current regarding anything that is missed due to absence.

If you know you are going to miss a class*, contact the instructor well in advance. If you miss a class due to illness or other emergency, contact the instructor and submit a valid written excuse on the day you return to class. Accommodations will be determined on an individual basis.

* If you will be absent or late on the day a Project is due, you **must call** and leave a message on Dr. Leslie's office voicemail (330-672-0169) **before class time**.

Students are expected to be fully prepared with the necessary materials for each class session. The syllabus, additional information, discussion board, and email are posted on Vista.

Participation in discussions is expected. Students are responsible for having name on all assignments and communications with the instructor.

Attending class will greatly increase your chance of success in this course.

Vista:

This class has a web component. Students are expected to check Vista regularly and before coming to class.

If you have problems with your Kent State account, contact Academic Technology Services at 672-HELP, or helpdesk@kent.edu To access Vista: Log on to http://flashline.kent.edu, click on "My Courses," then "Kent State University." Log on, and then click on "FM Seminar." If you have technology problems, contact the KSU or Vista help desk—do not ask the instructor for tech support.

Office Hours and Communication with Instructor outside of class:

Please limit all **electronic correspondence** with the instructor to Vista email.

As your instructor, it is my desire to assist you in any way possible with this course. Feel free to speak with me during class meeting times if you have any questions or concerns. My office hours are Tuesdays and Thursdays from 1:00-3:30. Make an appointment online.

Portfolio Projects:

A three-part Portfolio will demonstrate your skill and knowledge in Fashion Merchandising as you prepare to graduate. Specific details for Projects will be discussed in class and on Vista. Due dates are listed below. There are three projects which are compiled into a Portfolio at the end of the course.

Projects I-III should be submitted as directed in class and on Vista. Include table of contents, cover pages, headings, and titles of sections. Page numbers are optional until the Final Portfolio.

Projects I-III are worth 25% each. Incomplete or late projects will earn fewer points.

Week	Portfolio Project Important Dates	
		Points Possible
4	**Project I- First Draft Market Research Paper Due**	(Guided revision)
8	**Project I- Market Research Paper Due**	25%
11	**Project II- Line Development Due**	25%
14	**Project III- Merchandising/Line Presentation Plan Due**	25%
	Computational Activities	
Finals	**Portfolio Due** Wednesday at 12:45	25%

It is the student's responsibility to know when assignments are due.

Submitting Portfolio Projects

Portfolio Projects MUST be submitted at the beginning of the assigned class session to receive full credit.

If you will be absent or late, you must call and leave a message on Dr. Leslie's office voicemail (330-672-0169) **before class time**. Arrangements will be made on an individual basis.

Being excused from submitting assignment during the class period does not extend the due date. Make arrangements to turn in assignment as soon as possible.
Late Projects (without valid documentation), receive serious penalties.

Penalty per late Project	Penalty
Not at the beginning of the class, but before class time is over	-10 points
After class time, but before 5:00 PM on the day the assignment is due	-20 points
Before 5:00 PM on the 2nd day after the assignment is due	-30 points
Before 5:00 PM on the 3rd day after the assignment is due	-40 points
Before 5:00 PM on the 4th day after the assignment is due	-50 points
Before 5:00 PM on the 5th day after the assignment is due	-60 points
After the 5th day when the assignment is due	-150 points

Portfolio

On the day and time assigned for the final exam each student will turn Projects I-III in a professional portfolio. Projects I-III may be revised before turning in the Portfolio. Portfolios are evaluated based on overall quality and worth 25% of grade.

You must be present on time and participate in the Final Meeting to receive full credit for the Portfolio.

Exams:

There are no exams in this course.

Food, open beverages, and non course-related communications are not permitted in the classroom at any time.

Grading Scale—

Grades are based on this scale.

	B+ **(90.3%-92.9%)**	C+ **(82.3%-84.9%)**	D+ **(72.9%-76.9%)**
A **97%-100%)**	B **(87.6%-90.2%)**	C **(79.6%-82.2%)**	D **(69%-72.8%)**
A- **(93%-96.9%)**	B- **(85%-87.5%)**	C- **(77%-79.5%)**	F **(68.9% and below)**

Questions about grades require an office appointment.

Final grades are earned based on **points** according to the scale listed below.

Total Possible: 1000	B+ (903-929)	C+ (823-849)	D+ (729-769)
A (970-1000)	B (876-902)	C (796-822)	D (690-728)
A- (930-969)	B- (850-875)	C- (770-795)	F (689 and below)

*NOTE: Grades are assigned by points earned. There is no rounding up.

FDM majors must earn a C or better or will have to repeat the course.

Students with Disabilities:
University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391) or visit www.kent.edu/sds for more information on registration procedures.

Students Academic Complaint Policy and Procedures:
"Student academic complaints and problems should always be resolved informally if at all possible. A student should always consult with his or her professor first. If the complaint cannot be settled, the student should consult the School Director. If the involved parties do not reach resolution at this point, the student may elect to lodge a formal grievance in accordance with Administrative Policy Regarding Student Academic Complaint." References: Faculty Handbook, p.9-3; Administrative Policy Regarding Student Academic Complaint, University Policy Register, 3342-4-16 (Chapter 4, pp. 43-48) and University Life Digest of Rules and Regulations (p. 13).

You are encouraged to work together—But remember, points earned in this class are INDIVIDUAL. Collaborate, but your portfolio should be your own.

University Policy Regarding Cheating and Plagiarism:
Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. References: Administrative Policy and Procedures Regarding Student Cheating and Plagiarism, University Policy Register, 3342-3-07 (Chapter 3, pp. 15 – 24) and University Life Digest of Rules and Regulations (p. 9).

3342-3-07 Administrative policy and procedures regarding student cheating and plagiarism.

Purpose. Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.
Definitions. As used in this rule:

"Cheat" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

As defined, cheating includes, but is not limited to:

- Obtaining or retaining partial or whole copies of examination, tests or quizzes before these are distributed for student use;
- Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;
- Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;
- Securing, giving or exchanging information during examinations;
- Presenting data or other material gathered by another person or group as one's own;
- Falsifying experimental data or information;
- Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;
- Cooperating with another to do one or more of the above; and
- 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.
- 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:

- The copying of words, sentences and paragraphs directly from the work of another without proper credit;
- The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and
- 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.

Statement of Academic Honesty

With each Project and the Final Portfolio, you will be required to submit a Statement of Academic Honesty. Complete the statement with the name of the Project, your name, and the date. Submitting the Statement serves as your electronic signature that you have complied with the terms of the agreement.

Ohio | Board of Regents

University System of Ohio

REQUEST FOR APPROVAL
SUBMITTED BY:

KENT STATE UNIVERSITY

REVISION OF THE
BACHELOR OF ARTS DEGREE
IN FASHION DESIGN

AND

ESTABLISHMENT OF A
BACHELOR OF FINE ARTS DEGREE
IN FASHION DESIGN

13 DECEMBER 2011

The template has been modified from the original to accommodate requests to add another degree to an existing major. With approval from the Ohio Board of Regents, specific sections have been removed; they are marked as such in the table of contents.

KENT STATE UNIVERSITY

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REQUEST

Date of submission: 13 December 2011 ***approximate date***

Name of institution: Kent State University

Degree/degree program title: BFA degree in Fashion Design

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 Board of Trustees on 13 December 2011 **(*anticipated date of approval)***

Proposed start date: Fall 2012

Date Institution established: 1910

Institution's programs: Degree programs at the associate, bachelor's, master's, post-master's and doctoral level; undergraduate and graduate certificates

Educator Preparation Programs:
Program lead to licensure: No
Program lead to endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

The establishment of Bachelor of Fine Arts degree in Fashion Design—in combination with curricular revisions of the existing Bachelor of Arts degree—will allow greater flexibility and responsiveness in the design curriculum to respond to changes in technology, career specialisms and supply-chain innovations in the fashion industry.

Kent State University has offered a BA degree in Fashion Design since 1982. Historically, the fashion design curriculum was conceptualized and developed to be more aligned with a typical BFA degree than with a BA degree. A survey of existing BFA Fashion Design programs at other institutions demonstrates that Kent State's BA degree requirements—including studio time and an intensive focus on the creation and execution of the senior collection—is equitable to BFA degree programs offered at similar/aspirational institutions.

Alternately, BA degree programs in fashion design at other comparable institutions do not require the same depth of development in design conceptualization, illustration, pattern-making, construction and collection development—all of which are currently required in Kent State's BA degree program. The proposed creation of the BFA degree and revision of the BA degree provide both options as a way to align with the other creative degree programs offered in Kent State's College of the Arts. (Offerings within Kent State's College of the Arts include BA and BFA degrees in Crafts, in Fine Arts and in Theatre Studies; BA and BM degrees in Music; BM degree in Music Education; BA degree in Art History and in Art Education; and BS degree in Fashion Merchandising and in Music Technology.)

The addition of the BFA degree will also distinguish pathways for students to choose between either engaging in a focused-study thesis project (collection development) that results in the expectation for a public presentation and review (the BFA degree), or diversifying their studio and/or liberal-art elective coursework offerings as a means to prepare for the range of specialisms that connect directly to fashion design, such as wearable technology applications, garment knitting, museum/collection studies and/or fashion illustration (the BA degree). Graduates of both the BA and BFA degree programs will be prepared to be successfully competitive for any entry-level design position in the industry and will have developed portfolios for presentation at interviews.

SECTION 2: ACCREDITATION

2.1 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 (if applicable)

The BA in Fashion Design program is not currently accredited by any specialized accrediting bodies. However, the creation of the BFA degree has stimulated the fashion design faculty to consider submitting the program for specialized accreditation by the National Association of Schools of Art and Design, once the program has completed two years of implementation and assessment.

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 academic organizational structure for Kent State University can be found at www.kent.edu/provost/administration/upload/org-chart-provost-office_2011_07_01.pdf.

The administrative leadership and divisions organizational structure for Kent State University can be found at www.kent.edu/president/upload/administrative-leadership-and-divisions-org-chart-2011-2012.pdf.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Administration of the proposed BFA/BA degrees in Fashion Design is in the Shannon Rodgers and Jerry Silverman School of Fashion Design and Merchandising. The school is one of the four in the College of the Arts at Kent State University. The director of the school reports to the dean of the college who reports to the university provost and senior vice president for academic affairs.

The school's Faculty Advisory Committee is responsible for implementing the proposed fashion design curriculum. Fashion design faculty will work as a sub-committee to monitor and assess the BA/BFA degree programs. The Faculty Advisory Committee reports to the school director.

4.2 Program development

The creation of the BFA degree and revision of the BA degree in Fashion Design at Kent State will serve to better address the third priority in the chancellor's strategic plan, to "attract more degree holders from out of state." The School of Fashion Design and Merchandising recruits and admits one of the highest percentages of out-of-state students at Kent State University. The creation of the BFA degree will recognize and support the distinction and strength of fashion design at Kent State University, becoming an even more attractive option for quality students from outside of Ohio.

The proposed BFA/BA degree programs also better address emerging trends in the fashion industry towards increased growth in entrepreneurial small- to medium-sized businesses with an interest in manufacturing locally or within the United States. The proposed curriculum supports a greater diversity of employment opportunities connected to the fashion context, and responding to integrated use of new technologies.

Initially, the BA/BFA degree programs will be designed to meet the current (very large) population of design students already admitted to the school. Targeted recruitment activities will continue to occur as means to use the BFA degree to increase the quality of students admitted to the fashion design program. This is directly in line with the strategic mission of Kent State University, as it seeks to become a premier research/academic institution.

Members of the school's advisory board were unanimous in their support of the creation of the BFA degree to support quality and growth initiatives in the school.

SECTION 6: CURRICULUM

6.1 Introduction: Catalog Copy

BA Fashion Design 2011 catalog: www.kent.edu/catalog/2011/CollegesPrograms/CA/UG/FD.cfm

2012 Catalog Copy:

The Bachelor of Arts and Bachelor of Fine Arts degrees in Fashion Design integrate conceptual, technical and production design knowledge and skills, leading to a synthesis of the design process from concept to production. These processes include color, design and trend research; technical sketching and rendered illustration; pattern-making and garment construction; analysis of appropriate fit and fabric selection; and the ability to communicate specifications for production using industry standards appropriate to specific markets.

The BA and BFA degrees in Fashion Design prepare students for professional careers by developing technical competency, creative/independent problem solving and conceptual understanding necessary for the challenges of a career in the creative industries. Students in both degree programs will be required to develop portfolios for presentation at industry interviews, and are prepared to be strongly competitive for any entry-level design position in the industry.

Prior to senior year, fashion design students will select to complete either the BA or BFA degree.

The BA degree in Fashion Design promotes an emphasis on the diversity of studio practice and liberal art experiences. Students have the option to select coursework offerings to gain expertise in a variety of specialties that connect directly to fashion design, such as wearable technology applications, garment knitting, illustration and/or accessory design.

The BFA degree Fashion Design students engage in a focused-study thesis project (collection development) as a capstone experience that results in submitting their collection for formal review by faculty and industry designer-critics, followed by public presentation in a fashion venue.

6.2 Program goals and objectives

The BFA and BA degrees in Fashion Design are designed to accomplish the following objectives:

- To create more cohesive and combined fashion design studio courses that better communicate and align cohesive design process and practice in the industry. The Fashion Design Studio courses at both the junior and senior level have been created

to do this as well as to enhance consistency across the range of faculty who are teaching courses at this level.

- To greatly enhance the flexibility in scheduling and sequencing of the fashion design courses while implementing opportunities for students to take more elective courses in fashion technology, technical design, knitting, illustration and sustainability as a means to develop greater skillsets in these strong and emerging aspects of the industry.
- To reduce total credit hours required to graduate, as well as to create more flexible and responsive design curriculum for the 21st Century.

6.3 Program requirements

Proposed curricular revisions applicable to both the BA degree and the BFA degree in Fashion Design are as follows:

- A core curriculum has been established for both the Fashion Design (BA and BFA), Fashion Merchandising (BS) majors to introduce students to the fashion industry (FDM 10010 Fashion Fundamentals), visual aesthetics (FDM 10020 Fashion Visuals), fashion textiles/fabrics (FDM 10030 Fashion Fabrics) and fashion technology (FDM 10050 Introduction to Fashion Technology *new course*).These courses provide a foundation of a common knowledge base and "language" as students progress through their respective programs. FDM 10020 Fashion Visuals has been revised to address both fashion design and merchandising majors.
- The two concentrations—Conceptual Design and Technical Design and Production—are eliminated from the BA degree. Five courses within the former Conceptual Design concentration are moved to core requirements in both the BA and BFA degrees (FDM 20121 Fashion Drawing I, FDM 20122 Fashion Drawing II, FDM 40121 Fashion Portfolio I, FDM 40122 Fashion Portfolio II and FDM 40141 Fashion Studio III).
- The two concentrations—Conceptual Design and Technical Design and Production—are eliminated from the BA degree. The concentrations were originally developed to address career option pathways leading more towards either technical design or more conceptually oriented traditional fashion design positions. In retrospect, they simply created added levels of complexity in both scheduling and course instructor assignments. Additionally, the curricula were not robust enough to support opportunities for students in each concentration to learn some of the core tasks associated with either technical or conceptual areas. The revision of the BA degree and the creation of the BFA have allowed for a recombination of the skillsets to be addressed across the entire design student population, while also allowing students with specific interests to take courses at deeper levels related to technology, knitting and advanced conceptual/artistic applications in fashion. Therefore, five courses within the former Conceptual Design concentration are moved to core requirements in both the BA and BFA degrees (FDM 20121 Fashion Drawing I, FDM 20122 Fashion Drawing II, FDM 40121 Fashion Portfolio I, FDM 40122 Fashion Portfolio II and FDM 40141 Fashion Studio III).
- Currently, FDM 30083 Professional Seminar is designated for Kent State's writing-intensive requirement. That designation will transfer to FDM 35010 Contemporary Fashion Designers (name change from "21st Century Designers"), which is more aligned with the design analysis writing requirements and critical writing acumen within the programs and industry expectations; also, its flexibility will create fewer bottlenecks in scheduling than FDM 30083 as students participate in various study away programs and other minor coursework in the junior year. In addition, FDM 30083 Professional Seminar

is removed from the core requirements, and FDM 20121 Fashion Drawing I and FDM 20122 Fashion Drawing II are revised to incorporate its content.

- New course FDM 15055 Basics of Apparel Construction replaces requirements FDM 15043 Workroom Techniques I and FMD 15044 Workroom Techniques II.
- New courses FDM 20153 Flat Pattern and FDM 20154 Draping replace requirements FDM 20141 Flat Pattern/Draping I and FDM 20142 Flat Pattern/Draping II.
- New course to be required in the core, FDM 20050 Fashion Technology Applications, which is critical as students prepare to be a participant in a 21st century fashion industry workforce.
- Six studio courses have been established within the core—offered in Kent, New York and Florence, Italy—to better integrate conceptual design, illustration, patternmaking and construction into one learning environment. The Fashion School has been offering the Florence studio courses for eight years and the New York studio courses for five years; the creation of these separate courses for each location allows for the core course objectives to be shared and equal across all locations, but also allows for specific objectives that take advantage of local opportunities. Typically, these courses will have two faculty assigned to teaching the course as a team. The six courses are FDM 30161 Fashion Design Studio I, FDM 30162 Fashion Design Studio II, FDM 30171 Florence Fashion Design Studio I, FDM 30172 Florence Fashion Design Studio II, FDM 30181 New York City Fashion Design Studio I, FDM 30182 New York City Fashion Design Studio II. They will replace the following that were required in the Conceptual Design concentration: FDM 30121 Fashion Design I, FDM 30122 Fashion Design II, FDM 30141 Fashion Studio I and FDM 30142 Fashion Studio II.
- Students in the BFA degree are required to complete two new courses—FDM 40099 Senior Fashion Thesis I and FDM 40199 Senior Fashion Thesis II—that comprise specific studio requirements for the students to complete their senior thesis collection.
- The second economics course is removed from the BA degree (and not required in the BFA): ECON 22061 Principles of Macroeconomics. Similarly, students will be required to take the two art history courses in the Kent Core (instead of an option of the two history courses). The foreign language requirement and support core electives are removed to allow for more advanced studio courses and/or FDM electives. Many students have expressed interest in the “study away” experiences in Florence, New York, Hong Kong and Paris, which, historically, have been used to substitute for the support core electives. Students wishing to learn another language will be encouraged to declare a minor or enroll in foreign language courses.
- More electives are established to support both degree programs and help students develop greater skillsets in strong and emerging aspects of the industry. Established are FDM 30154 Machine Knitting: Double Bed, FDM 30155 Knitwear Design, FDM 35012 Interdisciplinary Sustainability, FDM 35121 Fashion Model Drawing, FDM 35122 Advanced Fashion Illustration Techniques, FDM 30050 Fashion Technology: Computer Integrated Textile Design, and FDM 40050 Fashion Technology: Tech Style Lab.
- Credit hours for graduation for the BFA degree are 124. With the curriculum revisions, the BA degree decreases in overall credit hours, from 126 to 121.

Side-by-side comparison of the current and revised BA degree in Fashion Design:

BA degree in Fashion Design Current Existing Curriculum - 2011	Credit Hours	BA degree in Fashion Design Proposed Revised Curriculum - 2012	Credit Hours
Major Core Requirements	**33**	**Remaining in Major Core Requirements**	**18**
FDM 10010 Fashion Fundamentals	3	FDM 10010 Fashion Fundamentals	3
FDM 10020 Fashion Visuals	2	FDM 10020 Fashion Visuals **INCREASED CREDITS**	3
FDM 10030 Fashion Fabrics I	3	FDM 10030 Fashion Fabrics I	3
FDM 10140 Foundations of Fashion Drawing	3	FDM 10140 Foundations of Fashion Drawing	3
FDM 15043 Workroom Techniques I	2	FDM 20013 History of Costume	3
FDM 15044 Workroom Techniques II	2	FDM 45092 Internship in Fashion Design	3
FDM 20013 History of Costume	3	**Removed from Major Core Requirements**	
FDM 20141 Flat Pattern/Draping I	3	FDM 15043 Workroom Techniques I	2
FDM 20142 Flat Pattern/Draping II	3	FDM 15044 Workroom Techniques II	2
FDM 30083 Professional Seminar *fulfills writing-intensive requirement*	3	FDM 20141 Flat Pattern/Draping I	3
		FDM 20142 Flat Pattern/Draping II	3
FDM 30123 CAD for Fashion Application	3	FDM 30083 Professional Seminar	3
FDM 45092 Internship in Fashion Design	3	FDM 30123 CAD for Fashion Application	3
Major Additional Requirements	**60**	**Added to Major Core Requirements**	**63**
ARTH 22006 Art History I: Ancient/Medieval Art **and** ART 22007 Art History II: Renaissance-Modern Art **or** HIST 11050 History of Civilization I **and** HIST 11051 History of Civilization II *fulfills Kent Core Fine Arts or Humanities*	6	FDM 10050 Introduction to Fashion Technology **NEW**	3
		FDM 15055 Basics of Apparel Construction **NEW**	3
		FMD 20050 Fashion Technology Applications **NEW**	3
		FDM 20121 Fashion Drawing I	3
		FDM 20122 Fashion Drawing II	3
		FDM 20153 Flat Pattern **NEW**	3
ECON 22060 Principles of Microeconomics *fulfills Kent Core Social Sciences*	3	FDM 20154 Draping **NEW**	3
ECON 22061 Principles of Macroeconomics *fulfills Kent Core Social Sciences/Additional*	3	FDM 30161 Fashion Design Studio I **or** **NEW** FDM 30171 Florence Fashion Design Studio I **or** FDM 30181 New York City Fashion Design Studio I	6
MATH 11009 Modeling Algebra (4) **or** MATH 11010 Algebra for Calculus (3) **or** MATH 11012 Intuitive Calculus (3) *fulfills Kent Core Mathematics/Critical Reasoning*	3-4	FDM 30161 Fashion Design Studio I **or** **NEW** FDM 30171 Florence Fashion Design Studio I **or** FDM 30181 New York City Fashion Design Studio I	6
MKTG 25010 Principles of Marketing	3	FDM 35010 Contemporary Fashion Designers *fulfills writing-intensive requirement*	3
US 10097 Destination Kent State: First Year Exp.	1	FDM 40121 Fashion Portfolio I	3
Foreign Language	8-10	FDM 40122 Fashion Portfolio II	3
Kent Core Composition	6	FDM 40141 Fashion Studio III	3
Kent Core Humanities and Fine Arts	3	FDM Electives	18
Kent Core Social Sciences	3	**Remaining in Major Additional Requirements**	**40**
Kent Core Basic Sciences	6-7	ARTH 22006 Art History I: Ancient/Medieval Art **and** ART 22007 Art History II: Renaissance-Modern Art *fulfills Kent Core Fine Arts*	6
Kent Core Additional	3		
Support Core Electives *Courses from one area, e.g., journalism, foreign language, theatre or approved international fashion experience; including FDM 35904 and 35905.*	12	ECON 22060 Principles of Microeconomics	3
		fulfills Kent Core Social Sciences	
Concentration Requirements	**33-34**	MATH 11009 Modeling Algebra (4) **or** MATH 11010 Algebra for Calculus (3) **or** MATH 11012 Intuitive Calculus (3) *fulfills Kent Core Mathematics/Critical Reasoning*	3-4
Conceptual Design Concentration (33)			
FDM 20121 Fashion Drawing I (3)			
FDM 20122 Fashion Drawing II (3)		MKTG 25010 Principles of Marketing	3
FDM 30121 Fashion Design I (3)		US 10097 Destination Kent State: First Year Exp.	1
FDM 30122 Fashion Design II (3)		Kent Core Composition	6
FDM 30141 Fashion Studio I (3)		Kent Core Humanities ~~and Fine Arts~~	3
FDM 30142 Fashion Studio II (3)		Kent Core Social Sciences	3
FDM 40121 Fashion Portfolio I (3)		Kent Core Basic Sciences	6-7
FDM 40122 Fashion Portfolio II (3)		Kent Core Additional **INCREASED CREDITS**	6
FDM 40141 Fashion Studio III (3)		**Removed from Major Additional Requirements**	
FDM 40142 Fashion Studio IV (3)		ECON 22061 Principles of Macroeconomics *fulfills Kent Core Social Sciences/Additional*	3
FDM Elective (3)			
Technical Design and Production Concentration (34)		HIST 11050 History of Civilization I **and** HIST 11051 History of Civilization II *fulfills Kent Core Humanities as an option*	
FDM 20040 Fashion Fabrics II (3)			
FDM 20131 Fashion Technical Drawing I (3)			
FDM 20132 Fashion Technical Drawing II (3)		Foreign Language	8-10
FDM 30124 Apparel Manufacturing Processes (3)		Support Core Electives	12

BA degree in Fashion Design Current Existing Curriculum - 2011	Credit Hours
FDM 30131 Technical Fashion Design I (3)	
FDM 30132 Apparel Construction for Specialty Markets (1)	
FDM 30151 Advanced Patternmaking for Technical Design (2)	
FDM 30152 Apparel Prototype Production and Analysis(3)	
FDM 30153 Machine Knitting (2)	
FDM 40131 Technical Fashion Design II (3)	
FDM 40132 Technical Fashion Design III (3)	
FDM 40151 Technical Design Studio I (3)	
FDM 40152 Technical Design Studio II (2)	
MINIMUM TOTAL HOURS TO GRADUATION	**126**

BA degree in Fashion Design Proposed Revised Curriculum - 2012	Credit Hours
Courses from one curricular area, e.g., journalism, foreign language, theatre or approved international fashion experience; including FDM 35904 and 35905.	
Concentrations Removed	
Five courses from the Conceptual Design concentration are moved to major core requirements (FDM 20121, 20122, 40121, 40122 and 40141)	
MINIMUM TOTAL HOURS TO GRADUATION	**121**

Side-by-side comparison of the revised BA and the new BFA in Fashion Design:

BA degree in Fashion Design Curriculum - 2012	Credit Hours	BFA degree in Fashion Design Curriculum - 2012	Credit Hours
Major Core Requirements	**81**	**Major Core Requirements**	**81**
FDM 10010 Fashion Fundamentals	3	FDM 10010 Fashion Fundamentals	3
FDM 10020 Fashion Visuals **INCREASED CREDITS**	3	FDM 10020 Fashion Visuals **INCREASED CREDITS**	3
FDM 10030 Fashion Fabrics I	3	FDM 10030 Fashion Fabrics I	3
FDM 10050 Introduction to Fashion Technology **NEW**	3	FDM 10050 Introduction to Fashion Technology **NEW**	3
FDM 10140 Foundations of Fashion Drawing	3	FDM 10140 Foundations of Fashion Drawing	3
FDM 15055 Basics of Apparel Construction **NEW**	3	FDM 15055 Basics of Apparel Construction **NEW**	3
FDM 20013 History of Costume	3	FDM 20013 History of Costume	3
FMD 20050 Fashion Technology Applications **NEW**	3	FMD 20050 Fashion Technology Applications **NEW**	3
FDM 20121 Fashion Drawing I	3	FDM 20121 Fashion Drawing I	3
FDM 20122 Fashion Drawing II	3	FDM 20122 Fashion Drawing II	3
FDM 20153 Flat Pattern **NEW**	3	FDM 20153 Flat Pattern **NEW**	3
FDM 20154 Draping **NEW**	3	FDM 20154 Draping **NEW**	3
FDM 30161 Fashion Design Studio I **or** **NEW** FDM 30171 Florence Fashion Design Studio I **or** FDM 30181 New York City Fashion Design Studio I	6	FDM 30161 Fashion Design Studio I **or** **NEW** FDM 30171 Florence Fashion Design Studio I **or** FDM 30181 New York City Fashion Design Studio I	6
FDM 30162 Fashion Design Studio II **or** **NEW** FDM 30172 Florence Fashion Design Studio II **or** FDM 30182 New York City Fashion Design Studio II	6	FDM 30162 Fashion Design Studio II **or** **NEW** FDM 30172 Florence Fashion Design Studio II **or** FDM 30182 New York City Fashion Design Studio II	6
FDM 35010 Contemporary Fashion Designers *fulfills writing-intensive requirement*	3	FDM 35010 Contemporary Fashion Designers *fulfills writing-intensive requirement*	3
FDM 40121 Fashion Portfolio I	3	FDM 40121 Fashion Portfolio I	3
FDM 40122 Fashion Portfolio II	3	FDM 40122 Fashion Portfolio II	3
FDM 40141 Fashion Studio III **BA ONLY**	3	FDM 40099 Senior Thesis I **NEW** **BFA ONLY**	6
FDM 45092 Internship in Fashion Design	3	FDM 40199 Senior Thesis II **NEW** **BFA ONLY**	3
FDM Electives	18	FDM 45092 Internship in Fashion Design	3
Major Additional Requirements	**40**	FDM Electives	12
ARTH 22006 Art History I: Ancient/Medieval Art *fulfills Kent Core Fine Arts*	3	**Major Additional Requirements**	**40**
ART 22007 Art History II: Renaissance-Modern Art *fulfills Kent Core Fine Arts*	3	ARTH 22006 Art History I: Ancient/Medieval Art *fulfills Kent Core Fine Arts*	3
ECON 22060 Principles of Microeconomics *fulfills Kent Core Social Sciences*	3	ART 22007 Art History II: Renaissance-Modern Art *fulfills Kent Core Fine Arts*	3
MATH 11009 Modeling Algebra (4) **or** MATH 11010 Algebra for Calculus (3) **or** MATH 11012 Intuitive Calculus (3) *fulfills Kent Core Mathematics/Critical Reasoning*	3-4	ECON 22060 Principles of Microeconomics *fulfills Kent Core Social Sciences*	3
MKTG 25010 Principles of Marketing	3	MATH 11009 Modeling Algebra (4) **or** MATH 11010 Algebra for Calculus (3) **or** MATH 11012 Intuitive Calculus (3) *fulfills Kent Core Mathematics/Critical Reasoning*	3-4
US 10097 Destination Kent State: First Year Exp.	1	MKTG 25010 Principles of Marketing	3
Kent Core Composition	6	US 10097 Destination Kent State: First Year Exp.	1

BA degree in Fashion Design Curriculum - 2012	Credit Hours	BFA degree in Fashion Design Curriculum - 2012	Credit Hours
Kent Core Humanities	3	Kent Core Composition	6
Kent Core Social Sciences	3	Kent Core Humanities	3
Kent Core Basic Sciences	6-7	Kent Core Social Sciences	3
Kent Core Additional	6	Kent Core Basic Sciences	6-7
MINIMUM TOTAL HOURS TO GRADUATION	**121**	Kent Core Additional	6
		General Electives	3
		MINIMUM TOTAL HOURS TO GRADUATION	**124**

New courses in the major core of both degree programs:

FDM 10050 Introduction to Fashion Technology (3)
This course introduces students to the fundamental concepts, procedures and techniques used in digital imaging software and information database software. A survey of current and emerging technologies used in fashion design, merchandising and production contexts will be presented, discussed and applied. Prerequisite: Fashion Design or Fashion Merchandising major.

FDM 15055 Basics of Apparel Construction (3)
Introduction to sewing techniques and application processes using industrial sewing machines and other related equipment in basic garment construction. Development of fundamental patternmaking skills. Prerequisite: Fashion Design major.

FDM 20050 Fashion Technology Applications (3)
A continuation of content related to technology within the fashion industry. Pattern manipulation, basic technical packages, garment measuring specs, print design and computerized fashion illustration will be addressed with the use of industry-specific and off-the-shelf software packages. Prerequisite: FDM 10050.

FDM 20153 Flat Pattern (3)
Development of basic muslins and slopers. Patternmaking principles of dart manipulation and added fullness. Construction techniques for bodice, skirt, sleeve, collar, and pant variations. Prerequisite: minimum C (2.0) grade in FDM 10030 and FDM 15055.

FDM 20154 Draping (3)
Development of basic garment shapes using draping techniques. Emphasis placed on torso development, contouring principles and design development on the form. Construction techniques for boned bodice garments and using knit and bias cut fabrics. Prerequisite: minimum grade of C (2.0) in FDM 10030 and 15055.

FDM 30161 Fashion Design Studio I (6)
Open fashion studio concept to support the creative process of croquis sketching and construction in the production of design work. Students will explore markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. Prerequisite: FDM 20122 and FDM 20153 and FDM 20154.

FDM 30162 Fashion Design Studio II (6)
A continuation of the open fashion studio concept to support the entire creative process to produce design work. Students will explore fashion markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. Prerequisite: FDM 30161 or FDM 30171 or FDM 30181.

FDM 30171 Florence Fashion Design Studio I (6)
Open fashion studio concept to support the creative process of croquis sketching and construction in the production of design work. Students will explore markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. European markets and travel are incorporated. Prerequisite: FDM 20122 and FDM 20153 and FDM 20154

FDM 30172 Florence Fashion Design Studio II (6)
A continuation of the open fashion studio concept to support the entire creative process to produce design work. Students will explore fashion markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. Content specific to the European design experience. Prerequisite: FDM 30161 or FDM 30171 or FDM 30181.

FDM 30181 York City Fashion Design Studio I (6)
Open fashion studio concept to support the creative process of croquis sketching and construction in the production of design work. Students will explore markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. NYC markets and design-specific experiences are incorporated. Prerequisite: FDM 20122 and FDM 20153 and FDM 20154.

FDM 30182 York City Fashion Design Studio II (6)
Continuation of the open fashion studio concept to support the entire creative process to produce design work. Students will explore fashion markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. Content specific to the NYC fashion design experience. Prerequisite: FDM 30161 or FDM 30171 or FDM 30181.

<u>New courses in the major core of the BFA degree:</u>

FDM 40099 Senior Thesis I (6)
Senior fashion design thesis collection is created focused on the specialties of each student. This collection will be finalized, analyzed and presented in Senior Thesis II. Students will engage in a formalized critical development and review process with established external fashion designers. Prerequisite: BFA-Fashion Design major and minimum grade of C (2.0) in FDM 30162 or FDM 30172 or FDM 30182

FDM 40199 Senior Thesis II (3)
Continuation of Senior Fashion Design Thesis I. Finalize senior thesis project; critical review and reflection on outcome in a short analysis. The final thesis submission will be displayed through a juried venue. Prerequisite: minimum grade of C (2.0) in FDM 40099

6.4 Program sequence

See semester-by-semester sequencing ("roadmap") in Appendix A.

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 to either the BA or BFA degree in Fashion Design.

6.6 Off-site program components (please check all that apply):

☒ Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

6.7 Effect on current programs, offerings, students and staff:

The proposed curricular revisions will have minimal impact on existing programs, course offerings, students or staffing. The creation of the BA/BFA degree options allow for more diversity of coursework in upper-diversion course selections for fashion design majors, as well as helping them to critically analyze their passions and prospective career paths in conjunction with their skills and capabilities. The creation of these options places the degree offerings in the School of Fashion Design and Merchandising more in line with the degree offerings in the School of Art, School of Music and School of Theatre and Dance in Kent State's College of the Arts.

This proposed action also allows the faculty of the School of Fashion Design and Merchandising to better address changing directions and specialisms in the fashion industry, creating more diversity of course options for students to select. The selection of specialist courses added to the fashion design curriculum offerings will be offered in a balanced sequence as a means to manage workload assignments as well as to create increased strengths in the undergraduate curriculum that will help prepare for graduate course offerings as the School of Fashion Design and Merchandising continues with the development of the graduate degree programs in fashion (in progress).

Some of the proposed course changes will be "layered in," as appropriate, as the cohort of students persist through the curriculum. For pre-2012-catalog students, a new course may be substituted for an existing required course if it does not negatively affect the student, especially in the area of prerequisites. No student will be delayed from graduating in a timely manner as a result of proposed changes to the curriculum.

Existing course offerings of "sunset courses" will continue to be offered until the catalog year cohort has progressed through the sequence.

Staffing will be impacted minimally as a result of the proposed changes. There will be an increase in the number of sections offered to support new core courses (e.g., FDM 10020 Fashion Visuals and FDM 10050 Introduction to Fashion Technology). Under current enrollment, the school will need to offer approximately 12 sections each per year of both courses. Although it is feasible to allocate and cover the addition of these sections with existing part-time faculty contingent and flexible deployment of non-tenure-track faculty (both in terms of workload and disciplinary skillsets), The School of Fashion Design and Merchandising has proposed the addition of one tenure-track fashion design faculty member for academic year 2013-2014 in its strategic hiring plan submitted to the College of the Arts.

The elimination of the Support Core Electives category should have minimal impact on other academic units. Fashion design majors will continue to select the courses that are already included in the current list of Support Core Electives as they translate into options for specialisms.

The removal of the foreign language requirement may have a slight impact on the staffing within Kent States' Department of Modern and Classical Languages Studies. However, fashion design students enroll in a wide variety of foreign language sequences—such as Spanish, French, German, Italian and American Sign Language—that the overall impact on staffing levels may be negligible since the students are dispersed throughout the various course offerings.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Evaluation of the program will be assessed by the Program Assessment Committee comprised of the Academic Quality Improvement Program representative, assisted by the Undergraduate Design Curriculum Committee. The program will be assessing how well the program prepares BFA students in the areas of (a) the fashion industry, (b) fashion products and services, (c) fashion markets, (d) fashion design skills and (e) fashion design technology.

Specifically, the Program Assessment Committee will evaluate a random sampling (20 percent of the senior student population) of the final projects from two capstone courses—FDM 40122 Fashion Portfolio II in the BA, FDM 40199 Senior Thesis II in the BFA—against developed criteria. The program will be considered successful if 90 percent of this representative sample receive a score of 80 percent or better on each of these projects. The Program Assessment Committee will complete this assessment annually, review the results and develop an action plan based on those results to implement changes or improvements in course projects, at any course level, during the following academic year. In addition, the findings of the review and the developed action items will be recorded in the Annual AQIP online reporting system.

7.2 Measuring student success

Student success will be evaluated by the Student Assessment Committee comprised of the Academic Quality Improvement Program representative, members of the Undergraduate Design Curriculum Committee and external design critics. Fashion graduates are expected to demonstrate, in relation to fashion, (a) conceptual and critical thinking; (b) visual, oral and written communications; (c) research processes and practices; and (d) reflective experiential learning.

Specifically, the Student Assessment Committee will evaluate a random sampling (20 percent of the senior student population) of student's final projects from two capstone—FDM 40122 Fashion Portfolio II in the BA, FDM 40199 Senior Thesis II in the BFA—a developed scoring rubric. To measure experiential learning, the scoring rubric will include the final evaluative score provided by each student's internship supervisor. The school will consider that faculty is training the students successfully if 90 percent of this representative sample receive a score of 80 percent or better on the scoring rubric. The Student Assessment Committee will complete this assessment annually, review the results and develop an action plan based on those results to implement changes or improvements in course projects, at any course level, during the following academic year. In addition, the findings of the review and the developed action items will be recorded in the Annual AQIP online reporting system.

To track student success after program completion, every five years the Student Assessment Committee will conduct an online survey of a random sampling of alumni. To participate, the student must have been in the workforce a minimum of two complete years. The survey will be designed to evaluate the student's perception of their preparedness for the fashion industry. The Student Assessment Committee will review the results, and if needed, develop an action plan to incorporate changes into the curriculum.

SECTION 8: FACULTY

8.2 Program faculty

Number of existing faculty members available to teach in the proposed program.

Full-time: 15*
Less than full-time: 11*

An estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 1*
Less than full-time: 2*

* These numbers represent faculty teaching fashion design (FDM) courses.

8.4 Faculty matrix

A copy of each faculty member's CV is in Appendix A. ***Information to be completed.***

instructor name	rank or title	full-time/ part-time	degree, discipline, institution, year	FDM course(s) instructor will teach in proposed program
Arenstein				10140 Foundations of Fashion Drawing 20121Fashion Drawing I; 20122Fashion Drawing II; 40121 Fashion Portfolio I; 40122 Fashion Portfolio II
Benitez				10050 Introduction to Fashion Technology; 20050 Fashion Technology Applications; 30050 Fashion Technology Computer Integrated Textile Design; 40050 Fashion Technology TechStyleLAB
Carr				15055 Basics of Apparel Construction; 20153 Flat Pattern; 20154 Draping
Dancie				15055 Basics of Apparel Construction; 20153 Flat Pattern; 20154 Draping; 30161 Fashion Design Studio I; 30162 Fashion Design Studio II; 40141 Fashion Design Studio III; 40099 Senior Thesis I; 40199 Senior Thesis II
Daunt				20050 Fashion Technology Applications; 30050 Fashion Technology Computer Integrated Textile Design
Ellington				10020 Fashion Visuals; 10050 Introduction to Fashion Technology; 20050 Fashion Technology Applications
French				30181 New York City Fashion Design Studio I; 30182 New York City Fashion Design Studio II; 35010 Contemporary Designers
Gottleib				30181 New York City Fashion Design Studio I; 30182 New York City Fashion Design Studio II
Hahn				10020 Fashion Visuals

instructor name	rank or title	full-time/ part-time	degree, discipline, institution, year	FDM course(s) instructor will teach in proposed program
James				15055 Basics of Apparel Construction; 20153 Flat Pattern; 20154 Draping; 10030 Fabrics I
Kim				30181 New York City Fashion Design Studio I; 30182 New York City Fashion Design Studio II
Leslie				10010 Fashion Fundamentals; 20013 History of Costume; 35010 Contemporary Designers
McLeod				10030 Fabrics I
Mehta				15055 Basics of Apparel Construction; 20153 Flat Pattern; 20154 Draping
Murphy				30181 New York Fashion Design Studio I; 30182 New York Fashion Design Studio II
Nagy				10140 Foundations of Fashion Drawing; 20121 Fashion Drawing I; 20122 Fashion Drawing II
Ohrn				15055 Basics of Apparel Construction; 20153 Flat Pattern; 20154 Draping; 30161 Fashion Design Studio I; 30162 Fashion Design Studio II; 40141 Fashion Design Studio III; 40099 Senior Thesis I; 40199 Senior Thesis II; 20155 Machine Knitting (single bed); 30154 Machine Knitting (double bed); 30155 Knitwear Design; 40121 Fashion Portfolio I; 40122 Fashion Portfolio II
Palomo				30013 Popular Culture in Fashion; 35010 Contemporary Designers; 30161 Fashion Design Studio I; 30162 Fashion Design Studio II; 40141 Fashion Design Studio III; 40099 Senior Thesis I; 40199 Senior Thesis II; 35012 Sustainability in Fashion; 35121 Fashion Model Drawing; 35122 Advanced Fashion Illustration Techniques; 40121 Fashion Portfolio I; 40122 Fashion Portfolio II
Perrine				10050 Introduction to Fashion Technology
Petroni-Granata				30171 Florence Fashion Design Studio I; 30172 Florence Fashion Design Studio II
Quevedo				10020 Fashion Visuals; 30161 Fashion Design Studio I; 30162 Fashion Design Studio II; 40141 Fashion Design Studio III; 40099 Senior Thesis I; 40199 Senior Thesis II
Rhodes				10140 Foundations of Fashion Drawing; 20121Fashion Drawing I; 20122Fashion Drawing II; 40121 Fashion Portfolio I; 40122 Fashion Portfolio II

instructor name	rank or title	full-time/ part-time	degree, discipline, institution, year	FDM course(s) instructor will teach in proposed program
Sandberg				15055 Basics of Apparel Construction; 10140 Foundations of Fashion Drawing; 20121Fashion Drawing I; 20122Fashion Drawing II; 40121 Fashion Portfolio I; 40122 Fashion Portfolio II
Schofield				15055 Basics of Apparel Construction; 20153 Flat Pattern; 20154 Draping; 30161 Fashion Design Studio I; 30162 Fashion Design Studio II; 40141 Fashion Design Studio III; 40099 Senior Thesis I; 40199 Senior Thesis II; 40121 Fashion Portfolio I; 40122 Fashion Portfolio II
Strehl				30171 Florence Fashion Design Studio I; 30172 Florence Fashion Design Studio II
Open Position				20121Fashion Drawing I; 20122Fashion Drawing II; 10140 Foundations of Fashion Drawing; 40121 Fashion Portfolio I; 40122 Fashion Portfolio II

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

The proposed curricular revisions will have minimal impact on the fiscal budget and staffing within the School of Fashion Design and Merchandising.

From a staffing perspective, an increase in the number of sections offered to support core courses (e.g., FDM 10020 Fashion Visuals and FDM 10050 Introduction to Fashion Technology) will be required as a result of the proposed revisions to the program. The tuition revenue generated by all core courses more than offset the added cost of instruction since faculty assigned to teach the additional sections will likely come from a pool of existing part-time faculty and/or redeployed full-time faculty with a specific skill set.

From a facilities and equipment perspective, an increase in the number of sections offered to support core courses will have little fiscal impact; in fact, they will likely lead to some increased income with the requirement of new course FDM 10050 Introduction to Fashion Technology for all majors in the school. The creation of the additional elective courses (e.g., FDM 30154 Machine Knitting: Double Bed, FDM 35012 Interdisciplinary Sustainability, FDM 35122 Advanced Fashion Illustration Techniques, FDM 30050 Fashion Technology: Computer Integrated Textile Design, and FDM 40050 Fashion Technology: Tech Style Lab) are offset by slight reductions in current scheduled sections that have been required as a result of unbalanced numbers between existing concentration students. Sections can be scheduled in the school's existing studios, computer labs and classrooms in Rockwell Hall on the Kent Campus. Many current students already have their own laptop computers, and new incoming freshman will be encouraged to have one as they go through the admissions process in future years.

10.2 Budget/financial planning *Information to be completed*

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time				
Head-count part time				
Full Time Equivalent (FTE) enrollment				
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income				
Total Projected Program Income				
III. Program Expenses				
New Personnel • Instruction (technical, professional and general education) Full Time: XX Part Time: XX				
• Non-instruction (indicate role in section below) Full Time: XX Part time: XX				
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				

Budget Narrative:
(Use narrative to provide additional information as needed based on responses above.)

APPENDICES

Appendix	Description
A	Semester-by-semester sequencing ("roadmap") for the programs
B	Curricula vitae for the Fashion Design faculty

Kent State University is committed to continual support of the delivery of the Fashion Design undergraduate degree programs. If Kent State decides in the future to close either of the degree 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.

Respectfully,

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

Fashion Design - B.A. and B.F.A.

Kent State University Catalog 2012 > Colleges and Programs > College of the Arts > Undergraduate Programs > **Fashion Design**

COLLEGE: College of the Arts

DEPARTMENT: School of Fashion Design and Merchandising
226 Rockwell Hall
Tel: 330-672-3010
E-mail: fashionschool@kent.edu
Web: www.kent.edu/artscollege/fashion

DESCRIPTION: The Bachelor of Arts and Bachelor of Fine Arts degrees in Fashion Design integrate conceptual, technical and production design knowledge and skills, leading to a synthesis of the design process from concept to production. These processes include color, design and trend research; technical sketching and rendered illustration; pattern-making and garment construction; analysis of appropriate fit and fabric selection; and the ability to communicate specifications for production using industry standards appropriate to specific markets.

The BA and BFA degrees in Fashion Design prepare students for professional careers by developing technical competency, creative/independent problem solving and conceptual understanding necessary for the challenges of a career in the creative industries. Students in both degree programs will be required to develop portfolios for presentation at industry interviews, and are prepared to be strongly competitive for any entry-level design position in the industry.

Prior to senior year, fashion design students will select to complete either the BA or BFA degree.

The **BA degree in Fashion Design** promotes an emphasis on the diversity of studio practice and liberal art experiences. Students have the option to select coursework offerings to gain expertise in a variety of specialties that connect directly to fashion design, such as wearable technology applications, garment knitting, illustration and/or accessory design.

The **BFA degree Fashion Design** students engage in a focused-study thesis project (collection development) as a capstone experience that results in submitting their collection for formal review by faculty and industry designer-critics, followed by public presentation in a fashion venue.

CAREER OPPORTUNITIES: Fashion designers held about 22,700 jobs in 2008. About 31 percent of fashion designers worked for apparel, piece goods, and notions merchant wholesalers; and 13 percent worked for apparel manufacturers. Many others were self employed. Employment of fashion designers tends to be concentrated in regional fashion centers. In 2008, the highest numbers of fashion designers were employed in New York and California. (Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS:	**Freshman Students:** Applicants must have at least a 2.75 cumulative grade point average (on a 4.0 scale) and a minimum ACT composite score of 21 (or an SAT combined critical reading and math score of 980). **Transfer Students:** To be considered for admission, transfer applicants need at least a 2.50 cumulative GPA based on 24 or more semester hours of college-level coursework at an accredited institution. Those students meeting this GPA requirement but with fewer than 24 semester hours will be evaluated as new freshmen.
GRADUATION REQUIREMENTS:	Credits required for graduation: **BA Fashion Design** - 121 credit hours; minimum 39 upper-division credit hours. **BFA Fashion Design** - 124 credit hours; minimum 39 upper-division credit hours. Minimum 2.50 GPA in the major and 2.50 GPA overall required for graduation. Minimum 2.50 GPA overall required for internship. Courses with an FDM prefix must be passed with minimum C (2.00) grade. Students are deregistered from FDM classes when minimum C (2.00) grade has not been attained in the course prerequisite.
LANGUAGE REQUIREMENT:	No
STUDY ABROAD/AWAY OPPORTUNITIES:	The School of Fashion Design and Merchandising supports multiple Study Abroad/Away Opportunities, including opportunities to study for a semester at its NYC Studio and Florence campus, as well as through collaborative partnership programs with the Paris American Academy, Hong Kong Polytechnic University and American Intercontinental University in London. For more information the School of Fashion Design and Merchandising website or contact the Office of Global Education.
PROGRAM FEE:	$100/semester
ACCREDITATION:	National Association of Schools of Art and Design
STUDENT ORGANIZATIONS:	Fashion Student Organization (FSO); Modista: Minority Fashion Group; Fashion Journalism Team
GRADUATE PROGRAMS:	Master of Business Administration (M.B.A.) with a Concentration in Fashion Design and Merchandising

DRAFT

Roadmap: Fashion Design – Bachelor of Fine Arts

[CA-BFA-FD]
College of the Arts
School of Fashion Design and Merchandising
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
FDM 10010 Fashion Fundamentals	**3**		**C**	■	
FDM 10020 Fashion Visuals	**3**		**C**	■	
FDM 15055 Basics of Apparel Construction	**3**		**C**	■	
ARTH 22006 Art History I	3				Fulfills Kent Core Humanities and Fine Arts
Kent Core Requirements	3				See Kent Core Summary on page 2
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Semester Two: [15-16 Credit Hours]					
FDM 10030 Fashion Fabrics I	**3**		**C**	■	
FDM 10050 Introduction to Fashion Technology NEW	**3**		**C**	■	
FDM 10140 Foundations of Fashion Drawing	**3**		**C**	■	
ARTH 22007 Art History II	3				Fulfills Kent Core Humanities and Fine Arts
MATH 11009 Modeling Algebra (4) ***or*** MATH 11010 Algebra for Calculus (3) ***or*** MATH 11012 Intuitive Calculus (3)	3-4				Fulfills Kent Core Mathematics and Critical Reasoning
Semester Three: [15 Credit Hours]					
FDM 20013 History of Costume	**3**		**C**	■	**Offered in fall only**
FDM 20121 Fashion Drawing I	**3**		**C**	■	
FDM 20153 Flat Pattern NEW	**3**		**C**	■	
FDM Elective	3		C	■	
Kent Core Requirements	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
FDM 20122 Fashion Drawing II	**3**		**C**	■	
FDM 20154 Draping NEW	**3**		**C**	■	**Offered in spring only**
FDM 20050 Fashion Technology Applications NEW	**3**		**C**	■	
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
FDM Elective	3		C	■	
Semester Five: [15 Credit Hours]					
FDM 30161 Fashion Design Studio I (Kent) NEW ***or*** **FDM 30171 Florence Fashion Design Studio I NEW** ***or*** **FDM 30181 NYC Fashion Design Studio I NEW**	**6**	■	**C**	■	
FDM 35010 Contemporary Fashion Designers REVISED	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
MKTG 25010 Principles of Marketing	3				
Kent Core Requirements	3				See Kent Core Summary on page 2
Semester Six: [15 Credit Hours]					
FDM 30162 Fashion Design Studio I (Kent) NEW ***or*** **FDM 30172 Florence Fashion Design Studio I NEW** ***or*** **FDM 30182 NYC Fashion Design Studio I NEW**	**6**	■	**C**	■	
Kent Core Requirements	3				See Kent Core Summary on page 2
Kent Core Requirements	3				
FDM Elective (upper division)	3	■	C	■	
Summer III: [3 Credit Hours]					
FDM 45092 Internship in Fashion Design	3	■	C	■	
Semester Seven: [15 Credit Hours]					
FDM 40121 Fashion Portfolio I	**3**	■	**C**	■	
FDM 40099 Senior Thesis I	**6**	■	**C**	■	
Kent Core Requirements	3				See Kent Core Summary on page 2
Kent Core Requirements	3				

DRAFT

Roadmap: Fashion Design – Bachelor of Fine Arts
[CA-BFA-FD]
College of the Arts
School of Fashion Design and Merchandising
Catalog Year: 2012-2013

Critical requirements are boldface in shaded areas.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Eight: [15 Credit Hours]					
FDM 40122 Fashion Portfolio II	**3**	■	**C**	■	**Offered in spring only**
FDM 40199 Senior Thesis II	**3**	■	**C**	■	
Kent Core Requirements	3				See Kent Core Summary below
FDM Elective (upper division)	3	■	C	■	
General Elective (lower or upper division)	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
124	39	36	Kent Core	FDM 35010	2.50	2.50

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 in this major with either MATH 11009, 11010 or 11012	0
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	6 credit hours are fulfilled in this major with ARTH 22006 and 22007; remaining hours must be from the humanities category	3
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credit hours are fulfilled in this major with ECON 22060; may fulfill diversity requirement	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 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.

DRAFT

Roadmap: Fashion Design – Bachelor of Arts

[CA-BA-FD]
College of the Arts
School of Fashion Design and Merchandising
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
FDM 10010 Fashion Fundamentals	**3**		**C**	■	
FDM 10020 Fashion Visuals	**3**		**C**	■	
FDM 15055 Basics of Apparel Construction	**3**		**C**	■	
ARTH 22006 Art History I	3				Fulfills Kent Core Humanities and Fine Arts
Kent Core Requirements	3				See Kent Core Summary on page 2
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Semester Two: [15-16 Credit Hours]					
FDM 10030 Fashion Fabrics I	**3**		**C**	■	
FDM 10050 Introduction to Fashion Technology NEW	**3**		**C**	■	
FDM 10140 Foundations of Fashion Drawing	**3**		**C**	■	
ARTH 22007 Art History II	3				Fulfills Kent Core Humanities and Fine Arts
MATH 11009 Modeling Algebra (4) ***or*** MATH 11010 Algebra for Calculus (3) ***or*** MATH 11012 Intuitive Calculus (3)	3-4				Fulfills Kent Core Mathematics and Critical Reasoning
Semester Three: [15 Credit Hours]					
FDM 20013 History of Costume	**3**		**C**	■	**Offered in fall only**
FDM 20121 Fashion Drawing I	**3**		**C**	■	
FDM 20153 Flat Pattern NEW	**3**		**C**	■	
FDM Elective	3		C	■	
Kent Core Requirements	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
FDM 20122 Fashion Drawing II	**3**		**C**	■	
FDM 20154 Draping NEW	**3**		**C**	■	**Offered in spring only**
FDM 20050 Fashion Technology Applications	**3**		**C**	■	
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
FDM Elective	3		C	■	
Semester Five: [15 Credit Hours]					
FDM 30161 Fashion Design Studio I (Kent) NEW ***or* FDM 30171 Florence Fashion Design Studio I NEW** ***or* FDM 30181 NYC Fashion Design Studio I NEW**	**6**	■	**C**	■	
FDM 35010 Contemporary Fashion Designers REVISED	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
MKTG 25010 Principles of Marketing	3				
Kent Core Requirements	3				See Kent Core Summary on page 2
Semester Six: [15 Credit Hours]					
FDM 30162 Fashion Design Studio I (Kent) NEW ***or* FDM 30172 Florence Fashion Design Studio I NEW** ***or* FDM 30182 NYC Fashion Design Studio I NEW**	**6**	■	**C**	■	
FDM Elective (upper division)	6	■	C	■	
Kent Core Requirements	3				See Kent Core Summary on page 2
Summer III: [3 Credit Hours]					
FDM 45092 Internship in Fashion Design	3	■	C	■	
Semester Seven: [15 Credit Hours]					
FDM 40121 Fashion Portfolio I	**3**	■	**C**	■	
FDM 40141 Fashion Studio III	**3**	■	**C**	■	**Offered in fall only**
Kent Core Requirements	3				See Kent Core Summary on page 2
Kent Core Requirements	3				
Kent Core Requirements	3				

DRAFT

Roadmap: Fashion Design – Bachelor of Arts

[CA-BA-FD]
College of the Arts
School of Fashion Design and Merchandising
Catalog Year: 2012-2013

Critical requirements are boldface in shaded areas.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Eight: [12 Credit Hours]					
FDM 40122 Fashion Portfolio II	**3**	■	**C**	■	**Offered in spring only**
FDM Elective (upper division)	6	■	C	■	
Kent Core Requirements	3				See Kent Core Summary below

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	FDM 35010	2.5	2.5

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 in this major with either MATH 11009, 11010 or 11012	0
Humanities and Fine Arts (9 credit hours) *Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts*	6 credit hours are fulfilled in this major with ARTH 22006 and 22007; remaining hours must be from the humanities category	3
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credit hours are fulfilled in this major with ECON 22060; may fulfill diversity requirement	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 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.

Ohio | Board of Regents

University System of Ohio

LETTER OF INTENT

Date of submission: 17 October 2011

Name of institution: Kent State University

Intent: To establish the Fashion Design major within the Bachelor of Fine Arts 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 17 October 2011; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: December 2011

Projected start date of the proposed program: Fall 2012

1. **Provide a brief description of the request.**

   Kent State University proposes to establish the Fashion Design major within the Bachelor of Fine Arts degree. The Fashion Design major currently and will continue to exist within the Bachelor of Arts degree. By offering the program within the two degrees, Kent State will be able to provide greater flexibility and responsiveness in the design curriculum to respond to changes in technology, career specialisms and supply-chain innovations in the fashion industry.

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

   Kent State University has offered a BA degree in Fashion Design since 1982. Historically, the fashion design curriculum was conceptualized and developed to be more aligned with a typical BFA degree than with a BA degree. A survey of existing BFA Fashion Design programs at other institutions demonstrates that Kent State's BA degree requirements—including studio time and an intensive focus on the creation and execution of the senior collection—is equitable to BFA degree programs offered at similar/aspirational institutions.

   Alternately, BA degree programs in fashion design at other comparable institutions do not require the same depth of development in design conceptualization, illustration, pattern-making, construction and collection development—all of which are currently required in Kent State's BA degree program. The proposed creation of the BFA degree and curricular revision of the BA degree provide both options as a way to align with the other creative degree programs offered in Kent State's College of the Arts.

   The addition of the BFA degree will also distinguish pathways for students to choose between either engaging in a focused-study thesis project (collection development) that results in the expectation for a public presentation and review (the BFA degree), or diversifying their studio and/or liberal-art elective coursework offerings as a means to prepare for the range of specialisms that connect directly to fashion design, such as wearable technology applications, garment knitting, museum/collection studies and/or fashion illustration (the BA degree). Graduates of both the BA and BFA degree programs will be prepared to be successfully competitive for any entry-level design position in the industry and will have developed portfolios for presentation at interviews.

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

   The proposed degree program will have minimal impact on existing programs, course offerings, students, faculty or staff. Existing faculty are sufficient for the new program.

4. **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.**

   Existing administrative and support services are sufficient at this time for the new program.

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

   Existing library services and resources are sufficient at this time for the new program.

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

The School of Fashion Design and Merchandising's existing studios, computer labs and classrooms in Rockwell Hall on the Kent Campus are sufficient at this time for the new degree program.

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

The following courses have been requested for establishment effective fall 2012. The additions were approved by the College of the Arts Curriculum Committee:

FDM	10050	Introduction to Fashion Technology (3)
	15055	Basics of Apparel Construction (3)
	20050	Fashion Technology Applications (3)
	20153	Flat Pattern (3)
	20154	Draping (3)
	20155	Machine Knitting-Single Bed (3)
	30050	Fashion Technology: Computer Integrated Textile Design (3)
	30154	Machine Knitting-Double Bed (3)
	30155	Knitwear Design (3)
	30161	Fashion Design Studio I (6)
	30162	Fashion Design Studio II (6)
	30171	Florence Fashion Design Studio I (6)
	30172	Florence Fashion Design Studio II (6)
	30181	New York City Fashion Design Studio I (6)
	30182	New York City Fashion Design Studio II (6)
	35011	Fashion Forecasting (3)
	35012	Sustainability in Fashion (3)
	35121	Fashion Model Drawing (3)
	35122	Advanced Fashion Illustration Techniques (3)
	40050	Fashion Technology: TechStyleLAB (3)
	40099	Senior Fashion Design Thesis I (6)
	40199	Senior Fashion Design Thesis II (6)
	40270	Fashion Marketing (3)

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001313 **Date:** 01-OCT-10

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Margarita Benitez, Hanna Hall and Trista Grieder

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 10050

Course Title: Introduction to Fashion Technology

Title Abbreviation: Introduction to Fashion Tech

Slash Course and Cross-list Information: FDM 10050

Credit Hours

Minimum Credit / Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 1 to 1

Contact Hours: Lab - Minimum Hours / Maximum Hours: 4 to 4

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. LLB-Combined Lecture and Laboratory 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): This course introduces students to the fundamental concepts, procedures and techniques used in digital imaging software and information database software. A survey of current and emerging technologies used in fashion design, merchandising and production contexts will be presented, discussed and applied.

Prerequisites (edited): FD or FM major; or permission from department

Corequisites (edited): none

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
15	Bitmap Digital Imaging Software
15	Vector and Drawing Software
10	Spreadsheet software
10	Other Information Covered

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001316 **Date:** 01-OCT-10

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Linda Ohrn-McDaniel

Requested Effective Term: 201180

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 15055

Course Title: Basics of Apparel Construction

Title Abbreviation: Basics of Apparel Construction

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: 6 or 6

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: 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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Introduction to sewing techniques and application processes using industrial sewing machines and other related equipment in basic garment construction. Development of fundamental patternmaking skills.

Prerequisites (edited): Fashion Design Major

Corequisites (edited): None

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
15	Childrenswear, elastic waist pant and knit shirt
20	Pants with fly front and contoured waistband
25	Lined Jacket with notch collar

30	basic skirt from pattern drafting to finished product

Display/Hide Delimited Course Outline

Total Contact Hours: 90

Textbook(s) used in this course: Professional Sewing Techniques for Designers, Julie Cole & Sharon Czachor, Fairchild Books. ISBN: 978-1-56367-516-4

Writing Expectations: note taking

Instructor(s) expected to teach: FD&M faculty

Instructor(s) contributing to content: FD&M Faculty

Proposal Summary

Explain the purpose for this proposal:

This class will be a part of the new proposed curriculum for Fashion Design.

Explain how this proposal affects program requirements and students in your unit:

This will change the freshman year requirement from Workroom Techniques 1 & 2 to this class in Basic Construction.

Explain how this proposal affects courses, program requirements and student in other units:

This will not affect other units.

Explain how this proposal affects enrollment and staffing:

This will not affect enrollment and staffing.

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
4/23/2011	Linda M Ohrn	No comments available.

History:

Date	User	Status
8/24/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/23/2011	Linda M Ohrn	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002886 **Date:** 11-OCT-11

Level: 1.00 **of** 2.00 **Currently On The Worklist Of:** James Campbell, jrcamp

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: L.Delaney

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 20153

Course Title: FLAT PATTERN

Title Abbreviation: FLAT PATTERN

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: 6 to 6

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: 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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Development of basic muslins and slopers. Patternmaking principles of dart manipulation and added fullness. Construction techniques for bodice, skirt, sleeve, collar, and pant variations.

Prerequisites (edited): minimum C (2.0) grade in FDM 10030 and FDM 15055.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction, forms, equipment
12	Develop bodice blocks and muslin tests
6	Dart manipulations
9	Dart equivalents and styleline
3	Collars, sleeves, facings

6	Mock-ups
9	Develop pant block and muslin tests
18	Pant design and development
24	Dress design and development

Display/Hide Delimited Course Outline

Total Contact Hours: 90

Textbook(s) used in this course: Patternmaking for Fashion Design, Helen Joseph Armstrong Pattern Essentials: A Student Handbook, Marian O'Rourke-Kaplan Professional Sewing Techniques for Designers, Cole & Czachor

Writing Expectations: none

Instructor(s) expected to teach: FDM Faculty

Instructor(s) contributing to content: Sherry Schofield-Tomschin

Proposal Summary

Explain the purpose for this proposal:

This proposal is splitting the current 2-course sequence, Flat PatternDraping I and II, into two different courses, Flat Pattern and Draping. The course content, that was previously mingled, is now split by semester. By separating the courses, we are eliminating the requirement that the courses be taken in sequence, thereby allowing the students to choose which semester to take which course. If the students are not on a traditional fall-spring semester track, this change will allow them to not be a whole year behind. In addition, it allows for better utilization of the space and equipment available within the Fashion School.

Explain how this proposal affects program requirements and students in your unit:

This proposal does not affect the program requirements for the sophomore year; the students are still required to take Flat Pattern and Draping. The major change will be that the courses will no longer have the requirement of the co-requisite drawing courses. The drawing courses are still required, just not as a co-requisite. This will allow the student more flexibility in when they take the courses and will eliminate the lock-gate system that was in place.

Explain how this proposal affects courses, program requirements and student in other units:

Since these courses are only taken by the students in the design program in the Fashion School, it will not affect any other courses or programs.

Explain how this proposal affects enrollment and staffing:

The proposed change does not affect enrollment; all students will still enroll in the same two courses. It is only the course material sequencing that has changed.

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
10/11/2011	Lisa N Delaney	Workflow was re-created by Curriculum Services to correct an error in submission.

History:

Date	User	Status

10/11/2011	Lisa N Delaney	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002887 **Date:** 11-OCT-11

Level: 1.00 **of** 2.00 **Currently On The Worklist Of:** James Campbell, jrcamp

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: L.Delaney

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 20154

Course Title: DRAPING

Title Abbreviation: DRAPING

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: 6 to 6

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: 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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Development of basic garment shapes using draping techniques. Emphasis placed on torso development, contouring principles and design development on the form. Construction techniques for boned bodice garments and using knit and bias cut fabrics.

Prerequisites (edited): minimum grade of C (2.0) in FDM 10030 and 15055.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Basic bodice
6	Basic skirt
6	Dart manipulations
9	Torso
3	Circle skirt

12	Boned bodice
6	Added fullness
6	Bias
6	Knit
6	Group project
24	Final garment

Display/Hide Delimited Course Outline

Total Contact Hours: 90

Textbook(s) used in this course: Draping for Apparel Design, Helen Joseph-Armstrong Pattern Essentials: A Student Handbook, Marian O'Rourke-Kaplan Professional Sewing Techniques for Designers, Cole & Czachor

Writing Expectations: None

Instructor(s) expected to teach: FDM Faculty

Instructor(s) contributing to content: Linda Ohrn-McDaniel

Proposal Summary

Explain the purpose for this proposal:

This proposal is splitting the current 2-course sequence, Flat PatternDraping I and II, into two different courses, Flat Pattern and Draping. The course content, that was previously mingled, is now split by semester. By separating the courses, we are eliminating the requirement that the courses be taken in sequence, thereby allowing the students to choose which semester to take which course. If the students are not on a traditional fall-spring semester track, this change will allow them to not be a whole year behind. In addition, it allows for better utilization of the space and equipment available within the Fashion School.

Explain how this proposal affects program requirements and students in your unit:

This proposal does not affect the program requirements for the sophomore year; the students are still required to take Flat Pattern and Draping. The major change will be that the courses will no longer have the requirement of the co-requisite drawing courses. The drawing courses are still required, just not as a co-requistite. This will allow the student more flexibility in when they take the courses and will eliminate the lock-gate system that was in place.

Explain how this proposal affects courses, program requirements and student in other units:

Since these courses are only taken by the students in the design program in the Fashion School, it will not affect any other courses or programs.

Explain how this proposal affects enrollment and staffing:

The proposed change does not affect enrollment; all students will still enroll in the same two courses. It is only the course material sequencing that has changed.

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
10/11/2011	Lisa N Delaney	Workflow was re-created by Curriculum Services to correct an error in submission.

History:

Date	User	Status
10/11/2011	Lisa N Delaney	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU001317 **Date:** 01-OCT-10

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Linda Ohrn-McDaniel

Requested Effective Term: 201180

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 20155

Course Title: Machine Knitting - Single bed

Title Abbreviation: Machine Knitting single bed

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: 5 to 5

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Basic machine knitting techniques for fashion applications on flat-bed knitting machines. Development and analysis of fully fashioned knit garments.

Prerequisites (edited): FD Major or by permission of department

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
20	sample book including: Introduction to knit tedchniques & hand knitting, shaping - increase, decrease & partial knitting, hems & edges, color & texture patterns, lace, cables, patterning knit garments, joining & finishing techniques

12	Research knits in preparation of projects
20	Develop knit garment based on research and inspiration
20	Develop final knit garment based on research and inspiration
3	In-class critique

Display/Hide Delimited Course Outline

Total Contact Hours: 75

Textbook(s) used in this course: Basics of Fashion Design 06 - Knitwear, Juliana Sissons, AVA Publishing. ISBN: 978-2-940411-16-0

Writing Expectations: Note taking

Instructor(s) expected to teach: FDM Faculty

Instructor(s) contributing to content: Linda Ohrn-McDaniel

Proposal Summary

Explain the purpose for this proposal:

This is an elective class dedicated to increasing offerings in knitwear design and construction as part of the new curriculum proposal.

Explain how this proposal affects program requirements and students in your unit:

It is offered as an elective class.

Explain how this proposal affects courses, program requirements and student in other units:

Will not affect other units.

Explain how this proposal affects enrollment and staffing:

Will not affect enrollment and staffing.

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
4/23/2011	Linda M Ohrn	No comments available.

History:

Date	User	Status
8/18/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/23/2011	Linda M Ohrn	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002396 **Date:** 19-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Margarita Benitez, Trista Grieder, Hanna Hal

Requested Effective Term: 201180

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 30050

Course Title: Fashion Technology: Computer Integrated Textile Design

Title Abbreviation: Fashion Tech CITD

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: 5 to 5

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): The use of Computer Integrated Design tools to produce textile prints, wovens and knits for professional presentation scenarios.

Prerequisites (edited): FDM 10050 or permission by department

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
1	Introduction to Course
24	Introduction to Textile Design and Industry Standards PRINTS - Color Reduction - Repeat Design - Color Palettes Color Ways - Coordinate Textile Collection - Print Design Presentation

15	Introduction to Weave Design WOVENS - Strips and Plaids - Weave Design - Yarn Selections - Woven Design Presentation
15	Introduction to Knit Design KNITS - Jaquard, Argyle Design - Intarsia - Structured Knits - Knit Design Presentation
20	Final Project: CAD Portfolio

Display/Hide Delimited Course Outline

Total Contact Hours: 75

Textbook(s) used in this course: Current version of software specific book, manuals and online tutorials

Writing Expectations: minimal, mostly visually focused coursework

Instructor(s) expected to teach: FDM faculty

Instructor(s) contributing to content: FDM

Proposal Summary

Explain the purpose for this proposal:

The purpose is to create a Fashion Technology course that will expose students to computer aided design specific to textile design within their industry.

Explain how this proposal affects program requirements and students in your unit:

Fashion Technology pathway course for students who wish to become adept in computer aided textile design.

Explain how this proposal affects courses, program requirements and student in other units:

It does not affect students outside of the FDM program, but could become an elective option for students in the Digital Science degree programs.

Explain how this proposal affects enrollment and staffing:

It does not affect enrollment and current staff for other courses such as special topics courses will be pulled in as resources for this course.

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
4/19/2011	Margarita Benitez	No comments available.

History:

Date	User	Status
8/18/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/19/2011	Margarita Benitez	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002313 **Date:** 05-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Linda Ohrn-McDaniel

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 30154

Course Title: Machine Knitting - Double bed

Title Abbreviation: Machine Knitting Double bed

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: 5 to 5

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Knitting techniques on a double-bed knitting machine, full-fashioned knit and construction techniques, and creation of a knit sample book. Students will create two garments based on research and knowledge gained from the sample book.

Prerequisites (edited): FD Major or by permission of department

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
20	sample book - introduction to double bed cast on & cast off techniques shaping color patterns texture patterns cables how to communicate knit structures

10	Research of knits in preparation for 2 projects
40	Develop 2 knit garments based on research and inspiration
5	In-class critiques

Display/Hide Delimited Course Outline

Total Contact Hours: 75

Textbook(s) used in this course: Basics Fashion Design 06 – Knitwear, Juliana Sissons, Ava Publishing ISBN: 978-2-940411-16-0

Writing Expectations: Descriptive notes as part of a visual knit sample sketchbook

Instructor(s) expected to teach: FDM faculty

Instructor(s) contributing to content: Linda Ohrn-McDaniel

Proposal Summary

Explain the purpose for this proposal:

This is an elective class offered to support knitwear design in fashion as part of the new curriculum proposal.

Explain how this proposal affects program requirements and students in your unit:

It is offered as an elective class.

Explain how this proposal affects courses, program requirements and student in other units:

This class will not affect other units.

Explain how this proposal affects enrollment and staffing:

This class will not affect other units.

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
4/23/2011	Linda M Ohrn	No comments available.

History:

Date	User	Status
8/17/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/23/2011	Linda M Ohrn	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002325 **Date:** 08-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Noel Palomo-Lovinski

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 30161

Course Title: Fashion Design Studio I

Title Abbreviation: Fash Design Studio I

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 6 to 6

Contact Hours: Lecture - Minimum Hours / Maximum Hours:

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 12 to 12

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Open fashion studio concept to support the creative process of croquis sketching and construction in the production of design work. Students will explore markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches.

Prerequisites (edited): FDM20122, FDM20153, FDM20154

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
20.00	research project
40.00	draping, eveningwear, designer market, selling season
40.00	knits, bridge market, selling season

35.00	activewear, contemporary market, selling season
45.00	competition, creative project

Display/Hide Delimited Course Outline

Total Contact Hours: 180

Textbook(s) used in this course: Pattern Magic by Tomoko Nakamichi Research and Design Simon Seivewright

Writing Expectations: na

Instructor(s) expected to teach: FDM staff

Instructor(s) contributing to content: Noel Palomo-Lovinski and Linda Ohrn McDaniel

Proposal Summary

Explain the purpose for this proposal:

This course strengthens the design process by mimicking industry practice. Students have a greater understanding of combining primary skills in support of a final designed outcome.

Explain how this proposal affects program requirements and students in your unit:

This course will be required of all students in their junior year of the fashion design program. This replaces existing courses with the same content taught separately. The new course brings course content together in one class and is taught concurrently, helping students to synthesize information.

Explain how this proposal affects courses, program requirements and student in other units:

There is no effect on other units since this information is specific to fashion design.

Explain how this proposal affects enrollment and staffing:

Two instructors will teach the course concurrently, each with their own course content. There will be no effect on enrollment.

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

There is no effect on other units since this is specific to fashion design.

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
4/8/2011	Noel N Palomo-Lovinski	No comments available.

History:

Date	User	Status
8/17/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/8/2011	Noel N Palomo-Lovinski	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002326 **Date:** 08-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Noel Palomo-Lovinski

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 30162

Course Title: Fashion Design Studio II

Title Abbreviation: Fash Design Studio II

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 6 to 6

Contact Hours: Lecture - Minimum Hours / Maximum Hours:

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 12 to 12

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): A continuation of the open fashion studio concept to support the entire creative process to produce design work. Students will explore fashion markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches.

Prerequisites (edited): FDM 30161 or FDM 30171 or FDM 30181

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
30.00	menswear, selling season
30.00	menswear tailoring and construction
30.00	juniors and tweens market, selling season
40.00	Creative project
50.00	senior collection

Display/Hide Delimited Course Outline

Total Contact Hours: 180

Textbook(s) used in this course: Research and Design Simon Seivewright Pattern Magic 2 Tomoko Nakamichi

Writing Expectations: na

Instructor(s) expected to teach: FDM staff

Instructor(s) contributing to content: Noel Palomo-Lovinski and Linda Ohrn McDaniel

Proposal Summary

Explain the purpose for this proposal:

The course is being taught to mimic professional practice of the design industry. This will give students a better understanding of design process.

Explain how this proposal affects program requirements and students in your unit:

The course content is being shifted to a concurrent studio class to make the design process more understandable. There will be no new demand on student workload.

Explain how this proposal affects courses, program requirements and student in other units:

there is no impact - course specific to fashion

Explain how this proposal affects enrollment and staffing:

This course will be co-taught by two instructors. Course content is being moved to concurrent classes so there will be no new impact on enrollment.

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

There is no impact on other units since the information of the course is specific to fashion design.

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
4/8/2011	Noel N Palomo-Lovinski	No comments available.

History:

Date	User	Status
8/16/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/8/2011	Noel N Palomo-Lovinski	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002386 **Date:** 19-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Young Kim

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 30171

Course Title: Florence Fashion Design Studio I

Title Abbreviation: Florence Des Studio I

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 6 to 6

Contact Hours: Lecture - Minimum Hours / Maximum Hours:

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 12 to 12

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Open fashion studio concept to support the creative process of croquis sketching and construction in the production of design work. Students will explore markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. European markets and travel are incorporated.

Prerequisites (edited): FDM20122, FDM20153, FDM20154

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
20	Research Project: Line Planning, Collection Building, Client Profile, Brand Identity
40	Knitwear, Bridge Market, Selling Season

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002357 **Date:** 14-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Noel Palomo-Lovinski

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 30172

Course Title: Florence Fashion Design Studio II

Title Abbreviation: Florence Des Studio II

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 6 to 6

Contact Hours: Lecture - Minimum Hours / Maximum Hours:

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 12 to 12

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): A continuation of the open fashion studio concept to support the entire creative process to produce design work. Students will explore fashion markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. Content specific to the European design experience.

Prerequisites (edited): FDM 30161 or FDM 30171 or FDM 30181

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
30.00	European menswear, selling season
25.00	menswear tailoring and construction
30.00	European Junior, tweens market, selling season
30.00	Creative European design project
45.00	senior collection

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002383 **Date:** 19-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Young Kim

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 30181

Course Title: NYC Fashion Design Studio I

Title Abbreviation: NYC Des Studio I

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 6 to 6

Contact Hours: Lecture - Minimum Hours / Maximum Hours:

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 12 to 12

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Open fashion studio concept to support the creative process of croquis sketching and construction in the production of design work. Students will explore markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. NYC markets and design-specific experiences are incorporated.

Prerequisites (edited): FDM20122, FDM20153, FDM20154

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
15	Corset foundation for Bridal and Intimate apparel market
35	Draping and Alternative Seams for Eveningwear and Avant-Garde category

35	Tailored Jackets for Women's Contemporary Market, selling season
35	Knitwear: Active and Sportswear Market, selling season
40	Competitition: Creative Project. NYC - Market research
20	Research Project: Line Planning, Collection Building, Client Profile, Brand Identity

Display/Hide Delimited Course Outline

Total Contact Hours: 180

Textbook(s) used in this course: Pattern Magic by Tomoko Nakamichi Research and Design Simon Seivewright

Writing Expectations: N.A.

Instructor(s) expected to teach: NY FDM Faculty

Instructor(s) contributing to content: Young Kim, Scott French, Sandra Murphy

Proposal Summary

Explain the purpose for this proposal:

This course strengthens the design process by mimicking industry practice. Students have a greater understanding of combining primary skills in support of a final designed outcome.

Explain how this proposal affects program requirements and students in your unit:

This course will be required of all students in their Junior year of the fashion design program. This replaces existing courses with the same content taught separately. The new course brings course content together in one class and taught concurrently helping students to synthesize information.

Explain how this proposal affects courses, program requirements and student in other units:

There is no impact on other units since this information is specific to fashion design.

Explain how this proposal affects enrollment and staffing:

Two instructors will teach the course concurrently, each with their own course content. There will be no impact on enrollment.

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

There is no impact on other units since this is specific to fashion design.

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
4/19/2011	Young Kim	No comments available.

History:

Date	User	Status
8/16/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/19/2011	Young Kim	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002384 **Date:** 19-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Young Kim

Requested Effective Term: 201210

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 30182

Course Title: NYC Fashion Design Studio II

Title Abbreviation: NYC Des Studio II

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 6 to 6

Contact Hours: Lecture - Minimum Hours / Maximum Hours:

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 12 to 12

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Continuation of the open fashion studio concept to support the entire creative process to produce design work. Students will explore fashion markets, selling seasons, and specific construction techniques, and they will further develop fashion design process approaches. Content specific to the NYC fashion design experience.

Prerequisites (edited): FDM 30161 or FDM 30171 or FDM 30181

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
30	Menswear, NYC Designers, Selling season
30	Menswear: Tailoring and Construction
30	Junior and Tweens market, Selling season
40	Creative Project: Alternative Seams

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002393 **Date:** 19-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: William Hauck

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 35011

Course Title: Fashion Forecasting

Title Abbreviation: Fashion Forecasting

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): Identifying trends to develop fashion forecasts. Interrelationships of forecasting promotion, public relations, and the fashion media will be explored.

Prerequisites (edited): Minimum grade of C in FDM 25011

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Introduction to Fashion Forecasting and Processes
3	Innovation Concepts
3	Consumers and Zeitgeist
3	Fashion Change
3	Fashion and Culture
3	Color Trends

3	Fashion Textiles
3	The Look
3	Consumer Research
3	Sales Forecasting
3	Competitive Analysis
6	Presentation of Fashion Forecasts
3	Fashion Forecasting Unit Exams

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Brannon, Fashion Forecasting

Writing Expectations: Written papers; creation of Visual Directory; two written reports

Instructor(s) expected to teach: FDM faculty

Instructor(s) contributing to content: Dr. Nancy Stanforth

Proposal Summary

Explain the purpose for this proposal:

This course will be required of fashion merchandising students in the third year of the program. It will replace a different version of this course.

Explain how this proposal affects program requirements and students in your unit:

This course will be required of fashion merchandising students in the third year of the program.

Explain how this proposal affects courses, program requirements and student in other units:

It does not impact other units or programs.

Explain how this proposal affects enrollment and staffing:

This course does not impact enrollment or staffing as it is required of fashion merchandising majors and replaces another course.

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

No other units have been consulted.

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
4/19/2011	William E Hauck	No comments available.

History:

Date	User	Status
8/16/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/19/2011	William E Hauck	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002344 **Date:** 11-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Noel Palomo-Lovinski

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 35012

Course Title: Sustainability in Fashion

Title Abbreviation: Sustainability in Fashion

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: 5 to 5

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. LLB-Combined Lecture and Laboratory 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Analysis and development of design process thinking through the lens of sustainability and socially responsibility in fashion. Readings, documentaries and lectures will be discussed in class. Interdisciplinary teams will create a product that supports sustainable fashion futures.

Prerequisites (edited): na

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
12.00	Lectures on sustainability
6.00	Design Process
6.00	Literature Review Discussions
18.00	Prototype conception and implementation

6.00	Discussion of Research Observation
6.00	Prototype critique
18.00	studio
3.00	Final critique of finished prototype with marketing strategy

Display/Hide Delimited Course Outline

Total Contact Hours: 75

Textbook(s) used in this course: Design for Sustainability: A practical approach, T Bhamra & V. Lofthouse Sustainable Fashion & Textiles: Design Journeys, Kate Fletcher Cradle to Cradle: Remaking the way we make things, W McDonough & M. Braungart

Writing Expectations: (3) 2-3 page literature reviews (2) 2-3 page client research observations

Instructor(s) expected to teach: FDM staff

Instructor(s) contributing to content: Noel Palomo-Lovinski

Proposal Summary

Explain the purpose for this proposal:

This course is currently a special topics course which will become an elective within the design curriculum. Sustainability is an essential component to the future of all design as well as team work within an interdisciplinary work dynamic.

Explain how this proposal affects program requirements and students in your unit:

This is an elective course so will not be required, but it fits well within the confines of the fashion major.

Explain how this proposal affects courses, program requirements and student in other units:

This course may be taken as an elective from any other major.

Explain how this proposal affects enrollment and staffing:

There is no impact on staffing or enrollment.

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

This course is open as an elective and therefore has no impact on other units.

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
4/11/2011	Noel N Palomo-Lovinski	No comments available.

History:

Date	User	Status
8/16/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/11/2011	Noel N Palomo-Lovinski	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002324 **Date:** 08-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Noel Palomo-Lovinski

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 35121

Course Title: Fashion Model Drawing

Title Abbreviation: Fash Model Draw

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: 6 to 6

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: 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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): In-depth study of fashion model drawing and the illustration techniques associated with realistic and stylized depictions of the fashion form. A live fashion model will be part of each class in timed poses with instructor demonstrations and in-class drawing assignments.

Prerequisites (edited): FDM 20122

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
15.00	line quality
9.00	proportion
6.00	balance
20.00	clothing drape
9.00	composition
15.00	fabric weight

9.00	design details
7.00	drawing mediums

Display/Hide Delimited Course Outline

Total Contact Hours: 90

Textbook(s) used in this course: Fashion Drawing Illustration Techniques for Fashion Designers

Writing Expectations: na

Instructor(s) expected to teach: FDM staff

Instructor(s) contributing to content: Noel Palomo-Lovinski

Proposal Summary

Explain the purpose for this proposal:

This elective class would enhance and strengthen illustration skills beyond the required illustration classes.

Explain how this proposal affects program requirements and students in your unit:

This class is an elective that will not be required of students but may be an option for students wishing to strengthen skills.

Explain how this proposal affects courses, program requirements and student in other units:

The class is unique in content to fashion design and therefore will have no impact on any other unit on campus.

Explain how this proposal affects enrollment and staffing:

This course will have no impact on staffing and will help retain students within the program.

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

There are no impacted units as the course content is unique to fashion design and cannot be replicated elsewear.

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
4/8/2011	Noel N Palomo-Lovinski	No comments available.

History:

Date	User	Status
8/10/2011	Ralph Lorenz	Approved
6/20/2011	James R. Campbell	Approved
4/8/2011	Noel N Palomo-Lovinski	Submitted

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002323 **Date:** 07-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Noel Palomo-Lovinski

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 35122

Course Title: Advanced Fashion Illustration Techniques

Title Abbreviation: Adv Fash Illust Tech

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: 6 to 6

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: 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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Focused approach to advanced fashion illustration techniques beyond the required Drawing I and II. The course covers a wide variety of illustration mediums and tools, such as gouache, marker, ink and pastels, deepening skill sets and visual literacy through demonstrations and practice-based assignments.

Prerequisites (edited): FDM 20122

Corequisites (edited):

Registration is by special approval only: Yes

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
12.00	gouache
9.00	marker
6.00	pastels soft and oil
9.00	line quality
9.00	proportion; traditional, stylized
6.00	pencils; graphite, colored

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002399 **Date:** 19-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Margarita Benitez

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 40050

Course Title: Fashion Technology: TechStyleLAB

Title Abbreviation: TechStyleLAB

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: 5 to 5

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): This course explores the historical and contemporary links between fashion and technology. Garments, artists, designers, institutions and projects relevant to technological explorations within the fashion context will be discussed. Research and experiments conducted with the Fashion School's TechStyleLAB. Students will acquire fundamental research skills for fashion technology and develop their own web presence.

Prerequisites (edited): FDM 10050 or permission of department

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
15	Exploration of fashion and technology - technologies - projects - artists & designers
15	Materials - Innovations - Sourcing and acquiring - Applications - Integration - Explorations

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002315 **Date:** 05-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Linda Ohrn-McDaniel

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 40099

Course Title: Senior Fashion Design Thesis I

Title Abbreviation: Senior Thesis I

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 6 to 6

Contact Hours: Lecture - Minimum Hours / Maximum Hours:

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours: 12 to 12

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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Senior fashion design thesis collection is created focused on the specialties of each student. This collection will be finalized, analyzed and presented in Senior Thesis II. Students will engage in a formalized critical development and review process with established external fashion designers.

Prerequisites (edited): BFA FD Major only. Minimum grade of C (2.0) in FDM 30162 or FDM 30172 or FDM 30182

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
18	Research of techniques details and construction
15	Sample development for portfolio
80	Development of muslins - prototypes

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002316 **Date:** 05-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: Linda Ohrn-McDaniel

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 40199

Course Title: Senior Fashion Design Thesis II

Title Abbreviation: Senior Thesis II

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: 6 to 6

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: 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. STU-Studio 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite / Corequisite / Catalog Description:

Catalog Description (edited): Continuation of Senior Fashion Design Thesis I. Finalize senior thesis project; critical review and reflection on outcome in a short analysis. The final thesis submission will be displayed through a juried venue.

Prerequisites (edited): Minimum grade of C (2.0) in FDM 40099

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
63	Development of Final projects
6	Re-working of final projects
12	Analysis of project
9	Critique

Display/Hide Delimited Course Outline

Total Contact Hours: 90

Name: Lisa N Delaney Submission Date: 10/12/2011

Organization: Provost's Office

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002388 **Date:** 19-APR-11

Level: 3.00 **of** 2.00 **Currently On The Worklist Of:** Ralph Lorenz, rlorenz

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: William Hauck

Requested Effective Term: 201280

Campus: Kent

College: CA-Arts, The

Department: FDM-Fashion Design and Merchandising

Course Subject: FDM-Fashion Design and Merchandising

Course Number: 40270

Course Title: Fashion Marketing

Title Abbreviation: Fashion Marketing

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): Examination of fashion producers' and retailers' roles in fashion marketing research. Analysis of consumer motivation through research to develop sales strategies in relationship to marketing strategies.

Prerequisites (edited): MATH 10041; MKTG 25010

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Fashion Market Research Process and Why We Conduct Research
6	Defining the Fashion Market Research Problem
6	Fashion Research Design Methods
3	Fashion Market Research Observation Studies

Ohio | Board of Regents

University System of Ohio

REQUEST FOR APPROVAL

SUBMITTED BY
KENT STATE UNIVERSITY

ESTABLISHMENT OF A
BACHELOR OF SCIENCE DEGREE IN
ENGINEERING TECHNOLOGY

13 DECEMBER 2011

KENT STATE UNIVERSITY

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REQUEST

Date of submission: 13 December 2011 *(anticipated date of submission)*

Name of institution: Kent State University

Degree/degree program title: Engineering Technology major[1] within the Bachelor of Science degree

Primary institutional contact for the request

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

Delivery sites: Tuscarawas Campus

Date that the request was approved by the institution's governing board: Approved by the Kent State University Board of Trustees on 13 December 2011 (*anticipated date of approval)*

Proposed start date: Fall 2012

Date Institution established: 1910

Institution's programs: Degree programs at the associate, bachelor's, master's, post-master's and doctoral level; undergraduate and graduate certificates

Educator Preparation Programs:

Program lead to licensure: No

Program lead to endorsement: No

[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.

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University proposes to create a new major, Engineering Technology, within the Bachelor of Science degree, to be administered by Kent State's Regional College and offered on the university's Tuscarawas Campus. The proposed major will comprise the following five concentrations[2]:

1. Computer Design, Animation and Game Design
2. Electrical/Electronics
3. Green and Alternative Energy
4. Manufacturing/Mechanical/Systems
5. 2+2 Integrated Engineering Technology

The first three concentrations—used for 2+2 articulation with technical associate degrees—were formerly housed in Kent State's College of Technology within the Bachelor of Science degree in Technology, and have been offered since 2001.

SECTION 2: ACCREDITATION

2.1 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

The Association of Technology, Management and Applied Engineering (ATMAE) accredits the existing three concentrations currently within the BS degree in Technology—Electrical/Electronics, Manufacturing/Mechanical/Systems and Computer Design, Animation and Game Design.

The last accreditation visit took place in November 2009. The programs are accredited until November 2014 with a self-study to be submitted by March 2013. At that time, the new degree program will be submitted along with the three existing concentrations and the new concentrations Green and Alternative Energy and 2+2 Integrated Engineering Technology.

[2] Per Kent State University curriculum nomenclature, a concentration is the 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.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

Kent State University 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.
(www.kent.edu/president/mission-statement.cfm)

Regional College Mission
The Kent State University Regional Campuses advance Northeast Ohio by providing open access to a major university education. The campuses are key intellectual resources for social diversity, cultural enrichment and economic development.

Tuscarawas Campus Mission
The mission of the Tuscarawas Campus of Kent State University is to provide access to higher education in three areas: (a) general education, (b) technical education and (c) continuing education for the residents of Tuscarawas and adjacent counties.

Engineering Technology Program Mission
Kent State University Tuscarawas Campus Engineering Technology mission is to prepare students for the professional practice of the respective technology discipline by offering degree programs that serve our constituents' needs through a commitment to the highest possible standards of quality in the areas of teaching, discovery, advising and service.

3.2 Organizational structure

The academic organizational structure for Kent State University can be found at www.kent.edu/provost/administration/upload/org-chart-provost-office_2011_07_01.pdf.

The administrative leadership and divisions organizational structure for Kent State University can be found at www.kent.edu/president/upload/administrative-leadership-and-divisions-org-chart-2011-2012.pdf.

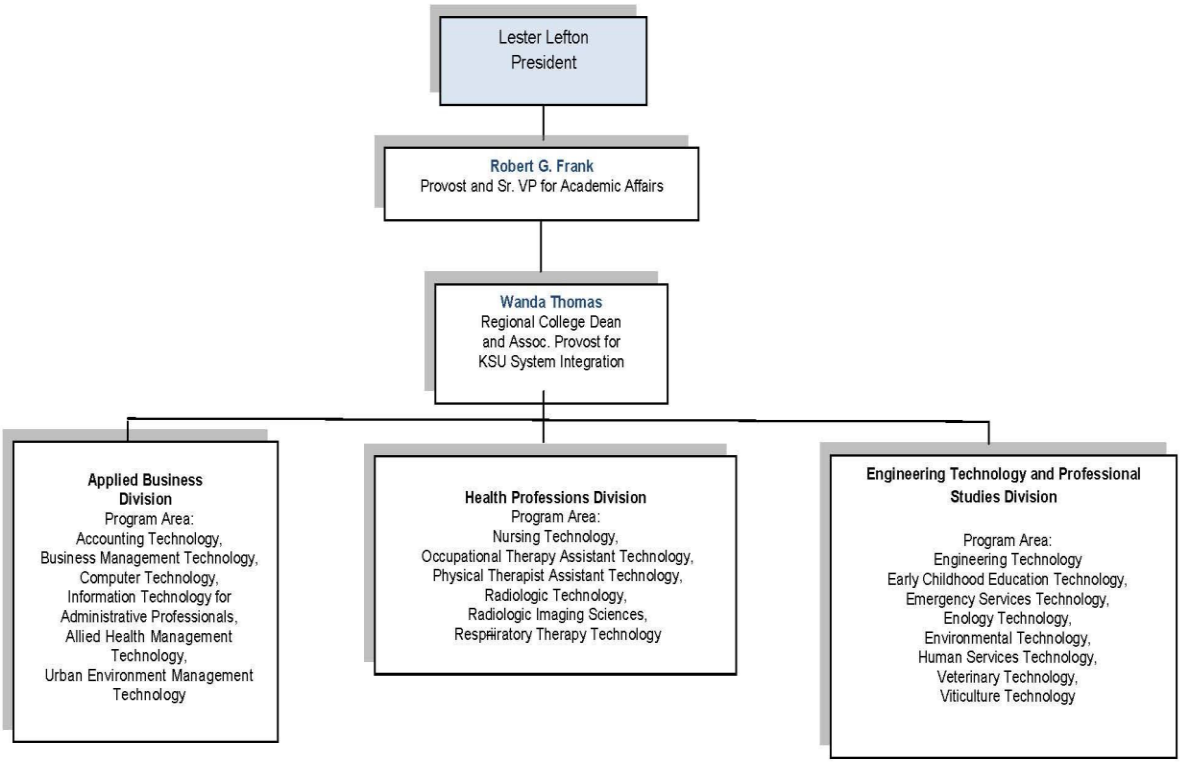
SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

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.

The organization chart on the next page outlines the organization structure within the Regional College, which will administer the proposed BS degree in Engineering Technology.

Regional College Organization Chart



Regional College - updated 5-5-2011

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 lead administrator for the proposed program is Dr. Kamal F. Bichara, academic program director of the Engineering Technology programs at the Tuscarawas Campus (see Appendix A for curriculum vitae). The academic program director duties and responsibilities include providing leadership to the curriculum development and review, program accreditation, faculty selection and staffing, student recruitment, advising and graduate placement, and working with various program constituents and stake holders.

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.

The Engineering Technology Industrial Advisory Board, consisting of representatives from local industries, serves as an advisory body for program development and continuous improvement.

The Advisory Board meets at least once every semester to review and recommend improvements to the program. Minutes of the Advisory Board are kept. Major manufacturers in the campus service area have been involved in defining and evaluating the program objectives and outcomes and are active partners in the continuous improvement plan. The current membership of the Advisory Board is shown in Table 1 below.

Table 1: Members of the Engineering Technology Industrial Advisory Board

Name	Association, Title
Mary Joe Ackerman	The Timken Company, Manager of Engineering Services, Retired
Gregg Andrews	Kent State University at Tuscarawas, Dean
Joe Bachman	Tuscarawas County Engineer
Rick Barker	Zimmer Patient Care, Engineering Manager
James Batchelder	The M.K. Morse Company, President
Lorraine Bears	Kent State University at Tuscarawas, Faculty (computer design engineering)
Kamal Bichara	Kent State University at Tuscarawas, Academic Program Director of Engineering Technology
Scott Carbaugh	General Electric- Dover Products Plant, Plant Manager
Jill Chen	Kent State University at Tuscarawas, Faculty (mechanical engineering technology)
Dwain Colvin	Dover Chemical, President
Joe Dick	Flex Technologies, Corporate Engineering Manager
Mike Dreher	Allied Machine and Engineering Corp., Manager of Manufacturing Engineering
Charles Emler	Alsco, VP for Human Resources, Retired
Gary Enama	AEP Ohio, Energy Efficiency and Peak Demand Response Program Coordinator
Charles Gardner	Aleris International, Inc., Product Design Engineer
Dave Gaskin	Howden North America, Inc., Engineering Manager
Vladimir Gurau	Kent State University at Tuscarawas, Faculty (mechanical engineering technology)
Todd Haney	Edgetech I.G. Inc., Director of Operations
Carl Hossler	Kent State University at Tuscarawas, Faculty (electrical engineering technology)
Jo Anne Jones	The Timken Company, Analyst
Dwight Justice	Zimmer Surgical, Operational Supervisor, R & D Engineer
Joseph Keller	Gradall, Manager of Engineering, Retired
Tecca Larrick	Kent State University at Tuscarawas, Faculty (electrical engineering technology)
Lloyd MacAdam	ODOT District 4, Region Project Manager
Mark Mahaffey	Zimmer Surgical, Project Engineer
Mark Martinez	Primary Packaging, Inc., President
Scott Mayo	Aleris International, Inc., Manager, Engineering and Reliability
Robert Oborn	Kent Elastomer Products, Inc. Plant Manager
Pam Patacca	Kent State University at Tuscarawas, Coordinator Public Relations
Vas Patibandla	Kent State University at Tuscarawas, Faculty (computer design engineering)
Chitra Rajagopal	Kent State University at Tuscarawas, Faculty (electrical engineering technology)
Norma Ryan	Heritage Plastics, Inc., Director of Human Resources
Randall Schneider	Schneider Computer Technologies, President
Harold Shade	Allied Machine & Engineering, VP for Human Resources, Retired
Dennis Snyder	Snyder Manufacturing Inc., President
Ron Spade	Marr Knapps Crawfis Associates, Inc., Architect
John Stetz	New Philadelphia High School, Guidance Counselor
Steve Stokey	Allied Machine & Engineering Corp., Executive Vice President
Jill Westbrook	New Philadelphia High School, Guidance Counselor
George Whalen	Greer Steel Co., Vice President for Human Resources
Scott Widmer	ProVia Door, Engineering Manager

In addition, a high school/industrial advisory council—consisting of 39 members with a representation from high school principals, superintendents, guidance counselors and teachers, as well as business and industrial representatives—has been actively involved in the program guidance and development. This advisory council has been meeting once each month during the academic year, starting in September 2009. The membership of the high school/industrial advisory council is shown in Table 2.

Table 2: Members of Engineering Technology High School/Industrial Advisory Council

Name	School or Company
Dianne Albaugh	Claymont High School
Doug Baker	New Philadelphia High School
Brad Barker	Carrollton High School
Lori Bears	Kent State University at Tuscarawas
Kamal Bichara	Kent State University at Tuscarawas
Dan Blickensderfer	Carrollton High School
Ryan Caldwell	Conotton Valley High School
Wendy Chrisman	Indian Valley High School
Ellen Christy	Strasburg High School
Carl Conrad	Dover High School
Janet Cornell	Tusky Valley Middle School
Jan Craig	Conotton Valley High School
Shawn Dakin	Newcomerstown High School
Brian Dittfeld	Indian Valley High School
Eddie Dovenbarger	Coshocton County Career Center
Tim Dudek	Sandy Valley High School
Steve Ervin	Coshocton County Career Center
Debbie French	New Philadelphia High School
Ron Gauding	Tusky Valley High School
Vladimir Gurau	Kent State University at Tuscarawas
Deb Haglock	Conotton Valley High School
Susan Huth	Tusky Valley High School
Jason Johnson	Prestige Creative Marketing
Jo Anne Jones	The Timken Company
Deb Kapp-Salupo	Coschocton County Career Center
Tecca Larrick	Kent State University at Tuscarawas
Adam Lefler	Newcomerstown High School
Beth Lint	Claymont High School
Leigh Ann McCray	Carrollton High School
Jim Metzger	Indian Valley High School
Vas Patibandla	Kent State University at Tuscarawas
Talin Petrullo	New Philadelphia High School
Chitra Rajagopal	Kent State University at Tuscarawas
Roger Robinson	Sandy Valley High School
Tim Sherman	Newcomerstown High School
Steve Sparks	Dover High School
Alice Stephens	The Employment Source
Nitya Vasudevan	Kent State University at Tuscarawas
Amy Weber	Claymont High School

4.2 Program development

Describe how the proposed program aligns with the institution's mission. Describe how the program aligns with the chancellor's strategic plan for higher education in Ohio.

The objectives of the Engineering Technology program are consistent with the mission statements listed in section 3 in balancing Engineering Technology skills appropriate to each of the respective five concentrations, which are then reinforced through understanding of applied mathematics and physics principles with teamwork, life-long learning and appreciation of social and ethical responsibilities with skills in oral, written and graphic communications.

An additional goal that the Engineering Technology faculty has added to its objectives is the promotion of the Engineering Technology discipline as a career option to a maximum number of high school students.

This goal has been identified as an important objective by a number of the program constituencies, including the Engineering Technology Industrial Advisory Board, the Engineering Technology faculty and secondary school teachers and administrators. The goal is viewed by the constituencies as one that is in line with the missions of Kent State, the Tuscarawas campus and the Engineering Technology program, as well as the strategic plan for higher education in Ohio, outlined in the Chancellor's executive summary.

This goal is crucial to meeting the anticipated employment needs essential to the future success of the U.S. manufacturing sector in terms of its growth and competitive position in the global market. In that regard, the Engineering Technology department has taken the leadership in setting up and articulating with Project Lead the Way (PLTW) programs at six regional high schools, enrolling more than 2,000 students in fall 2011.

In addition, the Tuscarawas Campus is offering eight Engineering Technology courses through dual enrollment at nine area high schools during academic year 2011-2012. The Engineering Technology faculty has also developed a network of Cyber Clubs at 10 area high schools. Cyber Clubs were begun in 2009 as part of a WIRED grant initiative (and funded this year by a $134,000 OBR grant), where four Engineering Technology courses are offered at high schools under the dual enrollment program. In fall 2011, 110 students are enrolled; 152 students are registered for spring 2012. A Cyber Club steering committee and advisory council meet monthly, and funds have been raised to send students to national conferences in Boston, Seattle and New Orleans.

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 Engineering Technology faculty conducted a need assessment survey of business and industries who have hired graduates and members of the Industrial Advisory Board. The survey instrument and associated results are shown in the Appendix B. Letters of support are included in Appendix C.

Enrollment for the current BS Technology concentrations over the past four years, as reported in Table 3, shows strong, positive growth of the program. In addition, enrollment in related associate degrees, while smaller for most than the bachelor's degree, have been steady or shown growth.

Table 3: Enrollment at Kent State in Engineering Technology programs

BS Technology	**2008**	**2009**	**2010**
Computer Design, Animation and Game	87	93	107
Electrical/Electronics	18	26	22
Manufacturing/Mechanical/Systems	38	39	42
AAS Computer Design, Animation, Game	**2008**	**2009**	**2010**
(offered at Tuscarawas)	55	49	72
AAS Electrical/Electronic Engineering	**2008**	**2009**	**2010**
(offered at Ashtabula, Trumbull, Tuscarawas)	20	28	39
AAS Engineering of Information	**2008**	**2009**	**2010**
(offered at Tuscarawas)	2	2	3
AAS Manufacturing Engineering	**2008**	**2009**	**2010**
(offered at Trumbull)	4	4	3
AAS Mechanical Engineering Technology	**2008**	**2009**	**2010**
(offered at Trumbull, Tuscarawas)	58	72	87
AAS Systems/Industrial Engineering	**2008**	**2009**	**2010**
(offered at Trumbull, Tuscarawas)	4	6	3

4.3 Collaboration with other Ohio institutions

There are no institutions within a 30-mile radius of Kent State University at Tuscarawas that offers the proposed baccalaureate program. The program was developed as a 2+2 to allow full articulation of any associate degree in engineering or related technologies. The programs will allow a completion of the Bachelor of Science degree in Engineering Technology for graduates of accredited institutions.

Kent State is currently developing 2+2 articulation agreements with Zane State College and Stark State College of Technology, and will be exploring future collaborations with other two-year institutions, including Cuyahoga Community College and Eastern Gateway Community College and their programs in alternative energy technology.

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 requirement for new freshmen to the BS degree in Engineering Technology is minimum cumulative 2.0 high school GPA (on a 4.0 scale). This requirement differs from the admission requirement at Kent State's Regional Campuses, where it is open admission to anyone with a high school diploma or its equivalent. The requirement also differs from admissions to the Kent Campus, which recommends at least 16 units of college preparatory curriculum in high school, a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and composite ACT score of 21 or better (980 combined critical reading and math SAT score).

The admission requirement for transfer students to the BS degree in Engineering Technology is aligned with the university as a whole:

> **Undergraduate Transfer Student Admissions:** Generally, transfer applicants who have taken at least 12 semester hours with a cumulative GPA of at least 2.00 as computed by Kent State University (on a scale of 4.00) may be admitted to the university. Applicants who have taken fewer than 12 semester hours will be evaluated on both their collegiate and high school records. Applicants who have been dismissed from another college or university will not be considered for admission unless the students are eligible to return to that previous institution, have been out of college at least 12 consecutive months since the dismissal, or have completed at least 12 semester hours of credit at another institution with a cumulative GPA of 2.00 or better (on a scale of 4.00).
> 2011 Kent State University Catalog (www.kent.edu/catalog/2011/policies)

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 Engineering Technology faculty is receptive for equating transfer coursework. Kent State has several Tech Prep agreements with area career and technical centers for electrical, mechanical and manufacturing engineering credit. In addition, the university has earned compliance with courses in the Engineering Technology TAG, and has two courses approved for career-technical credit transfer (CT^2) in each the Electrical Engineering Technology and the Mechanical Engineering Technology areas. Advanced Placement, CLEP credit and Kent State's Credit-by-Exam are 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.

The student administrative services at the Tuscarawas Campus, including admissions, financial aid and registrar, are adequate to support the program. These existing services has functioned effectively since 2002 in support of the concentrations currently under the BS degree in Technology, and will continue to be effective with the proposed degree program.

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 Tuscarawas Campus provides student academic support services and resources in line with the services offered to the students on the Kent Campus. Specifically, the Tuscarawas Campus offers advising, tutoring, student activities and financial aid services. Full-time professional academic advisors are also on the campus.

SECTION 6: CURRICULUM

6.1 Introduction

Provide the proposed program as it would appear in the institution's catalog.

DESCRIPTION
The Bachelor of Science in Engineering Technology focuses primarily on the applied aspects of science and engineering and prepares graduates for practice in that portion of the technological spectrum closest to product improvement, manufacturing, construction and engineering operational functions. The degree program comprises five concentrations:

1. The Computer Design, Animation and Game Design concentration gives students the skills and academic knowledge necessary to enter the field of computer animation and the fast-growing field of game design. Drawings and illustrations are brought to life on digital video or film through the effective use of the latest software for capturing and animating hand-drawn or digitally created imagery. In addition, students experience creative possibilities as they explore artistic options and processes through experimental animation and modeling. Combining these modern theories of visual creation with digital imaging, motion capture, multimedia, computer animation, game design and film production, graduates will be prepared for jobs in game design, modeling and technical illustration, as well as in artistic production, exhibition and broadcast.

2. The Electrical/Electronics concentration allows seamless articulation with technical associate degrees for students who wish to advance their careers in the electrical/electronic technical field.

3. The Green and Alternative Energy concentration focuses on clean, green and renewable energy technology such as fuel cells, solar, wind and hydropower.

4. The Manufacturing/Mechanical/Systems concentration allows seamless articulation with technical associate degrees for students who wish to advance their careers in the mechanical or manufacturing field.

5. The 2+2 Integrated Engineering Technology concentration permits graduates from a variety of associate degree backgrounds to formulate a program of advanced study in upper-division technical courses, chosen with a faculty advisor, to gain additional technical depth or breadth.

CAREER OPPORTUNITIES
Game design job growth exceeded that of the movie industry in 2009. Career opportunities include jobs in computer-aided design, multimedia development, technical illustration, web support and the growing field of computer animation.

In 2008, engineers held about 1.6 million jobs. About 36 percent of engineering jobs were found in manufacturing industries, and another 30 percent were in the professional, scientific and technical services industries, primarily in architectural, engineering and related services. Many engineers also worked in the construction, telecommunications and wholesale trade Industries. Federal, state and local governments employed about 12 percent of engineers in 2008. About 6 percent were in the Federal Government, mainly in the U.S. Departments of Defense, Transportation, Agriculture, Interior and Energy, and in the National Aeronautics and Space Administration. Many engineers in state and local government agencies worked in highway and public works departments. In 2008, about three percent of engineers were self-employed, many as consultants. (Bureau of Labor Statistics)

ADMISSION REQUIREMENTS
New freshmen admitted to the program must have minimum cumulative 2.0 high school GPA (on a 4.0 scale). Generally, transfer applicants who have taken at least 12 semester hours with a cumulative GPA of at least 2.00 as computed by Kent State University (on a scale of 4.00) may be admitted to the university. Applicants who have taken fewer than 12 semester hours will be evaluated on both their collegiate and high school records. For more information visit the visit the Admissions website for transfer students.

GRADUATION REQUIREMENTS
Minimum 121 credit hours. Minimum 2.0 major and 2.0 cumulative GPA.

LANGUAGE REQUIREMENTS
None.

ACCREDITATION:
The programs' concentrations Electrical/Electronics, Manufacturing/Mechanical/Systems and Computer Design, Animation and Game Design are accredited by the Association of Technology, Management and Applied Engineering (ATMAE).

STUDENT ORGANIZATIONS:
Student chapter of the Institute of Electrical/Electronics Engineers (IEEE); student chapter of the Society of Manufacturing Engineers (SME); Kent State Tuscarawas Imagineers Club; Entrepreneurship and Investment Club

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 and educational objectives of the Engineering Technology degree program are:

1. To apply Engineering Technology knowledge and design skills to solve technical problems within the specialized field of each of the program concentrations.
2. To utilize effective communication, team and project management skills to work productively and contribute to their professions.
3. To value personal attitudes that help one become a contributing member to society, including: initiative, responsibility, a commitment to professional ethics and the desire to continue to learn and grow professionally.

4. To promote the Engineering Technology discipline as a career option to a maximum number of high school students in the campus service area.

Success graduates of the program will be able to demonstrate the following:

1. Apply knowledge of mathematics, science and engineering to a various areas of Engineering Technology specific to the respective declared concentration.
2. Design and conduct experiments, and critically analyze and interpret data.
3. Use modern engineering tools and techniques to design and test systems in response to user requirements, particularly in the respective declared concentration.
4. Function in a multi-disciplinary team.
5. Identify, formulate and solve problems in the respective declared concentration.
6. Understand professional and ethical responsibilities.
7. Communication effectively in oral, graphic and written settings
8. Understand contemporary issues and the impact of Engineering Technology solutions in a global/social context, and convey a respect for diversity.
9. Recognize the need for, and an ability to, engage in lifelong learning.
10. Committed to quality, timeliness and continuous improvement.

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.

Kent State University Catalog: www.kent.edu/catalog.

Table 4: Required and elective courses in the Engineering Technology major

Course (number/name)	Cr hrs	Major/ Core/ Tech	General Education (Kent Core)	Elective	OTM TAG CTAG	New/Existing Course
MAJOR REQUIREMENTS						
EERT 21010 ***or*** TECH 31010 Engineering and Professional Ethics	3	■				Existing
ENG 20002 Intro to Technical Writing ***or*** ITAP 26638 Business Communication	3	■				Existing
TAS 37900 Applied Studies Cornerstone	3	■				Existing
TAS 47900 Applied Studies Capstone Seminar	3	■				Existing
TECH 31000 Cultural Dynamics of Technology ***or*** TECH 33056 Cooperative Education	3	■				Existing
TECH 36620 Coordinating Technical Projects	3	■		■		Existing
KENT CORE / ADDITIONAL REQUIREMENTS						
ECON 22060 Principles of Microeconomics	3		■		OTM	Existing
MATH 11010 Algebra for Calculus	3		■		OTM	Existing
MATH 11012 Intuitive Calculus	3		■		OTM	Existing
MATH 11022 Trigonometry	3				OTM	Existing
US 10097 Destination Kent State: First Year Experience	1					Existing
Kent Core Composition	6		■		OTM	Existing
Kent Core Humanities and Fine Arts	9		■		OTM	Existing
Kent Core Social Sciences	3		■		OTM	Existing
Applied Courses from Associate Degree, Minor or Specialization	34			■		N/A

Course (number/name)	Cr hrs	Major/ Core/ Tech	General Education (Kent Core)	Elective	OTM TAG CTAG	New/Existing Course
Computer Design, Animation and Game Design Concentration[3]						
CDAG 34000 Computer Animation II	3	■				Existing
CDAG 34001 Computer Animation III	3	■				Existing
CDAG 34003 Animation Theory	3	■				Existing
CDAG 34004 Technology of Light, Color, Design and Layout	2	■				Existing
CDAG 43000 Advanced Animation and Game Design	2	■				Existing
CDAG 43001 Technology of Media and Film Production	2	■				Existing
CDAG 43002 Graphics Design Technology	3	■				Existing
CDAG 43003 Virtual Reality and Game Design	2	■				Existing
CDAG 43004 Unix Scripting with Applications ***or*** TECH 33095 Special Topics in Applied Science in Technology ***or*** ITEC 47413 Digital Video in Education	2-3	■				Existing
EERT 22018 PC/Network Engineering and Troubleshooting ***or*** TECH 33016 PC/Network Engineering and Troubleshooting	3	■				Existing
ITAP 26636 Project Management for Administrative Professionals	1	■				Existing
TECH 34002 Advanced CAD II ***or*** ITEC 47411 Designing Visuals for Instruction	3	■				Existing
Kent Core Basic Sciences	6-7		■		OTM	Existing
Kent Core Additional	3		■		OTM	Existing
Electrical/Electronics Engineering Technology Concentration						
EERT 32005 Instrumentation	3	■		■		Existing
GAE 42002 Energy Management Systems	3	■		■		New
PHY 13001 General College Physics I	4		■		OTM	Existing
PHY 13012 College Physics II	2		■		OTM	Existing
PHY 13021 General College Physics Laboratory I	1		■		OTM	Existing
PHY 13022 General College Physics Laboratory II	1		■		OTM	Existing
TECH 33363 Metallurgy and Material Science	3	■				Existing
TECH 31020 Automated Manufacturing	3	■				Existing
TECH 31032 Power Technology	3	■		■		Existing
TECH 33016 PC/Network Engineering and Troubleshooting		■		■		Existing
TECH 33031 Programmable Logic Controllers	3	■		■		Existing
TECH 33223 Electronic Communication	3	■		■		Existing
TECH 43080 Industrial and Environmental Safety	3	■				Existing
TECH 43220 Electrical Machinery	3	■		■		Existing
Kent Core Additional	1		■		OTM	Existing

[3] *Courses under the CDAG subject were previously under the TECH course subject when used for the concentration within the BS degree in Technology.*

Course (number/name)	Cr hrs	Major/ Core/ Tech	General Education (Kent Core)	Elective	OTM TAG CTAG	New/Existing Course
Green and Alternative Energy Concentration						
EERT 32005 Instrumentation	3	■		■		Existing
GAE 42002 Energy Management Systems ***or*** TECH 42100 Training Topics in Tech	3	■		■		New
GAE 42003 Lean Manufacturing, Six Sigma and Operations Technology	3	■		■		New
GAE 42004 Advanced Fuel Cell Technology	3	■				New
GAE 32000 Fuel Cell Technology	3	■				New
MERT 42000 Thermodynamics for Engineering Technology	3	■		■		New
PHY 13001 General College Physics I	4		■		OTM	Existing
PHY 13012 College Physics II	2		■		OTM	Existing
PHY 13021 General College Physics Laboratory I	1		■		OTM	Existing
PHY 13022 General College Physics Laboratory II	1		■		OTM	Existing
TECH 31020 Automated Manufacturing	3	■		■		Existing
TECH 33363 Metallurgy and Material Science	3	■				Existing
TECH 31032 Power Technology	3	■		■		Existing
TECH 43080 Industrial and Environmental Safety	3	■				Existing
Manufacturing/Mechanical/Systems Concentration						
EERT 32005 Instrumentation	3	■		■		Existing
GAE 32000 Fuel Cell Technology	3	■		■		New
GAE 42003 Lean Manufacturing, Six Sigma and Operations Technology	3	■		■		New
MERT 42000 Thermodynamics for Engineering Technology	3	■		■		New
MERT 43001 Dynamics of Engineering Technology	3	■		■		New
PHY 13001 General College Physics I	4		■		OTM	Existing
PHY 13012 College Physics II	2		■		OTM	Existing
PHY 13021 General College Physics Laboratory I	1		■		OTM	Existing
PHY 13022 General College Physics Laboratory II	1		■		OTM	Existing
TECH 31020 Automated Manufacturing	3	■				Existing
TECH 31032 Power Technology	3	■		■		Existing
TECH 31067 Machining Technology	3	■				Existing
TECH 32002 Materials and Processes II	3	■				Existing
TECH 32101 Polymers I	3	■		■		Existing
TECH 33016 PC/Network Engineering and Troubleshooting		■		■		Existing
TECH 33033 Hydraulic/Pneumatics	3	■		■		Existing
TECH 33363 Metallurgy and Material Science	3	■				Existing
TECH 33700 Quality Techniques	3	■		■		Existing
TECH 34002 Advanced CAD II	3	■		■	TAG	Existing
TECH 36620 Coordinating Technical Projects	3	■		■		Existing
TECH 43080 Industrial and Environmental Safety	3	■				Existing
TECH 43220 Electrical Machinery	3	■		■		Existing
TECH 43550 Computer-Aided Manufacturing	3	■		■		Existing

Course (number/name)	Cr hrs	Major/ Core/ Tech	General Education (Kent Core)	Elective	OTM TAG CTAG	New/Existing Course
2+2 Integrated Engineering Technology Concentration						
GAE 42003 Lean Manufacturing, Six Sigma and Operations Technology	3	■		■		New
TECH 36620 Coordinating Technical Projects	3	■		■		Existing
TECH 43080 Industrial and Environmental Safety	3	■		■		Existing
CDAG, GAE, EERT, MERT, TECH	15	■		■		Existing/New
Kent Core Basic Sciences	6-7		■		OTM	Existing
Kent Core Additional	3		■		OTM	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. Course syllabi provided in Appendix D.

EERT 32005 Instrumentation (3)
Introduction to modern instrument techniques, includes signal to noise enhancement, active filters, phase locked loops, lock-in-amplifiers, box car integraters, averages and correlator. Prerequisite: EERT 12010.

GAE 32000 Fuel Cell Technology (3)
This course is designed to provide a general perspective to fuel cell technology. Students are introduced to the various types of fuel cells, historical perspective, terminology, applications, fuel cell operation, basic electrochemical and thermodynamics principles involved in fuel cells, fuel cell components, materials and systems. Students will learn basic fuel cell design principles and calculations.

MERT 42000 Thermodynamics for Engineering Technology
This course includes the study of the first and second laws of thermodynamics with a detailed study of various types of heat engines. Additional topics include principles of heat transfer and energy management. Prerequisites: PHY 12201 and 12202 or 13001 and 13002 or 13001 and 13012.

GAE 42001 Advanced Fuel Cell Technology (3)
This course covers the theory and applications of fuel cell technology with an emphasis to proton exchange membrane fuel cells (PEMFCs). Students will learn fuel cell component, stack and system design principles and fabrication methods, performance characterization, fuel cell testing and diagnostics methods. Students are introduced to transport phenomena in fuel cells. The course covers an introduction to hydrogen storage, generation and delivery, as well as hydrogen safety and regulations. Prerequisite: MERT 32000, Fuel cell Technology.

GAE 42002 Energy Management Systems (3)
This course covers modern theory and applications of energy management. Students will use software tools for the control and effective energy management of systems of diverse configurations. Students will learn how to build device-to-enterprise applications and Internet-enabled products, and software applications for controlling and managing diverse “smart” devices across an enterprise in real time. No prerequisite

GAE 42003 Lean Manufacturing, Six Sigmaf and Operations Technology (3)
This course is designed to provide a better understanding of the components and underlying philosophy of Theory of Constraints, Lean, and Six Sigma and how the elements and philosophies work together to support an companies operation plan. The class is a mixture of lectures, videos, discussions, and simulations. The factory simulations help demonstrate the concepts of production constraints, production flow, pull, takt time, kaizen, and work cell design in a total business system context. No prerequisite

MERT 43001 Dynamics for Engineering Technology
Kinematics and kinetics of particles; Newton's laws; energy and momentum methods; system of particles; kinematics and kinetics of planar motions of rigid bodies; plane motion of rigid bodies; mechanical vibrations. Prerequisite: PHY 13002 or PHY 13012

TECH 31020 Automated Manufacturing (3)
Theory and operation of computer controlled machine tools, robots and processes. Prerequisite: none.

TECH 31032 Power Technology (3)
Principles of energy conversion and power application. Overview of basic heat engines, machines and transmission devices. Alternative energy systems and conservation techniques. Prerequisites: TECH 20004 and 20001.

TECH 31067 Machining Technology I (3)
Lecture and laboratory experiences in basic machine tool principles and processes. Prerequisite: none.

TECH 32002 Materials and Processes II (3)
Advanced study and practice in materials and processes. Emphasis will be upon developing skills and knowledge in producing a product and conducting problem-solving activities. Prerequisite: TECH 20002.

TECH 32101 Polymers I (3)
Description of various polymers, thermoplastics and thermosets. Processes used to produce products. Outline of polymer chemistry including methods of testing and identification. Prerequisite: none.

TECH 33016 PC/Network Engineering and Troubleshooting (3)
A course covering the service, maintenance, upgrade and optimization of personal computers. Specification, installation and maintenance of local area networks will be covered. Students will learn communication protocols and network architecture. Two lectures and two labs. Prerequisite: EERT 22014 or TECH 33010.

TECH 33031 Programmable Logic Controllers (3)
An introduction to programmable logic controllers (PLCS) covering hardware, ladder logic programming, networking and communications. Programming timers, counters and sequencers and an introduction to human machine interfaces (HMIs). Prerequisites: TECH 10001 and 21021.

TECH 33033 Hydraulics/Pneumatics (3)
Fluid properties, hydraulic design, viscosity, hydraulic components, pumps, systems and circuits, maintenance and safety, pneumatics, air systems control and design. Prerequisites: MATH 11022 or 12001; and PHY 13001 or 23101.

TECH 33223 Electronic Communication (3)
Electronic circuits and systems with emphasis on their application in communications systems. Prerequisite: TECH 33220.

TECH 33363 Metallurgy and Materials Science (3)
Scientific study of modern manufacturing materials (metals, plastics and ceramics) and the laboratory test methods used to determine their manufacturing specifications and properties. Prerequisite: junior standing.

CDAG 34000 Computer Animation II (3)
Continuation of the study and technology applications of computer animation with emphasis on camera usage and the production of a comprehensive animation project involving the Animation Thought Process (ATP). Prerequisite: CADT 22004.

CDAG 34001 Computer Animation III (3)
Continued study of practical technology applications of computer animation with emphasis on scripting code writing, systems line variables and fluent realism factors within the ATP. Prerequisite: CDAG 34000.

CDAG 34003 Animation Theory (3)
A comprehensive course on the history and current status and future of animation featuring the masters of animation, their landmark achievements and the processes they unveiled. Claymation, Stop-Motion, Anime, Commercial and Forensic animations will be covered. Prerequisite: none.

CDAG 34004 Technology of Light, Color, Design and Layout (2)
A course dealing with the study of the technical principles and applications of light, color, design and layout to the production of computer animation for engineering materials and products. Prerequisite: CADT 22004.

CDAG 43000 Advanced Animation and Game Development (2)
Covers the process of game conceptualization
and development. Learning how to model low-polygon characters
and environments for the real-
time 3D games. Customizing game properties, characters, animations, and terrains for purp
oses of visualization and game development. Prerequisite: CDAG 43000.

CDAG 43001 Technology of Media and Film Production (2)
A course dealing with the technical and business aspects of pre- and post-production planning for multimedia, video or film projects. Covers a systematic approach to content organization and development, scripting, visualization proposal development contracts, budgets and legal issues. Prerequisites: CDAG 34001 and 34004.

CDAG 43002 Graphics Design Technology (3)
A course of study in the technology of creating knowledge and effects using computer-graphics concepts to create photo-realistic composite images and to restore and enhance a wide array of images. Prerequisite: CADT 22004.

CDAG 43003 Virtual Reality and Game Design (2)
Covers the creation of interactive online multimedia presentations/portfolios and serves as an introduction to advanced 3D gaming environments for off-line distribution and presentation. Prerequisite: CDAG 34000.

TECH 34002 Advanced CAD II (3)
Continuation of CADT 22000 with an emphasis on the use of a Parametric-based CAD software (PRO-ENGINEER) for the design and modeling of industrial products. Prerequisites: MERT 12001 and CADT 22000; or TECH 23581.

TECH 43004 UNIX Scripting with Applications (2)
A course in the use of UNIX scripting for animation and multimedia development. Prerequisites: COMT 21095 and TECH 43001.

TECH 43080 Industrial and Environmental Safety (3)
Examines the Occupational Safety and Health Act and fundamentals of industrial safety programs. Prerequisite: none.

TECH 43220 Electrical Machinery (3)
Principles of operation and application of motors, generators, transformers and other magnetic devices; electrical power generation, distribution and use. Prerequisite: TECH 23224.

TECH 43550 Computer-Aided Manufacturing (3)
The application of computers to the preparation of machine tool control programs. Prerequisite: TECH 10001 and 20002.

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/accelerated delivery model

Not applicable at this time for the BS degree in Engineering Technology

6.6 Off-site program components (please check all that apply):

☒ Co-op/Internship/Externship
☐ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

Course TECH 33056 Cooperative Education, an elective course in the program, is a supervised work-study experience in an approved business or industrial environment relative to the student's major.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Name of the unit/position responsible for directing assessment efforts.

Kamal Bichara, academic program director for the Engineering Technology programs (associate and bachelor's) is responsible for directing the assessment, evaluation and continuous improvement planning efforts.

Description of the measurements used.

Figure 1 on the next page provides a general overview of the assessment framework used by the Engineering Technology program. The assessment process involves continuous collection of direct, and indirect measurable data or evidence from program constituents, as well as other more subjective information that is equally important for judging how effectively the undergraduate program is achieving defined student outcomes and, hence, the program's educational objectives. The Engineering Technology faculty seeks to review the evidence on a routine basis, identify areas that warrant improvement, develop practical strategies for achieving such improvement, and ultimately implement and monitor whether or not these strategies have successfully accomplished their intent.

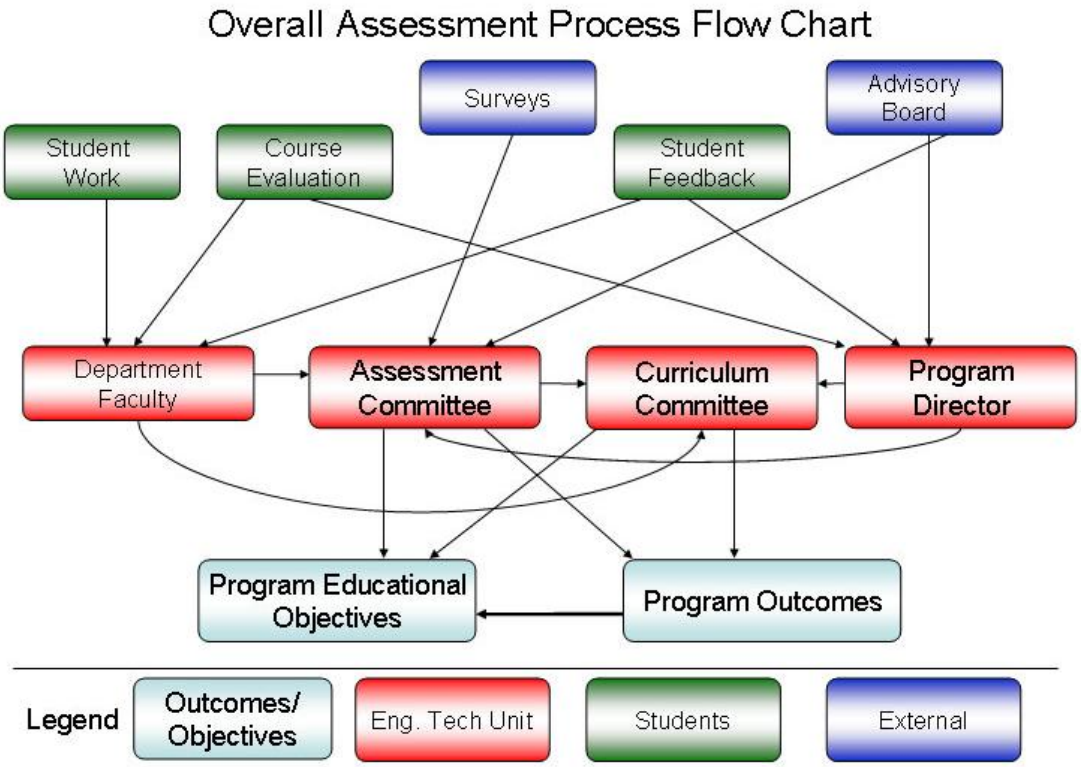


Figure 1

Description of any committees or groups that assist the unit.

The program educational objectives and student outcomes have been established in consultation with major program constituencies, including the faculty, the students, the administration and the graduate employers through input from the Industrial Advisory Board.

Frequency of data collection and data sharing.

The program educational objectives are regularly reviewed by the departmental assessment committee. The committee solicits opinions from students, faculty, administration and employers through informal discussions, surveys, Advisory Council meetings and student feedback. The departmental curriculum committee, which meets every two weeks, regularly reviews and seeks curricula improvements to reflect program educational objectives.

The process shown in Figure 2 provides a high-level overview of the steps taken to periodically document and demonstrate that the objectives of the Electrical/Electronics program are based on the need of our constituents.

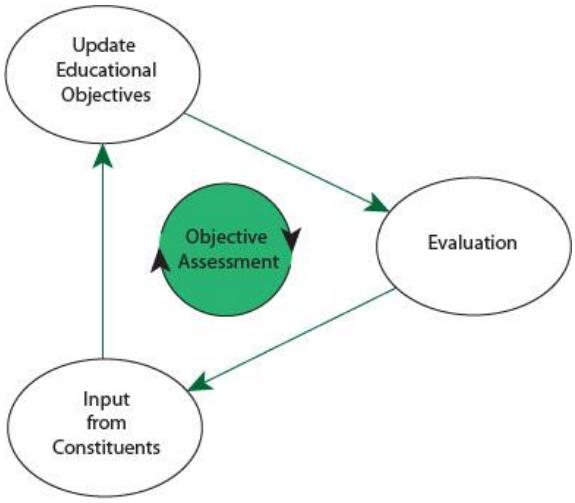


Figure 2 Process for defining, evaluating and assessing the Program Educational Objectives

Describe how results are used to inform the institution and the program.

The Engineering Technology program has an established set of outcomes for each of its programs that describe what students are expected to know and be able to do by the time they graduate. The high-level process for defining evaluating and assessing the Engineering Technology student outcomes are shown in figure 3.

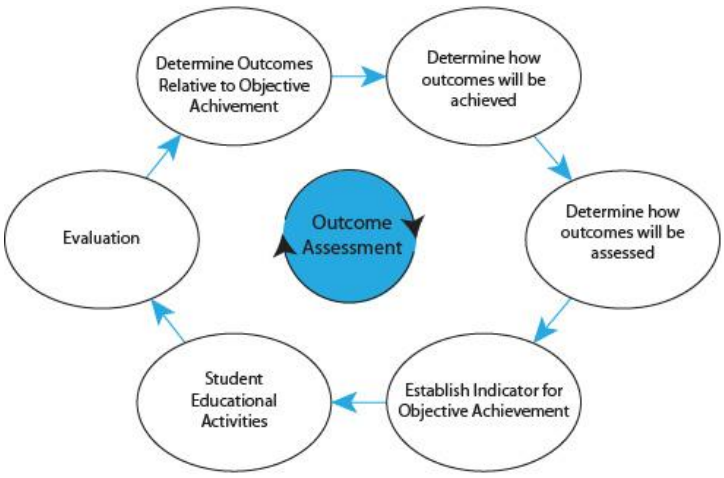


Figure 3 Process for defining, evaluating and assessing the Student Outcomes

The evaluation and assessment process may be described in terms of two cycles, as shown in Figure 4. Although the diagram suggests that the various processes may be conducted in a simple sequential fashion, many of them actually are going on simultaneously.

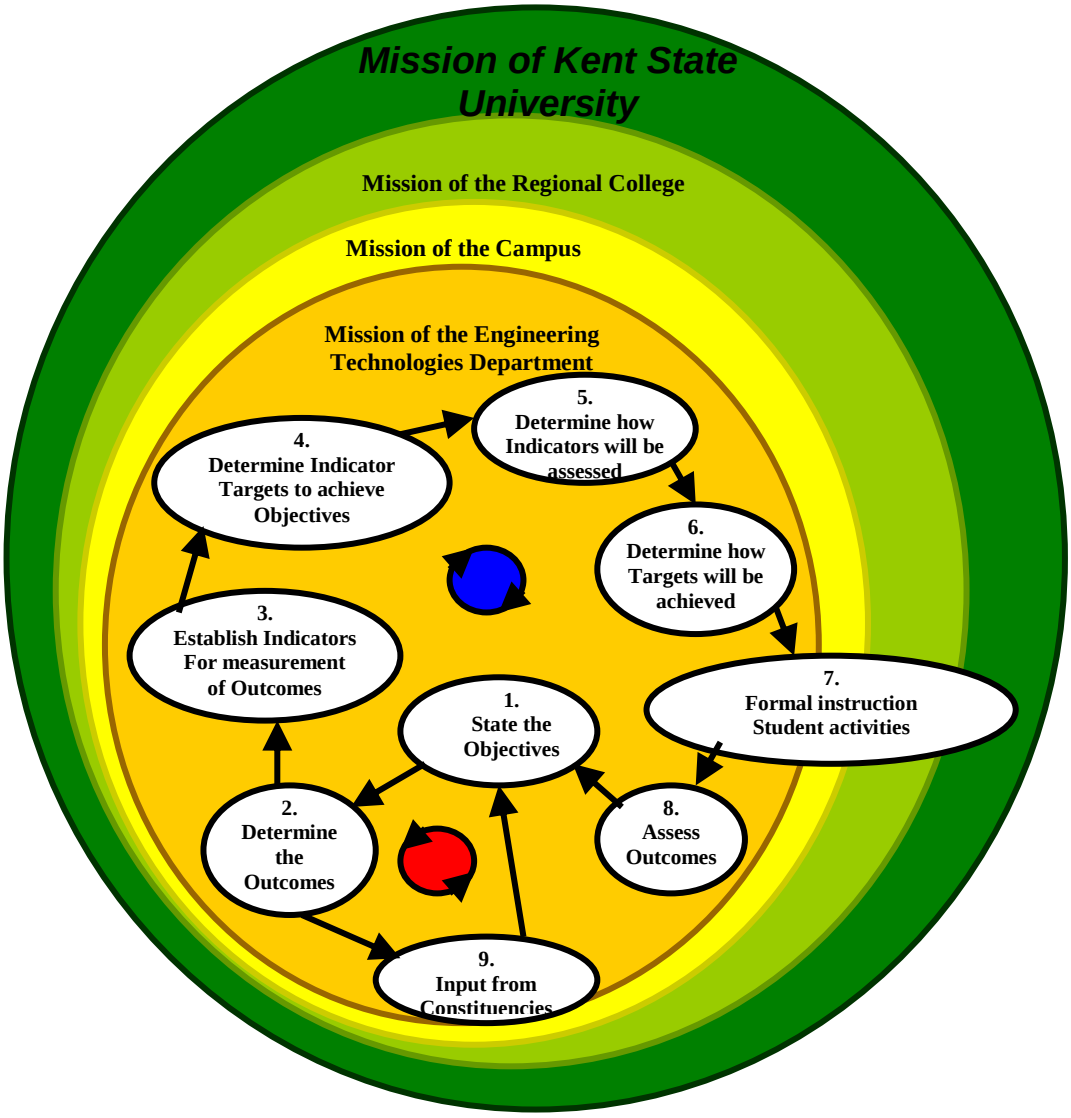


Fig 4: Process cycles

The process cycle involving Item 1, 2, 9 (inner process cycle) in Figure 4 represents constituencies influence on the educational program objectives and educational outcomes. The outer process cycle represents curriculum development and student activities in relation to the objectives, performance indicators and observed outcomes

7.2 Measuring student success

Name of the unit/position responsible for directing these efforts.

Kamal Bichara, academic program director for the Engineering Technology programs (associate and bachelor's) is responsible for directing the assessment, evaluation and continuous improvement planning efforts.

Kent State University eight campuses is a charter participant in the Academic Quality Improvement Project (AQIP) since 2000. As such, Kent State maintains its commission accreditation by regularly providing the AQIP with evidence of the viability of its academic quality improvement initiative and the results that initiative has achieved.
The Tuscarawas Campus Engineering Technology program is an active participant in the university AQIP process.

Frequency of data collection and data sharing. Describe the results used to inform the student as they progress through the program.

The integrated continual improvement process used by Engineering Technology to assess and update program objectives and outcomes is show in Figure 5. These processes were established, in consultation with the faculty and the Industrial Advisory Board. The figure shows the feedback loops that lead to continuous reinforcement of program objectives and curricular improvements to reach the achievement goal set for each outcome. The loop shown in "green" is executed less frequently and is the responsibility of the assessment committee and the program director. This loop assures periodic evaluation and redefinition (if necessary of the current program educational objectives and was described earlier in Criterion 2. The loop shown in "blue" is executed more frequently and focuses primarily on outcomes assessment leading to curricular improvement. The red arrow in Figure 5 depicts the activity of relating the degree to which the program educational objectives and being achieved, and how the student outcomes should be adjusted in order to ensure their achievement. This activity occurs at the Industrial Advisory Board with input provided by the Engineering Technology assessment committee.

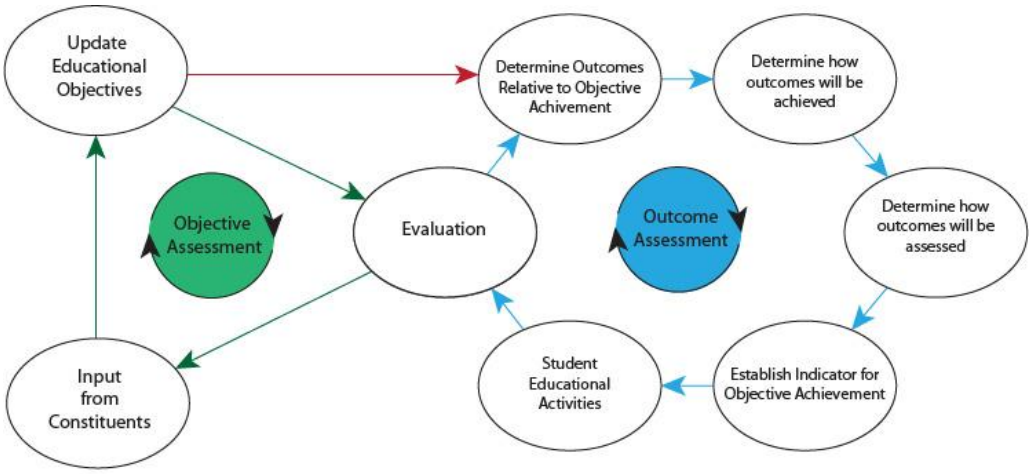


Figure 5 Integrated process for defining, assessing and evaluating Program Educational Objectives and Student Outcomes

The data used for making discussions related to improvement associated with the "green" loop come from a number of sources depending upon the constituency. Surveys are periodically conducted in order to collect information from program graduates (approximately three years after graduation) and their employees. Finally, a number of the Engineering Technology staff solicits feedback through surveys and direct interactions with the participants in the department recruiting activities which include 8th grade high school student and teacher visits, dual enrollment, Cyber Clubs and Project Lead the Way activities. These findings are shared with the campus enrollment management director.

The data used for making decisions related to improvements associated with the "blue" block primarily came from the knowledge probes and assessments and evaluations that are conducted every semester. In addition, the program director solicits direct input from students during academic advising.

Description of any committees or groups that assist the unit.

The Engineering Technology faculty keeps the stakeholders informed about what is going on in the college and at the campus, and obtains input from them in various ways in order to regularly assess, evaluate and follow through with the continuous improvement plan. The main venues of communication with our constituents are summarized in Table 5.

Table 5: Communication with constituents

Constituents	Information Venue to constituencies	Assessment Input Sources
Enrolled Students	Meetings with Faculty	Student Evaluation of Instruction
	Meetings with Program Director	Student Survey
	Student Professional Organizations	Meetings with Program Director
	SME, Student Chapter	Industrial Advisory Board (employers)
	IEEE, Entrepreneurship and Investment Club	
	Information terminals in Engineering Technology building	
	Department Bulletin board in Student Union	
	Department website: www.RediscoverEngTech.com	
Alumni	Campus/University Publications	Meeting Discussions
	Department website: www.RediscoverEngTech.com	Graduate Survey
	Kent State Alumni Association	
Employer	Department website; Industrial Advisory Board	Employee Survey
	Campus/University publications	Industrial Advisory Board
Faculty	Faculty meeting (Faculty Advisory committee)	Faculty meeting
	Faculty retreats	Assessment Committee
	Faculty assessment committee	Meetings with program Director
University Community	Campus Faculty Advisory committee	Campus Faculty Advisory Committee
	Bi-monthly administrative meetings	Dialogue with the Dean, Faculty Retreats
Prospective Students and their Parents	Campus high school visits	Evaluation survey of events
	Campus 8th grade visits	Meeting with faculty, program director
	Presentations at school or college and career fairs	Unsolicited emails and letters/cards
	Presentation to selected, related classes (Math/Science/CAD/Tech Prep)	Dual enrollment student surveys
	Video conference with career classes, selected schools	Cyber Club Advisory Council Survey
	Engineering Technology Opportunity Exposition annually during National Engineering week	
	Engineer/Technician for a day program	
	High School competitions in CAD, Digital Electronics, Robotics, and CAD.	
	Dual enrollment course offerings	
	Department website: www.RediscoverEngTech.com	
	Cyber Center website: www.KentTuscIDI.com	
Teachers, Counselors, Secondary School Administrators	Cyber Center Steering Committee, Cyber Club Advisory Council, PLTW Consortium, Dual enrollment course offerings	Surveys and meeting discussion – Engineering Technology School Advisory Council
	Visit to selected schools	Industrial Advisory Board
	Department website: www.RediscoverEngTech.com	

In addition to the venues listed in the table, the Tuscarawas Campus website (www.tusc.kent.edu), the On Campus Newsletter and the Campus Viewbook serve as effective modes of communication with the program constituencies.

Description of the measurements used.

Assessment methods are methods of gathering evidence to demonstrate that those outcomes important to the mission and objectives are being measured, i.e., performance indicators. The following items outline the methods used to collect evidence of desired outcomes as suggested by the accrediting body ABET as well as those selected by the Engineering Technology faculty.

Some program outcomes can be measured by using "instruments" administered by the department, while others depend on external assessment. In addition, some program outcomes can be assessed using direct measures while others will probably have to be inferred by observing student behavior or by indirect measures such as high school teacher comments or students self-reporting.

The assessment methods listed below were selected by the Engineering Technology assessment committee.

Table 6: Assessment methods and frequency of assessment

Assessment Method	Direct/ Indirect	Assessment Outcomes= OUT Objective= OBJ	Frequency
1. Graduate	Indirect	OBJ/OUT	Every 3 years
2. Employer	Indirect	OUT	Every 2 years
3. Industrial Advisory Council	Indirect	OBJ/OUT	Every semester
4. Placement data	Indirect	OUT	Every 3 years
5. Student Evaluation of Instruction (Course evaluation)	Indirect	OBJ	Every semester
6. Student Outcome Achievement Test	Direct	OUT	Every year
7. Student Assessment Survey	Indirect	OUT	Every year
8. Dual Enrollment student survey	Indirect	OUT	Every year
9. Level of Proficiency in measurable course outcomes as defined in course-mapped outcomes	Direct	OUT	Every year
10. Course Grades	Direct	OUT	Every semester
11. Portfolio	Direct	OUT	Every semester
12. Course Assessment Report	Direct	OUT	Every semester
13. Project Lead The Way (PLTW) enrollment	Direct	Goals/OBJ	Every year

Initiatives used to track student success after program completion.

The student success following program completion is tracked through two indirect assessment tools: the graduate survey and the employer satisfaction survey. These are conducted every three and two years, respectively.

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. Describe the credentialing requirements for faculty teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Criteria for Initial Appointment[4]:

Rank	Degree	Minimum Years Professional Experience
Instructor	Bachelor's Master's	5 3
Assistant Professor	Master's Doctoral	5 3
Associate Professor	Master's Doctoral	10 7
Professor	Master's Doctoral	15 12

Minimum years professional experience is based in part on faculty qualifications required by accrediting agencies such as TAC/ABET and ATMAE.

It must be emphasized that the preceding criteria are intended to be used only as guidelines, recognizing that the prevailing desired criteria are for excellence in both academic preparation and experience. It must also be acknowledged that, within the technical fields, there are individuals who have credentials such as professional licenses, certifications, patents, publications and professional awards, which are taken into consideration. These credentials must be individually evaluated to determine applicability in lieu of an advanced degree. These criteria apply equally to full-time tenure and non-tenure-track faculty.

Further, because the mission of the technology faculty involves the application of technical knowledge, the criteria for credentials of the faculty, both for initial appointment and beyond, reflect emphasis upon experience within the field in addition to the required academic preparation. Normally, a minimum of three to five years of experience in the field at the professional level after completion of the degree is required for initial appointment. The Regional College recognizes that the terminal degree in some disciplines is the master's degree in a field related to the faculty member's discipline; in others, it is the doctorate.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Faculty contracts stipulate that a tenure-track faculty appointment carries with it a teaching load of 12 credit hours per instruction semester (total of 24 hours for the academic year). Non tenure-track faculty is assigned 15 credit hours per instruction semester (total of 30 hours for the academic year).

[4] These are guidelines only. Possession of the listed credentials does not assure initial appointment at, or promotion to, the indicated rank.

Tenure track carries additional expectations of scholarship of discovery and/or scholarship of applications in addition to university citizenship and serviced activities.

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 will be a search for four part-time faculty members in the first year of program offering. It is anticipated the hiring of an additional part-time instructor in the second year. The proposed Engineering Technology major will not require the addition of faculty beyond these mentioned. Obviously, as the program enrollment grows, additional faculty will be desirable.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the program.

Full-time: 7[5] (not including program director)
Less than full-time: 12[5]

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 0
Less than full-time: 4[5] first year, 1[5] second year

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.

The Regional College expects tenure-track faculty members to engage in scholarly pursuits. Candidates for reappointment should demonstrate clear plans for a research program and should produce evidence of refereed publications and/or presentations. By the time a faculty stands for tenure, clear evidence of regular participation in scholarly accomplishments, per the following potential categories, shall be presented. Evidence of accomplishments in the area of professional development/scholarship include, but not limited to, the following items:

- Maintenance of professional credentials
- Authorship or co-authorship of technical/professional refereed article in professional publication, including professionally affiliated e-journal
- Authorship or co-authorship of chapter(s) in technical/professional books
- Authorship or co-authorship of technical/professional non-refereed articles
- Authorship or co-authorship of technical/professional book
- Authorship or co-authorship in other categories, e.g., book reviews, professional newsletters, professional websites and other professional publications
- Presentations in professional meetings (oral or poster) in own discipline

[5] These figures comprise Engineering Technology faculty only and do not include faculty for general education (Kent Core) and other university-required coursework.

- Contributions to professional newsletters, websites and other professional publications
- Funded proposals (RFPs)
- Unfunded or pending proposals (RFPs)
- Professional experience (e.g. consulting, paid or unpaid), with documentation vis-à-vis
- resultant professional growth
- Professional development (attending courses, conferences or workshops; internship;
- Chairing sessions
- Textbook reviewer or author of supplemental materials for an existing textbook
- Extensive upgrade or acquisition of additional professional credentials
- Extensive upgrade or new academic credentials
- Authorship of technical/professional refereed article in conference proceedings
- Editorship of a refereed journal or reviewer of refereed journal articles
- Awards (outstanding scholar award, membership by invitation in honor societies)
- Software development

In spite of recent serious budgetary constraints, each faculty member is allocated $800 of professional development fund to apply towards travel for conference attendance. In addition, faculty is supported for in state, local or regional travel related to professional development. Faculty members also receive a laptop or desktop computer of choice.

Recently, Kent State's Division of Research and Sponsored Programs has started offering workshops on submission of grant applications, administration of funded projects, among others, to train faculty members in research.

Furthermore, the University offers various other possibilities for faculty development:

- **Sabbatical leave*:*** Kent State supports a faculty professional leave (sabbatical) activity after six years of service for either one semester with full pay or two semesters with half pay.
- **Faculty summer development awards:** The faculty is motivated to participate in summer grants for research, teaching development or field experience.

Non-tenure-track faculty personnel reviews are governed by their Collective Bargaining Agreement and by guidelines put forth each academic year by Office of the Provost. The Regional College expects non-tenure-track faculty teaching evaluation criteria to be the same as those for tenured and tenure-track faculty.

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 F. **NOTES:** ITEC 47411 Designing Visuals for Instruction and ITEC 47413 Digital Video in Education are offered online from the Kent Campus and taught by Instructional Technology faculty in the College of Education, Health and Human Services. TECH 31000 Cultural Dynamics of Technology is offered online from all Kent State campuses and taught by Technology faculty from the College of Technology.

Name of instructor	Rank or title	Full or part time	Degree title, discipline, institution, year	Years teaching/ experience	Additional expertise	Course(s) individual will teach	# courses taught/ year at all campuses
Charles (Doug) Baker	Adjunct	part time	EdD, Nova Southeastern University, 2003	14		EERT 21010 Engineering and Professional Ethics, ITAP 26638 Business Communication	8
Lorraine Bears	Assistant Professor	full time	MTech, Kent State University, 2004	11		TAS 37900 Applied Studies Cornerstone	10
Sebastian Birceanu	Adjunct	part time	PhD, Materials Science and Engineering, Case Western Reserve University, 2005	1		TECH 32002 Materials and Processes II	4
Jie Chen	Associate Professor	full time	PhD, Materials Science, University of Wisconsin, 1993	15		TECH 33016 PC/Network Engineering and Troubleshooting, TECH 33056 Cooperative Education, TECH 33363 Metallurgy and Material Science, TECH 34002 Advanced CAD II, TAS 47900 Applied Studies Capstone	10
Mike Czayka	Associate Professor	full time	MTech, Kent State University, 2002	11		TECH 43080 Industrial and Environmental Safety, MERT 42000 Thermodynamics for Engineering Technology, TECH 36620 Coordinating Technical Projects, TECH 33033 Hydraulic/Pneumatics, MERT 43001 Dynamics of Engineering Technology, TECH 31067 Machining Technology, TECH 43550 Computer-Aided Manufacturing, TECH 32101 Polymers, TAS 47900 Applied Studies Capstone	10
Anthony D'Eramo	Adjunct	part time	MS, Electrical Engineering, University of Vermont, 1986	18		TECH 31032 Power Technology, GAE 42003 Lean Manufacturing, Six Sigma and Operations Technology	4
Charles Gardner	Adjunct	part time	MTech, Kent State University, 2004	7	Licensed Professional Engineer	TECH 33031 Programmable Logic Controllers	2
Mark Garrison	Adjunct	part time	MBA, Ashland University, 2005	3		GAE 42002 Energy Management Systems	2
Vladimir Gurau	Assistant Professor	full time	PhD Mechanical Engineering, University of Miami, 1998	1	Licensed Professional Engineer	TECH 31020 Automated Manufacturing, GAE 32000 Fuel Cell Technology, GAE 42001 Advanced Fuel Cell Technology, TAS 37900 Applied Studies Cornerstone, TAS 47900 Applied Studies Capstone	8
Carl Hossler	Adjunct	part time	BS, Mathematics, Ohio University, 1974	29		CDAG 43004 Unix Scripting with Applications, TECH 33056 Cooperative Education	6
John Jewell	Associate Professor	full time	PhD, Kent State University, 1985	27		ENG 20002 Introduction to Technical Writing	8
Jo Anne Jones	Adjunct	part time	MTech, Kent State University, 2003	25		EERT 32005 Instrumentation	2
Mark Mahaffey	Adjunct	part time	MTech, Kent State University, 2003	15		TECH 31032 Power Technology, GAE 42002 Energy Management Systems	2

Name of instructor	Rank or title	Full or part time	Degree title, discipline, institution, year	Years teaching /experience	Additional expertise	Course(s) individual will teach	# courses taught/ year at all campuses
Srini (Vas) Patibandla	Assistant Professor	full time	MTech, Kent State University, 2004	13		CDAG 34000 Computer Animation II, CDAG 34001 Computer Animation III, CDAG 34003 Animation Theory, CDAG 34004 Technology of Light, Color, Design and Layout, CDAG 43000 Advanced Animation and Game Design, CDAG 43001 Technology of Media and Film Production, CDAG 43002 Graphics Design Technology, CDAG 43003 Virtual Reality and Game Design, TECH 42100 Training Topics in Technology	13
Chitra Rajagopal	Associate Professor	full time	MS, Electrical Engineering, Youngstown State University, 1992	10		TECH 33223 Electronic Communication, TECH 43220 Electrical Machinery, EERT 30005 Instrumentation, GAE 42002 Energy Management Systems, TAS 37900 Applied Studies Cornerstone	8
Pamela Ramey	Associate Professor	full time	PhD, Education, Ohio State University, 1988	35		EERT 21010 Engineering and Professional Ethics, ITAP 26636 Project Management for Administrative Professions, ITAP 26638 Business Communication, TECH 31010 Engineering and Professional Ethics	8
Christopher Roman	Associate Professor	full time	PhD, English, University of Alabama, 2004	14		ENG 2002 Introduction to Technical Writing	4

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

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. Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.). 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 library director of the Tuscarawas Campus works closely with the Engineering Technology academic program director and faculty and has been involved in the planning for the proposed program to determine adequacy of current resources, and to identify the needs for additional resources, including budgeting for such needed resources and services.

The full-service Tuscarawas Campus library houses a large number of books and reference material related to the program and subscribes to 21 journals related to the Engineering Technology program. Additionally each faculty member receives a $500 annual book budget, which can be supplemented by the library book budget, providing a substantial financial resource to supplement the library holdings and magazine/journal holdings as needed by the faculty.

Kent State 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 Kent State University Libraries' online public access catalog, KentLINK, offers searching of the holdings of all of Kent State University eight campuses. Additionally, the Kent State University Libraries are a federal repository for government documents.

9.2 Information literacy

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 Tuscarawas library director and staff offer a wide range of information literacy courses and presentations to all instructional areas. The library director works with the Engineering Technology faculty to arrange orientation sessions, meetings and classroom presentations that would best suit the needs and schedule of the class. Additionally the library staff and director provide one-on-one instructional service to any student who asks.

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 only needed additional laboratory space and equipment is in support of the new concentration in Green and Alternative Energy. The lab space is planned to be in the existing Advanced Technology Center on the Tuscarawas Campus.

The Engineering Technology program was successful in securing a grant from Dominion (one of the nation's largest producers and transporters of energy) targeted at securing funding for the additional lab equipment needed for fuel cell and alternative energy technology training,. The grant was awarded on August 25, 2011 in the amount of $30,000. The grant funds will be used to purchase the needed laboratory equipment.

10.2 Budget/financial planning

Complete the table on the following 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**
	2 semesters	2 semesters	2 semesters	2 semesters
I. Projected Enrollment				
Head-count full time	90	95	110	125
Head-count part time	140	155	170	185
Full Time Equivalent (FTE) enrollment	160	172.5	195	217.5
II. Projected Program Income				
Tuition (paid by student or sponsor)	880,800	950,620	1,073,320	1,196,020
Expected state subsidy	1,659,136	1,723946	2,022,072	2,255,388
Externally funded stipends, as applicable				
Other income (Dominion Grant)	30,000			
Total Projected Program Income	2,570,326	2,674,989	3,095,867	3,451,936
III. Program Expenses				
New Personnel • Instruction (technical, professional and general education) Full ____ Part Time (4-5 adjunct faculty) • Non-instruction (indicate role(s) in narrative section below) Full ____ Part time ____	2,800	3,650	3,780	3,850
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support (if applicable, describe in narrative section below)		4,000	4,000	5,000
Additional library resources (if applicable, describe in narrative section below)		5,000	5,800	6,500
Additional technology or equipment needs (if applicable, describe in narrative section below)	30,000	15,000	20,000	25,000
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense	32,800	27,650	33,580	40,350

Budget Narrative:
The projected expenses are to accommodate additional student needs.

APPENDICES

Appendix	Description
A	Curriculum vitae for Kama Bichara, Engineering Technology academic program director
B	Survey and results
C	Letters of support
D	Syllabi for Engineering Technology coursework
E	Semester-by-semester sequencing ("roadmap") for the program
F	Curricula vitae for the Engineering Technology faculty
G	Faculty handbook for the Regional College

Kent State University is committed to continual support of the delivery of the Engineering Technology 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.

Respectfully,

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

Allied Machine & Engineering Corp.
120 Deeds Drive • P. O. Box 36 • Dover, Ohio 44622 • (330) 343-4283 • (800) 321-5537 • FAX: (330) 602-3400

August 3, 2011

Mr. Jim Petro, Chancellor
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215-3414

Dear Chancellor:

This document will serve as my Letter of Support for Kent State University's request to offer the Bachelor of Science degree currently offered as a BS in Technology to be under a Bachelor of Science in Engineering Technology.

I am the Executive Vice President of Allied Machine and Engineering, Corp. located in Dover, OH. I am a New Philadelphia (OH) High School graduate. I started my college education at Kent State University Tuscarawas and received my Bachelor of Science degree from The Ohio State University in Industrial and Systems Engineering. I returned to Tuscarawas County after college to work and raise a family.

What started as a dream four years ago to bring engineering curriculum to the middle and high school students of Tuscarawas County has now grown to the point where over 2,000 students in six school districts will take a Project Lead The Way class in our county next year. The program introduces engineering courses relevant to STEM (Science, Technology, Engineering and Mathematics) curriculum. Dr. Kamal Bichara from Kent State University Tuscarawas and I serve on the Ohio Executive Council for Project Lead The Way because of the successful model that Tuscarawas County created. Serving on the Board helps Tuscarawas County influence the direction of this dynamic program.

Local business and industry have supported the program financially and by hosting field trips to expose our students, teachers and counselors to engineering and technology opportunities. Engineers from Lauren International mentored students participating in engineering contests at the State level. Other local engineers have visited classrooms to encourage and support our students and teachers in their work. Dr. Bichara launched Cyber Clubs for all participating PLTW students and has taken students and faculty to participate in a SIGGraph Conference. Numerous summer academies and STEM camps have come out of this as well.

The program has definitely breathed new life into student, teacher and parent interest in science and technology. A Community Showcase is conducted each spring to demonstrate to the community the wealth of talent we are developing in our local schools. These students naturally transition into Kent State's dual enrollment, post secondary and engineering programs. Therefore, it is a logical next-step for Kent State Tuscarawas to raise the standard for its engineering programs.

Mr. Jim Petro, Chancellor
Page 2
August 3, 2011

From an industry perspective, this effort will also help my company since it has struggled to attract engineering talent to relocate to our area. A key strategy for us is to partner with Kent State Tuscarawas to improve the skills of existing associates and to hire graduates for full-time positions. Many associates have obtained their engineering degrees while working full time at Allied through our tuition reimbursement program,

Graduates can work in many different engineering disciplines at Allied – Design, Research and Development, Manufacturing, Process, Quality, Safety, Computer Integrated Manufacturing, Technical Sales, Lean/Sigma and Information Technology and Maintenance. We anticipate hiring five or more engineers per year and provide an equal number of internships to evaluate potential full-time associates.

I highly urge you to support Kent's request to strengthen its program by giving it an Engineering Technology designation. A stronger program will continue to position Kent State as our first contact for opportunities.

Sincerely,

Steve Stokey

Steve Stokey
Executive Vice President
Allied Machine and Engineering Corp.

MORSE

TELEPHONE: 330-453-8187
FACSIMILE No. 330-453-1111

THE M. K. MORSE COMPANY
POST OFFICE BOX 8677
CANTON, OHIO 44711, U.S.A.

June 30, 2011

Ohio Board of Regents
30 East Broad Street, 36th floor
Columbus, OH 43215-3414

Dear Sirs:

The M. K. Morse Company has had a relationship with Kamal Bichara and the Kent State University Engineering Department for many years to satisfy our recruiting efforts. This is due, in part, to the outstanding curriculum that Kent State offers its students.

We believe that the proposed degree in Engineering Technology represents a major step in aligning the curriculum with the needs of our company. Furthermore, it is a natural fit to their existing associate degrees in Engineering Technology. The proposal describes (5) concentrations under the new Bachelor of Science degrees currently offered as Bachelor of Science Engineering Technology which concentrations include three existing ones, Manufacturing/Mechanical, Electrical/Electronics and Computer Design/Animation and Game Design. In addition, two new concentrations will be implemented, Green and Alternative Energy with the option to combine Mechanical, Electrical, Green and Alternative Energy. This new structure will enable students to have all credits earned for an Associate Degree applied directly to the Bachelor degree. We support this effort, as it will encourage many students to continue their education and earn their Bachelor degree in one of the Engineering fields. Engineering has become one of the top fields where there presently is a shortage to meet the demands of manufacturing companies nationwide and every effort to encourage students in this field will be a win win for students and manufacturers alike.

Your approval of this plan is very important to the success of, not only Kent State University, but also, its students and manufacturing companies such as ours.

Please vote to approve the proposed plan from Kent State University, School of Engineering.

Sincerely,

THE M. K. MORSE COMPANY

James T. Batchelder
President

GE
Appliances & Lighting

July 28, 2011

Mr. Jim Petro, Chancellor
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215-3414

Dear Mr. Petro:

As a Business Leader, Engineering Technologist, and Plant Manager at GE for many years, it is my privilege to write a letter in support of the proposed Bachelor of Science in Engineering Technology being submitted to the Ohio Board of Regents from the Kent State University Tuscarawas.

For more than 10 years the GE Dover Products Plant has benefited from a very productive relationship with Kent State University Tuscarawas. The best proof of this success can be illustrated by the GE Dover team results.

Allow me to share some background, the huge challenges the plant organization has faced in recent years, and the tremendous success the team is now experiencing. The GE Dover Products Plant has traditionally been a manufacturer of components for incandescent lighting products. Energy legislation and a transition to low energy lighting technologies has had a significant impact on production volumes, creating a bleak future outlook for the plant. Over the past 4 years the plant team has successfully developed and qualified as a component manufacturer for an emerging green technology platform in the GE portfolio – GE Durathon batteries. This opportunity provides a tremendous outlook for long term growth potential. As you can envision, a turn-around of this magnitude in the midst of our current economic environment is no small feat for any organization.

The technical team at the GE Dover Products plant is one with strong business acumen, technical knowledge, leadership, and a drive for excellence. The other key element they possess is heart - A passion for community and desire to do the right thing for the right reasons.

Thanks for your indulgence; this story does have a relevant point... The GE Dover plant technical staff is made up entirely from Kent State University Tuscarawas Engineering Technology graduates! All of them have grown through the Coop / Intern programs and progressed into key plant positions leading this plant rebirth. Some specific key accomplishments of our Kent Tuscarawas graduates are:

- Inertia Welding system – design and fabrication (99% uptime; >20% improvement).
- Inventory Management system - launched into full scale production, designed in error proofing resulting in > 99% accuracy.
- VPP (OSHA's Voluntary Protection Program) – multiple teams achieved over 10 best practice awards, recognized nationally from OSHA.
- New product/process development – 100+ quotations, numerous product attempts resulting in best cost, highest quality battery component qualification.

Dr. Bichara, Dean Andrews, and the Kent State Tuscarawas staff have a strong commitment to provide an education serving the students, the community, and business. Dr. Bichara has a passion for connecting with students and business. Working with him is very much a partnership dedicated to student/business development. The on-going coop and intern programs continue to provide the fuel for staff development necessary to support our growing business needs. As an example during the tough past few years, Dr. Bichara anticipated business challenges. He responded by writing grants to fully fund internships. This very timely support provided student development at a time when cost restrictions may have otherwise prohibited internships.

The Kent State Tuscarawas Engineering Technology team also serves as a catalyst for other programs such as STEM education in the high schools and is an active participant in Project Lead the Way in the local schools. In addition, the dual enrollment program offers an early start for over 250 students from 10 local area schools. All of these programs combine to create a complete package for developing technical talent to grow our youth and support business needs.

The new areas of concentration proposed at Kent Tuscarawas focusing on green and alternative energy education respond directly to business evolution toward these newer technologies. In addition, the integrated options provide for more versatility to serve multiple functions in the current business environment.

Throughout my 25+ years of manufacturing experience I've had the opportunity to work with many engineers and technologists. I can attest that the quality of graduates from the Kent State Tuscarawas programs is among the best. This superior education at a very affordable cost makes for an outstanding combination.

In conclusion, I fully support the efforts of Dr. Bichara and Kent State University Tuscarawas as they pursue approval to offer the Bachelor of Science in Engineering Technology.

Sincerely,

Scott Carbaugh
GE Appliances & Lighting
Supply Chain Lean Leader

Howden

August 04, 2011

Howden North America Inc.
338 South Broadway Street
New Philadelphia OH 44663
USA

Tel: 330 308 7000
Fax: 330 339 8210
Web: www.howden.com

Mr. Jim Petro, Chancellor
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215-3414

REF: BSET Program Letter of Support for KSU

Dear Mr Petro:

Howden designs, engineers, and supplies air and gas handling equipment, including industrial fans, process gas compressors, and rotary heat exchangers. Established over 150 years ago as an engineering firm, Howden has grown to become a worldwide organization with nearly 3,800 employees and companies in 17 countries.

Within North America, Howden supplies equipment for industries such as coal & nuclear power generation, petrochemicals, mining, steelmaking, cement, transportation & tunnel ventilation, and U.S. navy & marine ship programs. We maintain various quality programs such as ISO 9001:2008, 10 CFR 50 Appendix B, & ASME NQA-1. Additionally, Howden employs a highly skilled and experienced team of application engineers, design engineers, project managers, field service technicians, and manufacturing personnel which allows us to be an industry leader in the engineered air and gas handling systems. Please feel free to visit us at www.howden.com.

Howden and Kent State University Tuscarawas Campus have maintained a long relationship which supports both educational and industry needs. Programs that we have worked together as a team include Project Lead the Way, Engineer for a Day, and the Engineering Technology Expo. The latter two also support National Engineers Week.

Howden currently employees graduates from Kent State University Tuscarawas Campus. These employees have shown tremendous professionalism and have made significant contributions towards the growth and success of Howden. Additionally, Howden has utilized Kent State University Tuscarawas Campus to provide educational training and assistance for other current employees.

Howden management has been tasked with the objective to continually grow our business in spite of any economic downturns. To do so, we have been looking into green emerging technology and regulations in areas such as biomass and carbon capture. We are continually searching for talented employees with technical degrees which will allow us to achieve this goal. Positions include co-ops, temporary, and permanent employees in a variety of technical fields such as applications, design, CAD, and manufacturing.

Howden

To assist in support of this need, Howden would greatly benefit from local higher educational institutions, such as Kent State University Tuscarawas Campus, which can provide expanded engineering and engineering technology curriculum. Howden is in full support of Kent State University's proposal to offer a Bachelor of Science in Engineering Technology.

Kind Regards,

David E. Gaskin, P.E.,
Manager, Engineering – APD
Howden North America Inc.

DOVER Chemical Corporation
A Subsidiary of ICC Industries Inc.

3676 Davis Road N.W. • ~~P.O. Box 40~~ • Dover, Ohio 44622 • (330) 365-3600 • 1-800-321-8805 #3600 • Fax: (330) 365-3900

Dwain S. Colvin
President

June 27, 2011

Mr. Jim Petro, Chancellor
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215-3414

Dear Mr. Petro:

I am writing this letter in support of the engineering technology department of Kent State University at Tuscarawas. I have been a member of the engineering technology advisory board for several years. During my time on the advisory board I have seen the growth in student numbers, the level of commitment from the campus administration, the quality of the instruction offered by a highly skilled and dedicated faculty and the untiring commitment of Dean Andrews and Dr. Bichara to deliver a quality education to the students of Kent State University at Tuscarawas.

Our company has enjoyed the benefits of the local campus for many years. Many of our employees are graduates or current students of the local campus. Many of our employees take advantage of our tuition reimbursement policy which encourages employees to continue their personal and professional development by attending evening or weekend courses offered locally. We have taken advantage of focused skill training such as Lean Manufacturing, Six Sigma and other engineering skill sets that keep our company competitive in what has evolved as a true global economy. Our company relies on Dr. Bichara and on Kent State University at Tuscarawas to partner with us to keep cutting edge technology local and affordable for our employees. They have done just that.

We operate a chemical manufacturing company that sells thirty percent of our production outside of NAFTA. Our facility has evolved over time from a manual operation to a highly technical automated facility. We do not have robots operating the plant as a lot of local manufactures employ, but our plant is operated remotely by technicians sitting in front of computer displays. Computerized operations have allowed us to become much more productive and to produce very sophisticated products that are only possible to produce by computer controlled equipment.

Historically our company required professionals in the field of chemistry and chemical engineering to staff our facility and to build our business. Since the facility is now producing high tech chemicals by computer control, we also need skilled electronics personnel similar to any automated factory. We have employed engineering technology graduates and interns from KSU at Tuscarawas who have performed very well for us. They have a well-rounded education and they have been taught the concepts surrounding team building, which are very important to team problem solving techniques common in today's industrial organization.

As a member of the Advisory Board for the Engineering Technology Department for KSU at Tuscarawas, I have witnessed firsthand the synergies between local high schools and the local campus. Project Lead the Way introduces bright young minds to energized instructors to allow the students to experience learning in a way their small high schools cannot provide. The KSU engineering staff working with the local high school teachers encourages students to go beyond their instruction and be creative, which is what drives innovation and creates new technology.

In closing I must tell you that I am a supporter of the local campus. KSU at Tuscarawas provided me the opportunity to go to college 42 years ago. I was a member of the first class of students who attended the facility. I am a two year graduate of the Engineering Technology School and the educational experience has provided me the foundation to enjoy a career that has taken me to several countries around the world. As President of a global $200 Million chemical company, I am confident I know what it takes to allow people to succeed in a highly technical world. I am also confident that the students at Kent State University at Tuscarawas are getting the foundation that will create that success. I am very much supportive of the changes in the degree designations and the additional degrees sought by KSU at Tuscarawas.

Regards,

Dwain S. Colvin

Edgetech
a Quanex company

Todd W. Haney
Director of Operations

800 Cochran Avenue
Cambridge, Ohio 43725
Main: 740-439-2338

June 22, 2011

Mr. Jim Petro, Chancellor
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215-3414

Dear Jim,

I am writing to you in support of Kent State University's proposal to align BS in Technology degree's to be under a degree of Bachelor of Science in Engineering Technology (BSET). This proposal represents a major step in aligning the curriculum with business needs, and additionally it matches up well with existing associate degree programs.

Here at Edgetech I.G., we have a high need for graduates with a Bachelor of Science degree in the Engineering Technology field. Our needs include Manufacturing/Mechanical, Electrical/Electronics, and Computer Design, Animation. We currently have 2 open positions we are looking to fill. Historically, our organization has had enormous success with the talent that has gone through this program. Currently we have five associates whom have been through the program and others that have left their mark in our organization over the past 16 years.

Edgetech and our former parent company Lauren International have always been supportive of the Technology programs within Kent State University. We have contributed financially, but more importantly we have taken on co ops and interns to give them an opportunity to develop real working experience. Our organization has always had representation on the Kent State Engineering Technology Advisory Board as well.

In this globally competitive environment, we need to do everything possible to support existing engineering disciplines as well as support emerging technologies. This will allow our industry to keep moving, create jobs, and to drive our economy forward. In my experience, I have had the pleasure of watching many Kent State Engineering Technology graduates grow in their given technology fields and make very high levels of contribution to my organization.

Best Regards,

Todd Haney
Director of Operations

Joseph S. Bachman, P.E., P.S. **Tuscarawas County Engineer**
832 Front Avenue SW, New Philadelphia, OH 44663
Phone: (330) 339-6648 Fax: (330) 339-6687 Email: engineer@co.tuscarawas.oh.us

June 16, 2011

Mr. Jim Petro, Chancellor
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, Ohio 43215-3414

Dear Mr. Petro:

This letter is written to express support for the proposal by Kent State University Tuscarawas Campus to offer a degree of Bachelor of Science in Engineering Technology (BSET).

KSU – Tuscarawas continues to be a key resource to the economic development of Tuscarawas County and eastern Ohio. The current program directed by Dr. Kamal Bichera has had great success in preparing students for jobs in local industry, and the BSET proposal is the next logical step in program development. KSU – Tuscarawas has taken a lead role in the development of Project Lead the Way in secondary schools in the area, and has been a valuable asset to the students (and the industries) of the Tuscarawas Valley.

The proposal for a BSET degree at KSU-Tuscampus is vitally important to the continued development of the Tuscarawas Valley, and I ask that the proposal be given full consideration.

Sincerely,

Joe Bachman

Joseph S. Bachman, P.E.,P.S.
Tuscarawas County Engineer

ProVia Door
THE PROFESSIONAL WAY

June 23, 2011

Mr. Jim Petro, Chancellor
Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215-3414

Dear Mr. Petro,

I want to personally address my support to you for the Kent State Engineering Technology request for a proposed Bachelor of Science degree in Engineering Technology. ProVia Door has worked with Dr. Kamal Bichara to place engineering technology co-ops and currently we employ several students and graduates of the regional campus' engineering technology program with both associates and/or bachelors degrees. These employees are valuable resources of our business. As our business grows, we will continue to source employees from the regional campus' engineering technology program. I believe this proposal is an important advancement for the preparation and development of resources for jobs in local and regional industry.

Innovative approaches to training, development, and retention can help improve the availability of workers with the right skills and the incentive to stay in the local area. I support the direction the Kent State regional campus' engineering technology programs are taking in serving the local, regional, and state needs for qualified graduates in the traditional engineering disciplines as well as new and emerging concentrations and disciplines.

Additionally, I envy the high school students who are involved in STEM education through the Tuscarawas campus' active participation in Project Lead the Way and dual enrollment initiative. I wish this was promoted in my local school district the way the campus' engineering technology program is involved in Tuscarawas County. This program is a gem of an opportunity for students to further their academic engagement and begin their professional development. Thank you for your part in making this program available to our high school students throughout Ohio.

Again, I want to personally address my support to you for the Kent State Engineering Technology proposed Bachelor of Science degree in Engineering Technology and I encourage you to approve their request.

Sincerely,

Scott Widmer
Engineering Manager
ProVia Door, Inc.

ProVia Door, Inc. 2150 State Route 39 Sugarcreek, OH 44681 800.669.4711 330.852.2107 fax www.proviadoor.com

Kent State University Bachelor of Science in Engineering Technology needs assessment survey.

The Kent State University Tuscarawas Campus Engineering Technology department is very interested in your feedback related to the conversion of the current Bachelor of Science in Technology 2+2 (BST) concentrations to Bachelor of Science in Engineering Technology 2+2 (BS ET) for the following five concentrations:

Electrical/Electronics Engineering Technology
Mechanical/Manufacturing Engineering Technology
Computer Design, Animation and Game Design
Green and Alternative Energy Engineering Technology
Integrated Engineering Technology

Question 1

Name (Optional)

- Company
- Address 1
- Address 2
- City
- State
- Zip
- Email Address

Question 2

Would you encourage Kent State University to offer a Bachelor of Science in Engineering Technology in the 5 concentrations listed above?

- ❍ Yes *100 %*
- ❍ No

Question 3

The Current Degree housed in the College of Technology is a BS in Technology. Would you prefer it if we kept the current degree, in view of the proposed change to a Bachelor of Science in Engineering Technology?

- ❍ Yes
- ❍ No *100 %*

Question 4

Would you be willing to write a letter of support that could be forwarded to the Ohio Board of Regents and/or to University officials, serve on an advisory committee, or assist in staffing courses in the proposed Bachelor of Science in Engineering Technology concentrations? (If yes, please be sure to include your name and address at the top of this form.)

- ❍ Yes *100 %*
- ❍ No

Question 5

Do you currently employ persons who would benefit from more education in the proposed Bachelor of Science in Engineering Technology?

- ❍ Yes *100 %*
- ❍ No

Question 6

Would you encourage interested employees to enroll in the proposed program?

- ❍ Yes *100 %*
- ❍ No

Question 7

Would preferential consideration be given to hiring a person with a degree in Engineering Technology at your organization?

- ❍ Yes *100 %*
- ❍ No

Question 8

Would your company be interested in participating in an internship, cooperative education (co-op) or practicum for students of such a program? (If yes, please be sure to include your name and address at the top of this form.)

- ❍ Yes *91%*
- ❍ No *9%*

Question 9

In the next five years, approximately how many additional openings for Engineering Technology Bachelors degree graduates with background in any of the concentrations listed do you foresee in your company?

- ❍ None
- ❍ 1-5 *18%*

- ❍ 6-10 *45%*
- ❍ over 10 *37%*

Question 10

If your company were to hire a graduate of the proposed degree program concentrations in Engineering Technology, how much would the annual starting salary be?

- ❑ $35,000 - $39,999 *9%*
- ❑ $40,000 - $44,999 *87%*
- ❑ $45,000 - $49,999 *4%*
- ❑ $50,000 - $54,999
- ❑ > $55,000

Question 11

We would appreciate any comments:

Thank you very much for your input.

Bachelor of Science Degree in Engineering Technology

Kent State University Catalog 2012 – 2013

- *A minimum of 121 semester hours is required for graduation, minimum of 39 upper-division hours.*
- *A minimum 2.00 cumulative grade point average is required for graduation.*
- *One writing-intensive, one domestic diversity and one global diversity course are required.*
- *A minimum 2.00 cumulative grade point average in the courses in Section II combined with the respective Section IV concentration courses is required for graduation.*

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 (17 credits) *Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	EERT TECH	21010 31010	Engineering and Professional Ethics (3) ***or*** Engineering and Professional Ethics (3)	3
	EERT	22003	Technical Computing	3
	ENG ITAP	20002 26638	Introduction to Technical Writing (3) ***or*** Business Communications (3)	3
	TAS	37900	Applied Studies Cornerstone *	3
	TAS	47900	Applied Studies Capstone Seminar **	3
WIC/DD WIC	TECH TECH	31000 33056	Cultural Dynamics of Technology (3) *** ***or*** Cooperative Education – Professional Development (2) ***	2-3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (63 credits)**			
Type	**Course**		**Title**	**Credits**
KSS	ECON	22060	Principles of Microeconomics	3
KMC	MATH	11010	Algebra for Calculus	3
KAD	MATH	11012	Intuitive Calculus	3
	MATH	11022	Trigonometry	2
	Kent Core Composition			6
	Kent Core Humanities and Fine Arts (minimum one course from each; students in the Computer Design, Animation and Game Design concentration must take one ARTH course)			9
	Kent Core Social Sciences (cannot be ECON)			3
	Applied Courses from Associate Degree, Minor or Individualized Specialization****			34
IV.	**CONCENTRATION REQUIREMENTS (40 credits)**			
	Computer Design, Animation and Game Design (40)			
	Electrical/Electronics (40)			
	Green and Alternative Energy (40)			
	Manufacturing/Mechanical/Systems (40)			
	2+2 Integrated Engineering Technology (40)			
			MINIMUM TOTAL	**121**

* Students in the Computer Design, Animation and Game Design concentration have an option to take TECH 36620 Coordinating Technical Projects to fulfill this requirement. Minimum C (2.0) grade required for either.

** Minimum C (2.0) grade required

*** To fulfill the writing-intensive requirement, either TECH 31000 or TECH 33056 must be earned with minimum C (2.0) grade.

**** Applied courses should be chosen from an approved associate degree or a declared minor or individualized specialization selected in consultation with an advisor.

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Computer Design, Animation and Game Design Concentration

IV.	CONCENTRATION REQUIREMENTS (29 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	CDAG	34000	Computer Animation II currently TECH	3
	CDAG	34001	Computer Animation III currently TECH	3
	CDAG	34003	Animation Theory currently TECH	3
	CDAG	34004	Technology of Light, Color, Design and Layout currently TECH	2
	CDAG	43000	Advanced Animation and Game Design currently TECH	2
	CDAG	43001	Technology of Media and Film Production currently TECH	2
	CDAG	43002	Graphic Design Technology currently TECH	3
	CDAG	43003	Virtual Reality and Game Design currently TECH	2
	CDAG ITEC TECH	43004 47413 33095	Unix Scripting with Applications (2) ***or*** currently TECH Digital Video in Education (3) ***or*** Special Topics in Applied Science in Technology (3)	2-3
	EERT TECH	22018 33016	PC/Network Engineering and Troubleshooting (3) ***or*** PC/Network Engineering and Troubleshooting (3)	3
	ITAP	26636	Project Management for Administrative Professionals	1
	TECH ITEC	34002 47411	Advanced CAD II (3) ***or*** Designing Visuals for Instruction (3)	3
	ADDITIONAL CONCENTRATION REQUIREMENTS (11 credits)			
	Kent Core Basic Sciences (PHY 21040 and 21041 are recommended for this concentration)			6-7
	Kent Core Additional			3
	General Electives (total hours depends on meeting minimum 121 hours and 39 upper-division hours)			2
			MINIMUM SUBTOTAL	**40**

Electrical/Electronics Engineering Technology Concentration

IV.	CONCENTRATION REQUIREMENTS (21 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	TECH	31020	Automated Manufacturing	3
	TECH	33363	Metallurgy and Materials Science	3
	TECH	43080	Industrial and Environmental Safety	3
	Choose from the following:			12
	EERT GAE TECH TECH TECH TECH TECH	32005 42002 31032 33016 33031 33223 43220	Instrumentation (3) *revised from 22005* Energy Management Systems (3) *NEW* Power Technology (3) PC/Network Engineering and Troubleshooting (3) Programmable Logic Controllers (3) Electronic Communication (3) Electrical Machinery (3)	
	ADDITIONAL CONCENTRATION REQUIREMENTS (19 credits)			
KBS	PHY	13001	General College Physics I	4
KAD	PHY	13012	College Physics II	2
KBS	PHY	13021	General College Physics Laboratory I	1
KBS	PHY	13022	General College Physics Laboratory II	1
	Kent Core Additional			1
	General Electives (total hours depends on meeting minimum 121 hours and 39 upper-division hours)			10
			MINIMUM SUBTOTAL	**40**

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Green and Alternative Energy Concentration

IV.	CONCENTRATION REQUIREMENTS (24 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	GAE	32000	Fuel Cell Technology *NEW*	3
	GAE	42004	Advanced Fuel Cell Technology *NEW*	3
	TECH	33363	Metallurgy and Material Science	3
	TECH	43080	Industrial and Environmental Safety	3
	Choose from the following:			12
	EERT GAE GAE MERT TECH TECH	32005 42002 42003 42000 31020 31032	Instrumentation (3) *revised from 22005* Energy Management System (3) *NEW* (or TECH 42100 Training Topics in Technology, 1-4) Lean Manufacturing, Six Sigma and Operations Technology (3) *NEW* Thermodynamics for Engineering Technology (3) *NEW* Automated Manufacturing (3) Power Technology (3)	
	ADDITIONAL CONCENTRATION REQUIREMENTS (16 credits)			
KBS	PHY	13001	General College Physics I	4
KAD	PHY	13012	College Physics II	2
KBS	PHY	13021	General College Physics Laboratory I	1
KBS	PHY	13022	General College Physics Laboratory II	1
	Kent Core Additional			1
	General Electives (total hours depends on meeting minimum 121 hours and 39 upper-division hours)			7
			MINIMUM SUBTOTAL	**40**

Manufacturing/Mechanical/Systems Concentration

IV.	CONCENTRATION REQUIREMENTS (30 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	TECH	31020	Automated Manufacturing	3
	TECH	32002	Materials and Processes II	3
	TECH	33363	Metallurgy and Material Science	3
	TECH	43080	Industrial and Environmental Safety	3
	Choose from the following:			9
	EERT GAE TECH TECH	32005 42003 32101 36620	Instrumentation (3) *revised from 22005* Lean Manufacturing, Six Sigma and Operations Technology (3) *NEW* Polymers I (3) Coordinating Technical Projects (3)	
	Choose from the following:			9
	GAE MERT MERT TECH TECH TECH TECH TECH TECH TECH TECH	32000 42000 43001 31032 31067 33016 33033 33700 34002 43220 43550	Fuel Cell Technology (3) *NEW* Thermodynamics for Engineering Technology (3) *NEW* Dynamics for Engineering Technology (3) *NEW* Power Technology I (3) Machining Technology (3) PC/Network Engineering and Troubleshooting (3) Hydraulic/Pneumatics (3) Quality Techniques (3) Advanced CAD II (3) Electrical Machinery (3) Computer-Aided Manufacturing (3)	
	ADDITIONAL CONCENTRATION REQUIREMENTS (10 credits)			
KBS	PHY	13001	General College Physics I	4
KAD	PHY	13012	College Physics II	2
KBS	PHY	13021	General College Physics Laboratory I	1
KBS	PHY	13022	General College Physics Laboratory II	1
	Kent Core Additional			1
	General Electives (total hours depends on meeting minimum 121 hours and 39 upper-division hours)			1
			MINIMUM SUBTOTAL	**40**

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2+2 Integrated Engineering Technology Concentration

IV.	CONCENTRATION REQUIREMENTS (21 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	Choose from the following:			6
	GAE TECH TECH	42003 36620 43080	Lean Manufacturing, Six Sigma and Operations Technology (3) *NEW* Coordinating Technical Projects (3) Industrial and Environmental Safety (3)	
	CDAG, EERT, GAE, MERT, TECH coursework (upper-division)			15
	ADDITIONAL CONCENTRATION REQUIREMENTS (19 credits)			
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Additional			3
	Technical Electives (total hours depends on meeting minimum 121 hours and 39 upper-division hours)			10
			MINIMUM SUBTOTAL	**40**

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Roadmap: Engineering Technology – Manufacturing/Mechanical/Systems – Bachelor of Science

[RE-BS-ENGT-MMSY]
Regional College
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [17 Credit Hours]					
Students who have earned an associate degree will have 34 credits of technical coursework articulate to the bachelor's degree program and will not have to take the electives for a minor or individualized specialization.					
EERT 22003 Technical Computing	3			■	
MATH 11010 Algebra for Calculus	3				Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	4				See Kent Core Summary on page 2
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Two: [15 Credit Hours]					
MATH 11012 Intuitive Calculus	3				Fulfills Kent Core Additional
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Three: [17 Credit Hours]					
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
EERT 21010 Engineering and Professional Ethics ***or*** TECH 31010 Engineering and Professional Ethics	3			■	
MATH 11022 Trigonometry	2				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [17 Credit Hours]					
ENG 20002 Introduction to Technical Writing ***or*** ITAP 26638 Business Communications	3			■	
PHY 13001 General College Physics I	4				Fulfills Kent Core Basic Sciences
PHY 13021 General College Physics Laboratory I	1				
Minor or Individualized Specialization Electives	9				Not required for associate degree holders; see note 1 on page 2
Semester Five: [15 Credit Hours]					
TECH 31020 Automated Manufacturing	**3**	■		■	
PHY 13012 College Physics II	2				Fulfills Kent Core Additional
PHY 13022 General College Physics Laboratory II	1				Fulfills Kent Core Basic Sciences
Engineering Technology Electives	3	■		■	See note 2 on page 2
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Six: [15 Credit Hours]					
TAS 37900 Applied Studies Cornerstone	**3**	■	**C**	■	
TECH 33363 Metallurgy and Material Science	**3**	■		■	
Engineering Technology Electives	6	■		■	See note 2 on page 2
Minor or Individualized Specialization Electives	3				Not required for associate degree holders; see note 1 on page 2
Semester Seven: [13 Credit Hours]					
TECH 32002 Materials and Processes II	**3**	■		■	
Engineering Technology Electives	6	■		■	See note 2 on page 2
Minor or Individualized Specialization Electives	4				Not required for Associate degree holders; see note 1 on page 2

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Roadmap: Engineering Technology – Manufacturing/Mechanical/Systems – Bachelor of Science
[RE-BS-ENGT-MMSY]
Regional College
Catalog Year: 2012-2013

Critical requirements are boldface in shaded areas.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Eight: [12 Credit Hours]					
TAS 47900 Applied Studies Capstone Seminar	**3**	■	**C**	■	
TECH 31000 Cultural Dynamics of Technology (3) *or* TECH 33056 Cooperative Education-Professional Development (2)	**2-3**	■	**C**	■	**Fulfills writing-intensive course requirement; TECH 31000 fulfills domestic diversity requirement**
TECH 43080 Industrial And Environmental Safety	3	■		■	
Engineering Technology Electives	3	■		■	See note 3 below
General Electives (upper division)	1	■			Total hours 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/ TECH 31000 or Kent Core or Elective	TECH 31000 or TECH 33056	2.00	2.00

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 in this major with MATH 11010	0
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*	3 credits are fulfilled in this major with ECON 22060	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with PHY 13001, 13021 and 13022	0
Additional (6 credit hours) *Must be selected from two Kent Core categories*	5 credits are fulfilled in this major with MATH 11012 and PHY 13012	1

Note 1: Applied Courses should be chosen from an approved associate degree or a declared minor or individualized specialization selected in consultation with an advisor**.**

Note 2: **Electives (9 credit hours), choose from the following:**

GAE 32000 Fuel Cell Technology	3
MERT 42000 Thermodynamics for Engineering Technology	3
MERT 43001 Dynamics for Engineering Technology	3
TECH 31032 Power Technology I	3
TECH 31067 Machining Technology	3
TECH PC/Network Engineering and Troubleshooting	3
TECH 33033 Hydraulic/Pneumatics	3
TECH 33700 Quality Techniques	3
TECH 34002 Advanced CAD II	3
TECH 43220 Electrical Machinery	3
TECH 43550 Computer-Aided Manufacturing	3

Electives (9 credit hours), choose from the following:

EERT 32005 Instrumentation	3
GAE 42003 Lean Manufacturing, Six Sigma and Operations Technology	3
TECH 32101 Polymers I	3
TECH 36620 Coordinating Technical Projects	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
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.

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Roadmap: Engineering Technology – Green and Alternative Energy – Bachelor of Science

[RE-BS-ENGT-GAE]
Regional College
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [17 Credit Hours]					
Students who have earned an associate degree will have 34 credits of technical coursework articulate to the bachelor's degree program and will not have to take the electives for a minor or individualized specialization.					
EERT 22003 Technical Computing	3			■	
MATH 11010 Algebra for Calculus	3				Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	4				See Kent Core Summary on page 2
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Two: [15 Credit Hours]					
MATH 11012 Intuitive Calculus	3				Fulfills Kent Core Additional
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Three: [17 Credit Hours]					
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
EERT 21010 Engineering and Professional Ethics ***or*** TECH 31010 Engineering and Professional Ethics	3			■	
MATH 11022 Trigonometry	2				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [17 Credit Hours]					
ENG 20002 Introduction to Technical Writing ***or*** ITAP 26638 Business Communications	3			■	
PHY 13001 General College Physics I	4				Fulfills Kent Core Basic Sciences
PHY 13021 General College Physics Laboratory I	1				
Minor or Individualized Specialization Electives	9				Not required for associate degree holders; see note 1 on page 2
Semester Five: [15 Credit Hours]					
GAE 32000 Fuel Cell Technology	**3**	■		■	
PHY 13012 College Physics II	2				Fulfills Kent Core Additional
PHY 13022 General College Physics Laboratory II	1				Fulfills Kent Core Basic Sciences
Green and Alternative Energy Elective	3	■		■	See note 2 on page 2
Minor or Individualized Specialization electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Six: [15 Credit Hours]					
TAS 37900 Applied Studies Cornerstone	**3**	■	**C**	■	
TECH 33363 Metallurgy and Material Science	**3**	■		■	
Green and Alternative Energy Elective	3	■		■	See note 2 on page 2
Minor or Individualized Specialization Electives	3				Not required for associate degree holders; see note 1 on page 2
General Electives (upper division)	3	■			

DRAFT

Roadmap: Engineering Technology – Green and Alternative Energy – Bachelor of Science
[RE-BS-ENGT-GAE]
Regional College
Catalog Year: 2012-2013

Critical requirements are boldface in shaded areas.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [13 Credit Hours]					
GAE 42004 Advanced Fuel Cell Technology	**3**	■		■	
Green and Alternative Energy elective	3	■		■	See note 2 below
Minor or Individualized Specialization electives	4				Not required for associate degree holders; see note 1
General Electives (upper division)	3	■			
Semester Eight: [12 Credit Hours]					
TAS 47900 Applied Studies Capstone Seminar	**3**	■	**C**	■	
TECH 31000 Cultural Dynamics of Technology (3) *or* TECH 33056 Cooperative Education-Professional Development (2)	**2-3**	■	**C**	■	**Fulfills writing-intensive course requirement; TECH 31000 fulfills domestic diversity requirement**
TECH 43080 Industrial And Environmental Safety	**3**	■		■	
Green and Alternative Energy elective	3	■		■	See note 2 below
General Electives (upper division)	1	■			Total hours 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 / TECH 31000 or Kent Core or Elective	TECH 31000 or TECH 33056	2.00	2.00

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 in this major with MATH 11010	0
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*	3 credits are fulfilled in this major with ECON 22060	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with PHY 13001, 13021 and 13022	0
Additional (6 credit hours) *Must be selected from two Kent Core categories*	5 credits are fulfilled in this major with MATH 11012 and PHY 13012	1

Note 1: Applied courses should be chosen from an approved associate degree or a declared minor or individualized specialization selected in consultation with an advisor**.**

Note 2: **Green and Alternative Energy electives (12 credit hours), choose from the following:**

EERT 32005 Instrumentation	3	MERT 42000 Thermodynamics for Engineering Technology	3
GAE 42002 Energy Management Systems (3) ***or*** TECH 42100 Training Topics in Technology (1-4)	1-4	TECH 31020 Automated Manufacturing	3
GAE 42003 Lean Manufacturing, Six Sigma and Operations Technology	3	TECH 31032 Power Technology	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
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.

DRAFT

Roadmap: Engineering Technology – Electrical/Electronics – Bachelor of Science

[RE-BS-ENGT-ELEL]
Regional College
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
Students who have earned an associate degree will have 34 credits of technical coursework articulate to the bachelor's degree program and will not have to take the electives for a minor or individualized specialization.					
EERT 22003 Technical Computing	3			■	
MATH 11010 Algebra for Calculus	3				Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Two: [15 Credit Hours]					
ENG 20002 Introduction to Technical Writing ***or*** ITAP 26638 Business Communications	3			■	
MATH 11012 Intuitive Calculus	3				Fulfills Kent Core Additional
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Three: [15 Credit Hours]					
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
EERT 21010 Engineering and Professional Ethics ***or*** TECH 31010 Engineering and Professional Ethics	3			■	
MATH 11022 Trigonometry	2				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	4				
Semester Four: [17 Credit Hours]					
PHY 13001 General College Physics I	4				Fulfills Kent Core Basic Sciences
PHY 13021 General College Physics Laboratory I	1				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Five: [15 Credit Hours]					
TECH 31020 Automated Manufacturing	**3**	■		■	
PHY 13012 College Physics II	2				Fulfills Kent Core Basic Sciences
PHY 13022 General College Physics Laboratory II	1				
Electrical/Electronics Elective	3	■		■	See note 2 on page 2
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Six: [15 Credit Hours]					
TAS 37900 Applied Studies Cornerstone	**3**	■	**C**	■	
TECH 33363 Metallurgy and Materials Science	**3**	■		■	
Electrical/Electronics Elective	3	■		■	See note 2 on page 2
Minor or Individualized Specialization Electives	3				Not required for associate degree holders; see note 1 on page 2
General Electives (upper division)	3	■			
Semester Seven: [13 Credit Hours]					
Electrical/Electronics Elective	3	■		■	See note 2 on page 2
Minor or Individualized Specialization Electives	7				Not required for associate degree holders; see note 1 on page 2
General Electives (upper division)	3	■			

DRAFT

Roadmap: Engineering Technology – Electrical/Electronics – Bachelor of Science
[RE-BS-ENGT-ELEL]
Regional College
Catalog Year: 2012-2013

Critical requirements are boldface in shaded areas.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Eight: [15-16 Credit Hours]					
TAS 47900 Applied Studies Capstone Seminar	**3**	■	**C**	■	
TECH 31000 Cultural Dynamics of Technology (3) *or* TECH 33056 Cooperative Education-Professional Development (2)	**2-3**	■	**C**	■	**Fulfills writing-intensive course requirement; TECH 31000 fulfills domestic diversity requirement**
TECH 43080 Industrial and Environmental Safety	**3**	■		■	
Electrical/Electronics Elective	3	■		■	See note 2 below
General Electives (upper division)	4	■			Total hours 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 TECH 31000 or General Electives	TECH 31000 or TECH 33056	2.00	2.00

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 in this major with MATH 11010	0
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*	3 credits are fulfilled in this major with ECON 22060	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with PHY 13001, 13021 and 13022	0
Additional (6 credit hours) *Must be selected from two Kent Core categories*	5 credits are fulfilled in this major with MATH 11012 and PHY 13012	1

Note 1: Applied Courses should be chosen from an approved associate degree or a declared minor or individualized specialization selected in consultation with an advisor**.**

Note 2: **Electrical/electronics electives (12 credit hours), choose from the following:**

EERT 32005 Instrumentation	3	TECH 33031 Programming Logic Controllers	3
GAE 42002 Energy Management Systems	3	TECH 33223 Electronic Communication	3
TECH 31032 Power Technology	3	TECH 43220 Electrical Machinery	3
TECH 33016 PC/Network Engineering and Troubleshooting	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
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.

DRAFT

Roadmap: Engineering Technology – Computer Design Animation and Game Design – Bachelor of Science

[RE-BS-ENGT-CDAG]
Regional College
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
Students who have earned an associate degree will have 34 credits of technical coursework articulate to the bachelor's degree program and will not have to take the electives for a minor or individualized specialization.					
EERT 22003 Technical Computing	3			■	
MATH 11010 Algebra for Calculus	3				Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Two: [15 Credit Hours]					
MATH 11012 Intuitive Calculus	3				Fulfills Kent Core Additional
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Three: [17 Credit Hours]					
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
EERT 21010 Engineering and Professional Ethics ***or*** TECH 31010 Engineering and Professional Ethics	3			■	
MATH 11022 Trigonometry	2				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
ENG 20002 Introduction to Technical Writing ***or*** ITAP 26638 Business Communications	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor or Individualized Specialization Electives	9				Not required for associate degree holders; see note 1 on page 2
Semester Five: [15 Credit Hours]					
CDAG 34000 Computer Animation II	**3**	■		■	
CDAG 34003 Animation Theory	**3**	■		■	
EERT 22018 PC/Network Engineering and Troubleshooting ***or*** TECH 33016 PC/Network Engineering and Troubleshooting	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Six: [14 Credit Hours]					
CDAG 34001 Computer Animation III	**3**	■		■	
CDAG 34004 Technology of Light, Color, Design and Layout	**2**	■		■	
TAS 37900 Applied Studies Cornerstone *or* TECH 36620 Coordinating Technical Projects	**3**	■	**C**	■	
TECH 34002 Advanced CAD II *or* ITEC 47411 Designing Visuals for Instruction	**3**	■		■	
Minor or Individualized Specialization Electives	3				Not required for associate degree holders; see note 1 on page 2

DRAFT

Roadmap: Engineering Technology – Computer Design Animation and Game Design – Bachelor of Science
[RE-BS-ENGT-CDAG]
Regional College
Catalog Year: 2012-2013

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]					
CDAG 43000 Advanced Animation and Game Design	**2**	■		■	
CDAG 43001 Technology of Media and Film Production	**2**	■		■	
CDAG 43004 Unix Scripting with Applications (2) ***or*** **ITEC 47413 Digital Video in Education (3)** ***or*** **TECH 33095 Special Topics in Applied Science in Technology**	**2-3**	■		■	
TECH 31000 Cultural Dynamics of Technology (3) ***or*** **TECH 33056 Cooperative Education-Professional Development (2)**	**2-3**	■	**C**	■	**Fulfills writing-intensive course requirement; TECH 31000 fulfills domestic diversity requirement**
Minor or Individualized Specialization Electives	7				Not required for associate degree holders; see note 1
Semester Eight: [14 Credit Hours]					
CDAG 43002 Graphic Design Technology	**3**	■		■	
CDAG 43003 Virtual Reality and Game Design	**2**	■		■	
TAS 47900 Applied Studies Capstone Seminar	**3**	■	**C**	■	
ITAP 26636 Project Management for Administrative Professionals	1			■	
Minor or Individualized Specialization Electives	3	■			Not required for associate degree holders; see note 1
General Electives (upper division)	2	■			Total hours 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/ TECH 31000 or Kent Core or Elective	TECH 31000 or TECH 33056	2.00	2.00

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 in this major with MATH 11010	0
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; one course must be from ARTH to fulfill the Fine Arts requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	3 credits are fulfilled in this major with ECON 22060	3
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Recommended courses: PHY 21040 and 21041	6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	3 credits are fulfilled in this major with MATH 11012	3

Note 1: Applied Courses should be chosen from an approved associate degree 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.

DRAFT

Roadmap: Engineering Technology – 2+2 Integrated Engineering Technology – Bachelor of Science

[RE-BS-ENGT-2IET]
Regional College
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
Students who have earned an associate degree will have 34 credits of technical coursework articulate to the bachelor's degree program and will not have to take the electives for a minor or individualized specialization.					
EERT 22003 Technical Computing	3			■	
MATH 11010 Algebra for Calculus	3				Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Two: [15 Credit Hours]					
MATH 11012 Intuitive Calculus	3				Fulfills Kent Core Additional
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Minor or Individualized Specialization Electives	6				Not required for associate degree holders; see note 1 on page 2
Semester Three: [17 Credit Hours]					
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
EERT 21010 Engineering and Professional Ethics ***or*** TECH 31010 Engineering and Professional Ethics	3			■	
MATH 11022 Trigonometry	2				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
ENG 20002 Introduction to Technical Writing ***or*** ITAP 26638 Business Communications	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Minor or Individualized Specialization Electives	9				Not required for associate degree holders; see note 1 on page 2
Semester Five: [15 Credit Hours]					
CDAG, EERT, GAE, MERT, TECH Electives (upper division)	3	■		■	
Engineering Technology Core Electives	3	■		■	See note 2 on page 2
Technical Electives (upper division)	3	■			
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Six: [15 Credit Hours]					
TAS 37900 Applied Studies Cornerstone	**3**	■	**C**	■	
CDAG, EERT, GAE, MERT, TECH Electives (upper division)	3	■		■	
Engineering Technology Core Electives	3	■		■	See note 2 on page 2
Technical Electives (upper division)	3	■			
Minor or Individualized Specialization Electives	3				Not required for associate degree holders; see note 1 on page 2
Semester Seven: [14 Credit Hours]					
CDAG, EERT, GAE, MERT, TECH Electives (upper division)	3	■		■	
Technical Electives (upper division)	4	■			
Minor or Individualized Specialization Electives	7				Not required for associate degree holders; see note 1 on page 2

DRAFT

Roadmap: Engineering Technology –
2+2 Integrated Engineering Technology – Bachelor of Science
[RE-BS-ENGT-2IET]
Regional College
Catalog Year: 2012-2013

Critical requirements are boldface in shaded areas.

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Eight: [14 Credit Hours]					
TAS 47900 Applied Studies Capstone Seminar	**3**	■	**C**	■	
TECH 31000 Cultural Dynamics of Technology (3) *or* TECH 33056 Cooperative Education-Professional Development (2)	**2-3**	■	**C**	■	**Fulfills writing-intensive course requirement; TECH 31000 fulfills domestic diversity requirement**
CDAG, EERT, GAE, MERT, TECH Electives (upper division)	6	■		■	
Minor or Individualized Specialization Electives	3				Not required for associate degree holders; see note 1

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/ TECH 31000 or Kent Core or Elective	TECH 31000 or TECH 33056	2.00	2.00

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 in this major with MATH 11010	0
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*	3 credits are fulfilled in this major with ECON 22060	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*	3 credits are fulfilled in this major with MATH 11012	3

Note 1: Applied courses should be chosen from an approved associate degree or a declared minor or individualized specialization selected in consultation with an advisor**.**

Note 2: **Engineering technology core Electives (6 credit hours), choose from the following:**

GAE 42003 Lean Manufacturing, Six Sigma and Operations Technology	3	TECH 36620 Coordinating Technical Projects	3
		TECH 43080 Industrial and Environmental Safety	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.

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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.

TILLETT, THERESE

From: Jane Fullerton <jfullerton@regents.state.oh.us>
Sent: Wednesday, May 18, 2011 12:47 PM
To: TILLETT, THERESE
Cc: Jane Fullerton
Subject: RE: Kent State - BS Engineering Technology - Letter of Intent

Follow Up Flag: Follow Up
Flag Status: Completed

Therese,

This was an easy one! Please move forward with the full development of the proposal. I don't have any comments on this request. It makes sense and seems like a step in a direction that provides more appropriate career options for students.

Rain today, again.....

Jane

From: TILLETT, THERESE [ttillet1@kent.edu]
Sent: Thursday, May 12, 2011 10:00 AM
To: Jane Fullerton
Subject: Kent State - BS Engineering Technology - Letter of Intent

Hello, Jane,

Thank you for all the wonderful e-mail you've been sending my way!

I am now returning the favor and sending you a new proposal: a letter of intent to establish an Engineering Technology major within the BS degree.

I look forward to your review. 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

GAE	32000	Fuel Cell Technology (3)	New
GAE	42002	Energy Management Systems (3)	New
GAE	42000	Lean Manufacturing, Six Sigma and Operations Technology (3)	New
GAE	42004	Advanced Fuel Cell Technology (3)	New
MERT	42000	Thermodynamics for Engineering Technology (3)	New
MERT	43001	Dynamics for Engineering Technology (3)	New

KENT STATE UNIVERSITY

Name: Jennifer Sandoval

Submission Date: 10/12/2011

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Michael Czayka

Requested Effective Term: 201280

Campus: Tuscarawas

College: RE-Regional College

Department: RE-Regional College

Course Subject: GAE-Green and Alternate Energy

Course Number: 32000

Course Title: Fuel Cell Technology

Title Abbreviation: Fuel Cell 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): Designed to provide a general perspective to fuel cell technology. Students are introduced to the various types of fuel cells, historical perspective, terminology, applications, fuel cell operation, basic electrochemical and thermodynamics principles involved in fuel cells, fuel cell components, materials and systems. Students learn basic fuel cell design principles and calculations.

Prerequisites (edited): PHY 13012 or PHY 13002

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to fuel cells
6	Fuel cell and fuel cell stack components

9	Basic electrochemical principles
9	Thermodynamics of fuel cell systems
6	Performance characterization of fuel cells
6	Proton exchange membrane fuel cells
6	Addition types of fuel cells

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: F. Barbir: ?PEM Fuel Cells ? Theory and Practice?, Elsevier Academic Press, 2005 (ISBN-13: 978-0-12-078142-3)

Writing Expectations: Essay Exams

Instructor(s) expected to teach: MERT Faculty

Instructor(s) contributing to content: Vladimir Gurau

Proposal Summary

Explain the purpose for this proposal:

A new concentration, Green and Renewable Energy Technology (GRET), is being established within the Bachelor of Technical and Applied Studies major. This concentration will focus on clean, green and renewable energy technology like fuel cells, solar, wind and hydropower. This new concentration is in line with the state and nation?s efforts to educate and train students on alternative clean, green and renewable energy technologies. This course is part of that concentration.

Explain how this proposal affects program requirements and students in your unit:

This course is part of a new core for the Green and Alternate Energy concentration within the proposed BS in Engineering Technology. This course along with the balance of the Green and Alternative Energy concentration offers students an additional educational path in an emerging field within the proposed BS in Engineering Technology. Some students may switch to this concentration but that will not affect total enrollment in the BS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course along with the balance of the Green and Alternate Energy concentration offers students an additional educational path in an emerging field. This course could draw students for other units into this program.

Explain how this proposal affects enrollment and staffing:

This course is part of a new core for the Green and Alternate Energy concentration within the proposed BS in Engineering Technology. Current faculty at Tusc will offer this course in person as well as on the WEB. This course along with the balance of the core is intended to provide an additional concentration within the BS leading to increased enrollment.

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: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
9/26/2011	Michael A Czayka	
9/16/2011	Lisa N Delaney	This workflow is being returned per Kamal Bichara?s request as the course should be under the GAE (Green and Alternative Energy) course subject, which wasn?t previously available. Please change course subject to GAE and resubmit.

History:

Date	User	Status
9/28/2011	Wanda E Thomas	Approved
9/28/2011	Wanda E Thomas	Approved
9/26/2011	Gregory L Andrews	Approved
9/26/2011	Michael A Czayka	Submitted
9/26/2011	Wanda E Thomas	Returned For Edit
9/21/2011	Laura J Bowser	Returned To Final Approver
9/21/2011	Laura J Bowser	Returned To Final Approver
9/16/2011	Lisa N Delaney	Returned To Final Approver
8/31/2011	Wanda E Thomas	Approved
8/23/2011	Wanda E Thomas	Approved
8/22/2011	Gregory L Andrews	Approved
8/21/2011	Michael A Czayka	Submitted

KENT STATE UNIVERSITY

Name: Jennifer Sandoval

Submission Date: 10/12/2011

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Michael A Czayka

Requested Effective Term: 201280

Campus: Tuscarawas

College: RE-Regional College

Department: RE-Regional College

Course Subject: GAE-Green and Alternate Energy

Course Number: 42002

Course Title: Energy Management Systems

Title Abbreviation: Energy Management Systems

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit / Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours / Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours / Maximum Hours:

Contact Hours: Other - Minimum Hours / Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

Course Level: 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): Covers modern theory and applications of energy management. Students use software tools for the control and effective energy management of systems of diverse configurations. Students learn how to build device-to-enterprise applications and Internet-enabled products, and software applications for controlling and managing diverse smart devices across an enterprise in real time.

Prerequisites (edited): Junior standing

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Lighting and Electric Systems
2	Waste Heat Recovery and Cogeneration

2	Thermal Energy Storage
2	HVAC System Performance
2	Boiler and Steam System Optimization
3	Energy System Maintenance
2	Building Envelope
2	Utility Deregulation
2	Energy Project Financing
14	Tridium Niagara Software development & applications
7	Energy Management Program Organization
4	Comparative Analysis Tools and Techniques

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Energy Management Handbook, Fifth Edition by Wayne C. Turner

Writing Expectations: Projects and essay exams

Instructor(s) expected to teach: MERT Faculty

Instructor(s) contributing to content: Vladimir Gurau

Proposal Summary

Explain the purpose for this proposal:

Course for the new concentration, Green and Renewable Energy Technology (GRET), being established within the Bachelor of Technical and Applied Studies major. This concentration will focus on clean, green and renewable energy technology like fuel cells, solar, wind and hydropower. This new concentration is in line with the state and nation?s efforts to educate and train students on alternative clean, green and renewable energy technologies.

Explain how this proposal affects program requirements and students in your unit:

This course is part of a new core for the Green and Alternate Energy concentration within the proposed BS in Engineering Technology. This course along with the balance of the Green and Alternative Energy concentration offers students an additional educational path in an emerging field within the proposed BS in Engineering Technology. Some students may switch to this concentration but that will not affect total enrollment in the BS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course along with the balance of the Green and Alternate Energy concentration offers students an additional educational path in an emerging field. This course could draw students for other units into this program.

Explain how this proposal affects enrollment and staffing:

This course is part of a new core for the Green and Alternate Energy concentration within the proposed BS in Engineering Technology. Current faculty at Tusc will offer this course in person as well as on the WEB. This course along with the balance of the core is intended to provide an additional concentration within the BS leading to increased enrollment.

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

The Engineering Technology faculty. the Regional Campus College Curriculum Committee, and the Tuscarawas Advisory Board.

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: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
9/26/2011	Michael A Czayka	
9/16/2011	Lisa N Delaney	This workflow is being returned per Kamal Bichara?s request as the course should be under the GAE (Green and Alternative Energy) course subject, which wasn?t previously available. Please change course subject to GAE and resubmit.

History:

Date	User	Status
9/28/2011	Wanda E Thomas	Approved
9/28/2011	Wanda E Thomas	Approved
9/26/2011	Gregory L Andrews	Approved
9/26/2011	Michael A Czayka	Submitted
9/26/2011	Wanda E Thomas	Returned For Edit
9/21/2011	Laura J Bowser	Returned To Final Approver
9/16/2011	Lisa N Delaney	Returned To Final Approver
8/31/2011	Wanda E Thomas	Approved
8/23/2011	Wanda E Thomas	Approved
8/22/2011	Gregory L Andrews	Approved
8/21/2011	Michael A Czayka	Submitted

KENT STATE UNIVERSITY

Name: Jennifer Sandoval

Submission Date: 10/12/2011

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Michael A Czayka

Requested Effective Term: 201280

Campus: Tuscarawas

College: RE-Regional College

Department: RE-Regional College

Course Subject: GAE-Green and Alternate Energy

Course Number: 42003

Course Title: Lean Manufacturing, Six Sigma and Operations Technology

Title Abbreviation: Lean Mfg/Six Sigma/Oper Tech

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): Designed to provide a better understanding of the components and underlying philosophy of Theory of Constraints, Lean, and Six Sigma and how the elements and philosophies work together to support an companies operational plan.

Prerequisites (edited): none

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
2	Introduction to Operations Management
13	Theory of Constraints
20	Lean Manufacturing

10	Six Sigma

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: 1) The Goal (Goldrath) 2) Learning to See (Shook Womach Jones)3) What is Lean Six Sigma (George Rowlands Kastle

Writing Expectations: Class projects and essay exams

Instructor(s) expected to teach: MERT Faculty

Instructor(s) contributing to content: Vladimir Gurau

Proposal Summary

Explain the purpose for this proposal:

Course was requested by the program advisory board as there is a growing need for students with a background in the Green and Alternate Energy field.

Explain how this proposal affects program requirements and students in your unit:

This course is part of a new core for the Green and Alternate Energy concentration within the proposed BS in Engineering Technology. This course along with the balance of the Green and Alternative Energy concentration offers students an additional educational path in an emerging field within the proposed BS in Engineering Technology. Some students may switch to this concentration but that will not affect total enrollment in the BS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course along with the balance of the Green and Alternate Energy concentration offers students an additional educational path in an emerging field. This course could draw students for other units into this program.

Explain how this proposal affects enrollment and staffing:

This course is part of a new core for the Green and Alternate Energy concentration within the proposed BS in Engineering Technology. Current faculty at Tusc will offer this course in person as well as on the WEB. This course along with the balance of the core is intended to provide an additional concentration within the BS leading to increased enrollment.

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

The Engineering Technology faculty. the Regional Campus College Curriculum Committee, and the Tuscarawas Advisory Board.

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: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
9/28/2011	Michael A Czayka	No comments available.

History:

Date	User	Status
9/29/2011	Wanda E Thomas	Approved
9/29/2011	Wanda E Thomas	Approved
9/28/2011	Gregory L Andrews	Approved
9/28/2011	Michael A Czayka	Submitted
9/27/2011	Wanda E Thomas	Returned For Edit
9/27/2011	Laura J Bowser	Returned To Final Approver
8/23/2011	Wanda E Thomas	Approved
8/23/2011	Wanda E Thomas	Approved
8/22/2011	Gregory L Andrews	Approved
8/21/2011	Michael A Czayka	Submitted

KENT STATE UNIVERSITY

Name: Jennifer Sandoval

Submission Date: 10/12/2011

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Michael A Czayka

Requested Effective Term: 201280

Campus: Tuscarawas

College: RE-Regional College

Department: RE-Regional College

Course Subject: GAE-Green and Alternate Energy

Course Number: 42004

Course Title: Advanced Fuel Cell Technology

Title Abbreviation: Advanced Fuel Cell 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): Covers the theory and applications of fuel cell technology with an emphasis to proton exchange membrane fuel cells (PEMFCs). Students learn fuel cell component, stack and system design principles and fabrication methods, performance characterization, fuel cell testing and diagnostics methods. Students are introduced to transport phenomena in fuel cells. Introduction to hydrogen storage, generation and delivery, as well as hydrogen safety and regulations.

Prerequisites (edited): GAE 32000, Fuel cell Technology

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Fuel cell components: design and fabrication

6	Fuel cell stack deign
3	Fuel cell systems
6	Fuel cell operating conditions
9	Performance characterization
3	Fuel cell testing
3	Diagnostics methods
3	Transport phenomena in fuel cells
3	Hydrogen generation, storage and delivery
3	Hydrogen safety and regulations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: F. Barbir: ?PEM Fuel Cells ? Theory and Practice?, Elsevier Academic Press, 2005 (ISBN-13: 978-0-12-078142-3)

Writing Expectations: Essay Exams

Instructor(s) expected to teach: MERT Faculty

Instructor(s) contributing to content: Vladimir Gurau

Proposal Summary

Explain the purpose for this proposal:

Second course in the new Green concentration with a more in-depth investigation into fuel cell technology.

Explain how this proposal affects program requirements and students in your unit:

This course is part of a new core for the Green and Alternate Energy concentration within the proposed BS in Engineering Technology. This course along with the balance of the Green and Alternative Energy concentration offers students an additional educational path in an emerging field within the proposed BS in Engineering Technology. Some students may switch to this concentration but that will not affect total enrollment in the BS degree.

Explain how this proposal affects courses, program requirements and student in other units:

This course along with the balance of the Green and Alternate Energy concentration offers students an additional educational path in an emerging field. This course could draw students for other units into this program.

Explain how this proposal affects enrollment and staffing:

This course is part of a new core for the Green and Alternate Energy concentration within the proposed BS in Engineering Technology. Current faculty at Tusc will offer this course in person as well as on the WEB. This course along with the balance of the core is intended to provide an additional concentration within the BS leading to increased enrollment.

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

The Engineering Technology faculty. the Regional Campus College Curriculum Committee, and the Tuscarawas Advisory Board.

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: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
9/26/2011	Michael A Czayka	
9/16/2011	Lisa N Delaney	This workflow is being returned per Kamal Bichara?s request as the course should be under the GAE (Green and Alternative Energy) course subject, which wasn?t previously available. Please change course subject to GAE and resubmit.

History:

Date	User	Status
9/28/2011	Wanda E Thomas	Approved
9/28/2011	Wanda E Thomas	Approved
9/26/2011	Gregory L Andrews	Approved
9/26/2011	Michael A Czayka	Submitted
9/26/2011	Wanda E Thomas	Returned For Edit
9/21/2011	Laura J Bowser	Returned To Final Approver
9/16/2011	Lisa N Delaney	Returned To Final Approver
8/31/2011	Wanda E Thomas	Approved
8/31/2011	Wanda E Thomas	Approved
8/23/2011	Gregory L Andrews	Approved
8/23/2011	Michael A Czayka	Submitted

KENT STATE UNIVERSITY

Name: Jennifer Sandoval

Submission Date: 10/12/2011

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Michael A Czayka

Requested Effective Term: 201280

Campus: Ashtabula

College: RE-Regional College

Department: RE-Regional College

Course Subject: MERT-Mechanical Engineering and Related Technologies

Course Number: 42000

Course Title: Thermodynamics for Engineering Technology

Title Abbreviation: Thermo for Eng Tech

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 includes the study of the first and second laws of thermodynamics with a detailed study of various types of heat engines. Additional topics include principles of heat transfer and energy management.

Prerequisites (edited): PHY 13001 and 13002 or PHY 13011 and 13012.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	The First Law of Thermodynamics
3	Reversible and Irreversible Processes
3	Second Law of Thermodynamics
18	Heat Engines
6	Refrigeration and Heat pumps

9	Heat Transfer
3	Energy Management

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Thermodynamics for Engineering Technology, T.D. Eastop and A Mcconkey,5th Ed.

Writing Expectations: Essay exams

Instructor(s) expected to teach: MERT Faculty

Instructor(s) contributing to content: Michael Czayka

Proposal Summary

Explain the purpose for this proposal:

Every Engineering program should have at least one course on thermodynamics. Given the nature of a growing interest in green technologies it is more important than ever for students to have a fundamental understanding of thermodynamics and energy management.

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:

None

Explain how this proposal affects enrollment and staffing:

None

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: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment
8/21/2011	Michael A Czayka	No comments available.

History:

Date	User	Status
8/31/2011	Wanda E Thomas	Approved
8/23/2011	Wanda E Thomas	Approved
8/22/2011	Susan J Stocker	Approved

8/21/2011	Michael A Czayka	Submitted

KENT STATE UNIVERSITY

Name: Jennifer Sandoval

Submission Date: 10/12/2011

Organization: Curriculum Services

Course Catalog Update

<< Go back to Course Catalog Update form

Print

Basic Course Data

Change type: Establish

Faculty member submitting this proposal: Michael A Czayka

Requested Effective Term: 201280

Campus: Ashtabula

College: RE-Regional College

Department: RE-Regional College

Course Subject: MERT-Mechanical Engineering and Related Technologies

Course Number: 43001

Course Title: Dymanics for Engineering Technology

Title Abbreviation: Dynamics for Eng Tech

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): Kinematics and kinetics of particles; Newton's laws; energy and momentum methods; system of particles; kinematics and kinetics of planar motions of rigid bodies; plane motion of rigid bodies; mechanical vibrations.

Prerequisites (edited): PHY 13002 or PHY 13012

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	General Principles,Kinematics of Particles
4	Kinematics of Rigid Bodies
5	Kinetics of Particles:Newton's Law

5	Kinetics of Rigid Bodies: Newton's Laws
6	Kinetics of Particles: Work and Energy Methods
6	Kinetics of Rigid Bodies: Work and Energy Methods
5	Kinetics of Particles: Impulse and Momentum
5	Kinetics of Rigid Bodies: Impulse and Momentum
6	Mechanical Vibrations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Engineering Mechanics, Dynamics 2nd Edition EDITION: 2, William F Riley, Leroy D Sturges

Writing Expectations: Project report

Instructor(s) expected to teach: MERT Faculty

Instructor(s) contributing to content: Michael Czayka

Proposal Summary

Explain the purpose for this proposal:

A Dynamics course is integral to any Engineering Technology Program.

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:

None

Explain how this proposal affects enrollment and staffing:

None

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: (~ * / \ --)

Approve | Return To Previous Approver | Deny

Comments:

Date	User	Comment

8/22/2011	Michael A Czayka	No comments available.

History:

Date	User	Status
8/31/2011	Wanda E Thomas	Approved
8/23/2011	Wanda E Thomas	Approved
8/22/2011	Susan J Stocker	Approved
8/22/2011	Michael A Czayka	Submitted

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Therese E. Tillett, Director, Curriculum Services

SUBJECT: Proficiency and GPS statements in the University Catalog

DATE: 1 October 2011

I request that the following two statements are to be included in the policies section of the 2012 Kent State University Catalog:

1. A statement on proficiency through placement exams or assessment testing. The statement is to clarify that while some methods to determine proficiency do award credit (e.g., CLEP), others do not (e.g., ALEKS); and in the latter case, credit hours to fulfill degree requirements will not be waived.

   Proficiency

   Academic credit for proficiency in a particular subject may be awarded through several types of placement exams at Kent State, including Advanced Placement (AP), International Baccalaureate (IB), Credit by Examination (CBE) and the College-Level Examination Program (CLEP). Students may also be placed in a higher level course than required through proficiency demonstrated by such assessments as ACT, SAT, ALEKS and COMPASS, and the requirement for the course will be fulfilled. With assessment testing, however, no credit hours will be awarded , and the minimum number of hours required for the student's declared academic program will not be reduced.

2. A statement on the Graduation Planning System to incorporate and explain all components.

   Graduation Planning System

   The Graduation Planning System (GPS) provides students with a comprehensive and understandable pathway to graduation. It begins with the roadmap, a semester-by-semester mapping of properly sequenced degree requirements. From the roadmap, students create a degree plan with their advisor. The degree plan is an online version of the roadmap, individualized to meet each student's specific requirements. The degree audit is a summary of the student's degree requirements that is merged with the student's academic record. The audit provides a real-time assessment of the student's progress toward graduation and is the official document that determines eligibility for graduation.

   All Kent State University students in the 2010 University Catalog and beyond will have an approved degree plan. Kent State will use data from the plan to determine future course offerings.

Ohio | Board of Regents

University System of Ohio

LETTER OF INTENT

Date of submission: 17 October 2011

Name of institution: Kent State University

Intent of letter: To establish the Psychology 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: 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 institution's 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 17 October 2011; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: December 2011

Projected start date of proposed program: Fall 2012

1. **Provide a brief description of the request.**

   Kent State University is proposing to offer a Bachelor of Science degree in Psychology in addition to the currently offered Bachelor of Arts degree.

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

The goal of expanding the degree offerings for the Psychology major is to better prepare students who wish to pursue careers in research and technology and professions requiring doctoral study—areas such as medicine, clinical psychology, health psychology and the behavioral or cognitive neurosciences. Students who choose the BS degree will take coursework designed to provide more in-depth preparation for advanced study, than graduates who earn the BA degree.

Kent State University has offered the BA degree in Psychology since the 1940s. Kent State offered a BS degree in Psychology until 1959.

Many universities nationwide offer the BS degree in Psychology; however, no public universities in Northeast Ohio currently offer this option to students. The students who choose this degree will have additional coursework in the natural sciences, mathematics, quantitative methods in psychology, among others. Thus, graduates who earn the BS degree will be well prepared for careers requiring strong quantitative and research skills and a variety of STEM fields that require knowledge of the behavioral and natural sciences.

According to the Bureau of Labor Statistics[1], employment growth for psychologists will be strong, though will vary by specialty. Employment demand is expected to be particularly strong for those with specialties in clinical psychology and health psychology. The Bureau of Labor Statistics also predicts that employment growth for physicians will be growing at a rate faster than average for all other occupations. Given that the Institute of Medicine has recently called for enhancing behavioral and social science content in pre-medical school curricula[2], the BS degree, paired with additional pre-medical coursework, would be beneficial to students interested in careers in medicine.

The Department of Psychology at Kent State University is thriving, with a strong and productive faculty who are active researchers, currently providing approximately 200 undergraduate students a year opportunities to work as research assistants in faculty laboratories. Further, the department houses the Coordinating Center for Quantitative Methodology, which brings together faculty from across campus with expertise and interest in quantitative methodology and sponsors workshops in quantitative methods. Finally, an exciting recent development is a coordinated hiring initiative with Kent State's Department of Biological Sciences, which is a collaborative effort by the departments to develop interdisciplinary programs and promote interdisciplinary research efforts in the area of brain, behavior and health. The strengths of the Department of Psychology in research and quantitative methodology, and its many strong links to related departments, make it well suited to offer the BS degree in Psychology.

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

Additional faculty or staff is not anticipated. The majority of courses in the proposed BS degree are currently offered by the Department of Psychology, and no new courses are being proposed at this time. The Department of Psychology has 29 full-time faculty members and six full-time staff members. The department currently serves approximately 800 undergraduate majors and 100 graduate students.

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[1] Occupational Outlook Handbook (2010). Bureau of Labor Statistics, U.S. Department of Labor. Retrieved from www.bls.gov/oco/ocos056.htm.
[2] Improving Medical Education (2004). The National Academy of Sciences. Retrieved from www.nap.edu/openbook.php?isbn=030909142X&page=1.

4. **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 administrative or student support services are anticipated. Those services will be handled within the university's and the department's current capacity.

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

   The existing library services and resources that are available to support the existing programs within the Department of Psychology will meet the needs of the proposed degree.

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

   As the proposed degree will use existing courses, no additional facilities or technology resources are anticipated to support the proposed request.

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 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department			
College	RE - Regional College		
Degree	AAB - Associate of Applied Business		
Program Name	**Computer Technology**	Program Code	**COMT**
Concentration(s)	Application Development	Concentration(s) Code(s)	APDT
Proposal	Establish articulation agreement		

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Columbiana County Career and Technical Center into Kent State's AAB Computer Technology, Application Development Concentration. Student will receive a maximum of 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9/23/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Columbiana County Career and Technical Center
Information Technology-Network Systems
and
Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Columbiana County Career and Technical Center (the "High School"), with an address of 9364 State Route 45, Lisbon, Ohio 44432; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

c. 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 High School if such accreditation ceases to exist.

d. 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 in the High School College Tech Prep Program.

e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Columbiana County Career and Technical Center:
Chuck Adkins
Superintendent
9364 State Route 45
Lisbon, Ohio 44432

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 and must be 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.

Columbiana County Career and Technical Center:

By: _____ Date: 9/1/11
Chuck Adkins
Superintendent

KENT STATE UNIVERSITY:

By: _____ Date: 9/6/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

EPC_____

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration
and
Columbiana County Career and Technical Center
Information Technology-Network Systems

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Information Technology-Network Systems, and Kent State, Associate of Applied Business in Computer Technology, Application Development Technology Concentration.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Information Technology-Network Systems
High School: Columbiana County Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Columbiana County Career and Technical Center	***KENT STATE UNIVERSITY AAB In Computer Technology, Application Development Technology Concentration***	***Credits***
Information Technology-Network Systems Program – 1008 hours	*COMT 11000 Intro to Computer Systems*	*3*
	COMT 11005 Intro to Operating Systems and Networking	*3*
	COMT 11006 Intro to Web Site Technology	*3*
	COMT 12000 Personal Productivity Software	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Information Technology-Network Systems
High School: Columbiana County Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [13-14 Credit Hours]			
[illegible]			
[illegible]			
COMT 12000 Personal Productivity Software	3		**Tech Prep Articulated Credit**
MATH 11009 Modeling Algebra *or* MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [16 Credit Hours]			
COMT 11006 Intro to Web Site Technology	3		Tech Prep Articulated Credit
COMT 21005 Visual Basic Database Programming	4		
COMT 11000 Intro to Computer Systems *or* COMT 11004 Survey of Information Technology *or* COMT 21007 Internet Ethics and Policies	3		COMT 11000 may fulfill this requirement, only if taken prior to any other COMT course. Tech Prep students are eligible for **Tech Prep Articulated Credit in COMT 11000 Intro to Computer Systems.**
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
Kent Core Elective	3		Visit www.kent.edu/catalog/kentcore for course lists.
Semester Three: [16-17 Credit Hours]			
COMT 11009 Computer Assembly and Configuration	4		
COMT 20001 C++ Programming or COMT 20011 Java Programming or COMT 21036 Web Scripting I	3		[illegible] must be taken in program; the second [illegible]
COMT 21010 Workgroup Productivity Software	3		
Business Electives I	3-4		See note below
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
Semester Four: [16 Credit Hours]			
COMT 20001 C++ Programming or COMT 20011 Java Programming or COMT 21036 Web Scripting I	3		
COMT 21002 Network Setup and Configuration	4		
COMT 21009 Seminar in Computer Technology	3		
ENG 20002 Intro to Technical Writing *or* ITAP 26638 Business Communications	3		
Kent Core Elective	3		Visit www.kent.edu/catalog/kentcore for course lists.

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
61	2.0	2.0

Note: Business Electives I (3-4 credit hours), choose from the following:

ACTT 11000 Accounting I: Financial	4	BMRT 21004 Intro to Business Statistics	3
BMRT 11000 Intro to Business	3	ECON 22060 Principles of Microeconomics*	3

BMRT 11009 Intro to Management Technology	3	*Fulfills Kent Core Social Sciences	

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department			
College	RE - Regional College		
Degree	AAB - Associate of Applied Business		
Program Name	**Computer Technology**	Program Code	**COMT**
Concentration(s)	Application Development	Concentration(s) Code(s)	APDT
Proposal	Establish articulation agreement		

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Columbiana County Career and Technical Center into Kent State's AAB Computer Technology, Application Development Concentration. Student will receive a maximum of 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9 23 2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Columbiana County Career and Technical Center
Visual Design and Imaging
and
Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Columbiana County Career and Technical Center (the "High School"), with an address of 9364 State Route 45 Lisbon, Ohio 44432; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Columbiana County Career and Technical Center:
Chuck Adkins
Superintendent
9364 State Route 45
Lisbon, Ohio 44432

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 and must be 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.

Columbiana County Career and Technical Center:

By: _____ Date: 9/1/11
Chuck Adkins
Superintendent

KENT STATE UNIVERSITY:

By: _____ Date: 9/6/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

EPC_____

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration
and
Columbiana County Career and Technical Center
Visual Design and Imaging

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between Columbiana County Career and Technical Center, Visual Design and Imaging, and Kent State, Associate of Applied Business in Computer Technology, Application Development Technology Concentration.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Visual Design and Imaging
High School: Columbiana County Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Columbiana County Career and Technical Center	***KENT STATE UNIVERSITY AAB in Computer Technology, Application Development Technology Concentration***	***Credits***
Visual Design and Imaging Program – 1008 hours	*COMT 11005 Intro to Operating Systems and Networking*	*3*
	COMT 12000 Personal Productivity Software	*3*
	COMT 11006 Intro to Website Technology	*3*
	COMT 11000 Intro to Computer Systems	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Visual Design and Imaging
High School: Columbiana County Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [13-14 Credit Hours]			
COMT 11002 Visual Basic Programming	[illegible]		
COMT 11006 Intro to Operating Systems and Networking	[illegible]		
COMT 12000 Personal Productivity Software	3		**Tech Prep Articulated Credit**
MATH 11009 Modeling Algebra *or* MATH 11010 Algebra for Calculus	3-4		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [16 Credit Hours]			
COMT 11006 Intro to Web Site Technology	3		Tech Prep Articulated Credit
COMT 21005 Visual Basic Database Programming	4		
COMT 11000 Intro to Computer Systems *or* COMT 11004 Survey of Information Technology *or* COMT 21007 Internet Ethics and Policies	3		COMT 11000 Intro to Computer Systems may fulfill this requirement, only if taken prior to any other COMT course. Tech Prep students are eligible for **Tech Prep Articulated Credit in COMT 11000 Intro to Computer Systems.**
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
Kent Core Elective	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists
Semester Three: [16-17 Credit Hours]			
COMT 11009 Computer Assembly and Configuration	[illegible]		
COMT 20001 C++ Programming or COMT 20011 Java Programming or COMT 21036 Web Scripting	[illegible]		Two courses must be taken in program; the second in semester four
COMT 21010 Workgroup Productivity Software	3		
Business Elective I	3-4		See Note 1 below
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
Semester Four: [16 Credit Hours]			
COMT 20001 C++ Programming or COMT 20011 Java Programming or COMT 21036 Web Scripting	3		
COMT 21002 Network Setup and Configuration	[illegible]		
COMT 21009 Seminar in Computer Technology	3		
ENG 20002 Intro to Technical Writing *or* ITAP 26638 Business Communications	3		
Kent Core Elective	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists

Graduation Requirements Summary

Minimum Total Hours	[illegible]	Overall GPA
61	2.0	2.0

Note 1: Business Electives I (3-4 credit hours), choose from the following:

ACTT 11000 Accounting I: Financial	4	BMRT 21004 Intro to Business Statistics	3
BMRT 11000 Intro to Business	3	ECON 22060 Principles of Microeconomics*	3
BMRT 11009 Intro to Management Technology	3	*Fulfills Kent Core Social Sciences	

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department	Engineering Technology
College	RE - Regional College
Degree	AAS - Associate of Applied Science
Program Name	Mechanical Engineering Technology Program Code MERT
Concentration(s)	~~Concentration(s) Code(s)~~
Proposal	Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Dover HS into Kent State's AAS Mechanical Engineering Technology. Student will receive a maximum of 11 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9 23 2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Dover High School
Project Lead the Way
and
Kent State University
Associate of Applied Science in Mechanical Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into on this [day, month, year] (the "Effective Date") by and between Dover High School (the "High School"), with an address of 219 West Sixth Street, Dover, Ohio 44622; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Dover High School:
Robert Hamm
Superintendent
219 West Sixth Street
Dover, Ohio 44622

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 and must be 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.

Dover High School:

By: Robert Hamm Date: 8/30/11
Robert Hamm
Superintendent

KENT STATE UNIVERSITY:

By: [illegible] Date: 9/8/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Dated [date]
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Mechanical Engineering Technology
and
Dover High School
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Mechanical Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: Dover High School
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Dover High School	*KENT STATE UNIVERSITY Associate of Applied Science in Mechanical Engineering Technology*	*Credits*
Project Lead the Way Program Hours - 450 hours	*MERT 12000 Engineering Drawing*	*3*
	MERT 12001 Computer Aided Drafting	*3*
	IERT 22010 Computer Integrated Manufacturing	*3*
	CADT 22003 Solid Modeling	*2*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: Dover High School
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [16 Credit Hours] Kent State University			
EERT 22008 Technical Computing			
MERT 22001 Engineering Drawing			
MERT 22001 Manufacturing Processes			
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [17 Credit Hours] Kent State University			
MERT 22001 Computer Aided Drafting			
MERT 22001 Properties of Materials			
MERT 22001 Statics			
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
MATH 11012 Intuitive Calculus	3		
MATH 11022 Trigonometry	2		
Semester Three: [19 Credit Hours] Kent State University			
EERT 22010 Microprocessors and Robotics			
EERT 22010 Computer Integrated Manufacturing			
MERT 22001 Strength of Material			
MERT 22001 Fluid Power			
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [18 Credit Hours] Kent State University			
CAD 22005 Solid Modeling			
MERT 22001 Computer Aided Design			
MERT 22001 Mechanics of Machine Design			
MERT 22001 Robotics and Automation			
PHY 12202 Technical Physics II	4		
Kent Core Social Sciences or Humanities	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists; Tuscarawas students must take EERT 21010 Engineering and Professional Ethics

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
70	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department	Engineering Technology
College	RE - Regional College
Degree	AAS - Associate of Applied Science
Program Name	Electrical / Program Code EE ET
Concentration(s)	Electronic Engineering Technology Concentration(s) Code(s)
Proposal	Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Dover HS into Kent State's AAS Electrical/Electronic Engineering Technology. Student will receive a maximum of 13 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9 23 2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Dover High School
Project Lead the Way
and
Kent State University
Associate of Applied Science in Electrical/Electronic Engineering

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into on this [day, month, year] (the "Effective Date") by and between Dover High School (the "High School"), with an address of 219 West Sixth Street, Dover, Ohio 44622; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

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c. Post-Termination. Upon expiration or termination of this Agreement for any reason, students previously accepted by or admitted to Kent State shall continue to receive the benefits contemplated by this Agreement.

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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 High School, an additional copy addressed to "General Counsel":

For Dover High School:
Robert Hamm
Superintendent
219 West Sixth Street
Dover, Ohio 44622

For Kent State University:
Dr. Robert G. Frank
Provost and Senior Vice President
Library, Executive Suite
Kent, OH 44242

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Dover High School:

By: Robert Hamm Date: 8/30/11
Robert Hamm
Superintendent

KENT STATE UNIVERSITY:

By: Robert G. Frank Date: 9/8/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Dated [date]
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Electrical/Electronic Engineering
and
Dover High School
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Electrical/Electronic Engineering.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: Dover High School
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering

Dover High School	*KENT STATE UNIVERSITY Associate of Applied Science in Electrical/Electronic Engineering*	*Credits*
Project Lead the Way Program Hours - 450 hours	*MERT 12000 Engineering Drawing*	*3*
	EERT 22004 Digital Systems	*4*
	IERT 22010 Computer Integrated Manufacturing	*3*
	MERT 22009 Robotics and Flexible Automation	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: Dover High School
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [17 Credit Hours] Kent State University			
EERT 12000 Electric Circuits II	[illegible]		
MERT 12000 Engineering Drawing	[illegible]		Tech Prep Articulated Credit
EERT 22003 Technical Computing	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [18 Credit Hours] Kent State University			
EERT 12001 Electric Circuits II	[illegible]		
EERT 12010 Introduction to Electronics	[illegible]		
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		
MATH 11012 Intuitive Calculus	3		Fulfills Kent Core Additional
MATH 11022 Trigonometry	2		
General Studies Elective	3		Select course from Kent Core Social Sciences or Humanities; students on the Tuscarawas Campus must take EERT 21010 Engineering and Professional Ethics
Semester Three: [18 Credit Hours] Kent State University			
EERT 12005 Electrical/Electronic Drawing or IERT 12001 Applications in CAD	[illegible]		
EERT 22002 Industrial Controls or EERT 22005 Instrumentation or EERT 22018 PC/Network Engineering and Troubleshooting or TECH 33016 PC/Network Engineering and Troubleshooting	[illegible]		
EERT 22011 Electronic Systems	[illegible]		
EERT 22011 Microprocessors and Robotics	[illegible]		
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [17 Credit Hours] Kent State University			
EERT 22001 Digital Systems	[illegible]		Tech Prep Articulated Credit
EERT 22006 Electrical Machines or EERT 22013 Industrial Electronics	[illegible]		
IERT 22000 Computer Integrated Manufacturing	[illegible]		Tech Prep Articulated Credit
MERT 22005 Robotics and Flexible Automation	[illegible]		Tech Prep Articulated Credit
PHY 12202 Technical Physics II	4		

.Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
69	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department

College RE - Regional College

Degree ATS - Associate of Technical Study

Program Name **Allied Health Management Technology** Program Code **AHMT**

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

Proposal Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Massillon-Washington HS into Kent State's ATS Allied Health Management Technology. Student will receive a maximum of 24 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9 23 2011

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
Massillon-Washington High School
College Tech Prep Health Science Academy – Pharmacy Technician
and
Kent State University
Associate of Technical Studies, Allied Health Management Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Massillon-Washington High School (the "High School"), with an address of 1 Paul E. Brown Drive SE, Massillon, Ohio 44646; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, at which time this Agreement will automatically expire.

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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.

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 High School, an additional copy addressed to "General Counsel":

For Massillon-Washington High School:
Richard Goodright
Superintendent
207 Oak Avenue SE
Massillon, Ohio 44646

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 and must be 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.

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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.

Massillon-Washington High School:

By: _____ Date: 8-17-11
Richard Goodright
Superintendent

KENT STATE UNIVERSITY:

By: _____ Date: 9/6/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
Massillon-Washington High School
College Tech Prep Health Science Academy – Pharmacy Technician
and
College Tech Prep and Kent State University
Associate of Technical Studies, Allied Health Management Technology

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

   f. Passage of Pharmacy Technician National Certification.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, College Tech Prep Health Science Academy – Pharmacy Technician, and Kent State, Associate of Technical Studies in Allied Health Management Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Health Science Academy - Pharmacy Technician
High School: Massillon-Washington High School
Kent State University: Associate of Technical Studies, Allied Health Management Technology

Massillon-Washington High School	***KENT STATE UNIVERSITY ATS Allied Health Management Technology***	***Credits***
Health Science Academy Pharmacy Technician program (937 clock hours)	*Credit hours awarded are based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours; documentation of certification must be presented to the College Tech Prep Office prior to enrollment into the major*	*24*
Passage of Pharmacy Technician National Certification	*Students interested in this program should apply to Kent State University and must meet with an advisor to be admitted to the program. Upon admission to this program, up to 24 credit hours will be held in escrow on the basis of student's accredited certification. These credit hours will be awarded upon successful completion of at least 42 additional credit hours of courses selected in accordance with the following curriculum.*	

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Health Science Academy - Pharmacy Technician
High School: Massillon-Washington High School
Kent State University: Associate of Technical Study in Allied Health Management Technology

Course Subject and Title	Credit Hours	Upper Division	
Pre – Major: [18-27 credit hours] Trumbull Career and Technical Center			
[illegible]	[illegible]	[illegible]	[illegible]
Semester One: [13-16 Credit Hours] Kent State University			
BMRT 11000 Intro to Business	3		
COMT 11000 Intro to Computer Systems	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
US 10097 Destination Kent State: FYE	1		
General Elective	3		
Business Technology Elective	0-3		See note below
Semester Two: [13-16 Credit Hours] Kent State University			
BMRT 11006 Intro to Management Technology	3		
ACTT 11000 Accounting I - Financial	4		
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
COMT 12000 Personal Productivity Software	3		
Business Technology Elective	0-3		See note below
Semester Three: [13-16 Credit Hours] Kent State University			
ACTT 11001 Accounting II - Managerial	4		
BMRT 21006 Human Resource Management	3		
ENG 20002 Introduction to Technical Writing	3		
MATH 11010 Algebra for Calculus	3		
Business Technology Elective	0-3		See note below

Graduation Requirements Summary

Minimum Total Hours	Minimum Major GPA	Minimum Overall GPA
66	2.0	2.0

Note: This degree program allows for maximum 27 credit hours awarded on the basis of the student's accredited certification. If 27 credit hours are not awarded, the student is required to take additional business technology courses (electives) as necessary to meet total degree requirement of 66 hours.

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department	Engineering Technology
College	RE - Regional College
Degree	AAS - Associate of Applied Science
Program Name	Electrical/ Electronic Engineering Technology Program Code EEET
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from New Philadelphia HS into Kent State's AAS Electrical/Electronic Engineering Technology. Student will receive a maximum of 13 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9/23/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
New Philadelphia High School
Project Lead the Way
and
Kent State University
Associate of Applied Science in Electrical/Electronic Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year ("Effective Date") by and between New Philadelphia High School (the "High School"), with an address of 343 Ray Avenue NW, New Philadelphia, Ohio 44663; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For New Philadelphia High School:
Bob Alsept
Superintendent
248 Front Avenue SW
New Philadelphia, Ohio 44663

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 and must be 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.

New Philadelphia High School:

By: Bob Alsept Date: 8/22/11
Bob Alsept
Superintendent

KENT STATE UNIVERSITY:

By: Robert G. Frank Date: 9/1/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Electrical/Electronic Engineering Technology
and
New Philadelphia High School
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Electrical/Electronic Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: New Philadelphia High School
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering Technology

New Philadelphia High School	*KENT STATE UNIVERSITY Associate of Applied Science in Electrical/Electronic Engineering Technology*	*Credits*
Project Lead the Way Program Hours - 750 hours	*MERT 12000 Engineering Drawing*	*3*
	EERT 22004 Digital Systems	*4*
	IERT 22010 Computer Integrated Manufacturing	*3*
	MERT 22009 Robotics and Flexible Automation	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: New Philadelphia High School
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering Technology

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [17 Credit Hours] Kent State University			
EERT 12000 Electric Circuits I	4		
MERT 12000 Engineering Drawing	3		Tech Prep Articulated Credit
EERT 22003 Technical Computing	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [18 Credit Hours] Kent State University			
EERT 12001 Electric Circuits II	3		
EERT 12010 Introduction to Electronics	4		
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		
MATH 11012 Intuitive Calculus	3		Fulfills Kent Core Additional
MATH 11022 Trigonometry	2		
General Studies Elective	3		Select course from Kent Core Social Sciences or Humanities; students on the Tuscarawas Campus must take EERT 21010 Engineering and Professional Ethics
Semester Three: [18 Credit Hours] Kent State University			
EERT 12005 Electrical/Electronic Drawing or EERT 12006 Applications in CAD	4		
EERT 22002 Industrial Control PLC or EERT 22005 Instrumentation or EERT 22015 PC Network Engineering and Troubleshooting or TECH 13015 PC Network Engineering and Troubleshooting	3		
EERT 22011 Electronic Systems	2		
EERT 22014 Microprocessors and Robotics	4		
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [17 Credit Hours] Kent State University			
EERT 22004 Digital Systems	4		Tech Prep Articulated Credit
EERT 22006 Electrical Machines or EERT 22013 Industrial Electronics	3		
EERT 22010 Computer Integrated Manufacturing	3		Tech Prep Articulated Credit
MERT 22009 Robotics and Flexible Automation	3		Tech Prep Articulated Credit
PHY 12202 Technical Physics II	4		

Graduation Requirements Summary

Minimum Total Hours	Minimum Major GPA	Minimum Overall GPA
69	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department Engineering Technology

College RE - Regional College

Degree AAS - Associate of Applied Science

Program Name Mechanical Engineering Technology Program Code MERT

Concentration(s) 0 Concentration(s) Code(s)

Proposal Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from New Philadelphia HS into Kent State's AAS Mechanical Engineering Technology. Student will receive a maximum of 11 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9/23/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
New Philadelphia High School
Project Lead the Way
and
Kent State University
Associate of Applied Science in Mechanical Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between New Philadelphia High School (the "High School"), with an address of 343 Ray Avenue NW, New Philadelphia, Ohio 44663; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For New Philadelphia High School:
Bob Alsept
Superintendent
248 Front Avenue SW
New Philadelphia, Ohio 44663

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 and must be 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.

New Philadelphia High School:

By: Bob Alsept Date: 8/30/11
Bob Alsept
Superintendent

KENT STATE UNIVERSITY:

By: Robert G. Frank Date: 8/16/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Mechanical Engineering Technology
and
New Philadelphia High School
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Mechanical Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: New Philadelphia High School
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

New Philadelphia High School	***KENT STATE UNIVERSITY Associate of Applied Science in Mechanical Engineering Technology***	***Credits***
Project Lead the Way Program Hours - 750 hours	*MERT 12000 Engineering Drawing*	*3*
	MERT 12001 Computer Aided Drafting	*3*
	IERT 22010 Computer Integrated Manufacturing	*3*
	CADT 22003 Solid Modeling	*2*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: New Philadelphia High School
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [16 Credit Hours] Kent State University			
MERT 22005 Technical Computing	3		Tech Prep Articulated Credit
MERT 12005 Engineering Drawing	3		
MERT 12024 Manufacturing Processes	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [17 Credit Hours] Kent State University			
MERT 12001 Computer Aided Drafting	3		Tech Prep Articulated Credit
MERT 12005 Properties of Materials	3		
MERT 22005 Statics	3		
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
MATH 11012 Intuitive Calculus	3		
MATH 11022 Trigonometry	2		
Semester Three: [19 Credit Hours] Kent State University			
EERT 22014 Microprocessors and Robotics	4		Tech Prep Articulated Credit
EERT 22010 Computer Integrated Manufacturing	3		
MERT 22007 Strength of Materials	3		
MERT 22005 Fluid Power	3		
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [18 Credit Hours] Kent State University			
CADT 22005 Solid Modeling	2		Tech Prep Articulated Credit
MERT 22005 Computer Aided Tool Design	3		
MERT 22004 Mechanics and Machine Design	3		
MERT 22006 Robotics and Flexible Automation	3		
PHY 12202 Technical Physics II	4		
Kent Core Social Sciences or Humanities	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists; Tuscarawas students must take EERT 21010 Engineering and Professional Ethics

Graduation Requirements Summary

Minimum Total Hours	Minimum GPA	Minimum Grade GPA
70	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department	Engineering Technology
College	RE - Regional College
Degree	AAS - Associate of Applied Science
Program Name	Electrical/ Program Code EEET
Concentration(s)	Electronic Engineering Technology Concentration(s) Code(s)
Proposal	Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Trumbull Career and Technical Center into Kent State's AAS Electrical/Electronic Engineering Technology. Student will receive a maximum of 13 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9/23/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Trumbull Career and Technical Center
Project Lead the Way
and
Kent State University
Associate of Applied Science in Electrical/Electronic Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Trumbull Career and Technical Center (the "High School"), with an address of 528 Educational Highway, Warren, Ohio 44483; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Trumbull Career and Technical Center:
Mr. Wayne McClain
Superintendent
528 Educational Highway
Warren, Ohio 44483

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 and must be 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.

Trumbull Career and Technical Center:

By: Wayne McClain Date: 8 18 11
Mr. Wayne McClain
Superintendent

KENT STATE UNIVERSITY:

By: Date: 9/6/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

REVIEWED BY
AUG 2 8 2011
UNIVERSITY COUNSEL

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Electrical/Electronic Engineering Technology
and
Trumbull Career and Technical Center
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the Trumbull Career and Technical Center, Project Lead the Way, and Kent State, Associate of Applied Science in Electrical/Electronic Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering Technology

Trumbull Career and Technical Center	*KENT STATE UNIVERSITY AAS In Electrical/Electronic Engineering Technology*	*Credits*
Project Lead the Way Program – 900 hours	*MERT 12000 Engineering Drawing*	*3*
	IERT 22010 Computer Integrated Manufacturing	*3*
	EERT 22004 Digital Systems	*4*
	MERT 22009 Robotics and Flexible Automation	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering Technology

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [17 Credit Hours]			
[illegible]			
[illegible]			
EERT 22003 Technical Computing	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [18 Credit Hours]			
[illegible]			
[illegible]			
ENG 20002 Intro to Technical Writing *or* ITAP 26638 Business Communications	3		
MATH 11012 Intuitive Calculus	3		Fulfills Kent Core Additional
General Studies Elective	3		Select course from Kent Core Social Sciences or Humanities; students on the Tuscarawas Campus must take EERT 21010 Engineering and Professional Ethics
Semester Three: [18 Credit Hours]			
[illegible]			
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [17 Credit Hours]			
[illegible]			
PHY 12202 Technical Physics II	4		

Graduation Requirements Summary

Minimum Total Hours	Minimum [illegible]	Minimum Overall GPA
69	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department	Engineering Technology
College	RE - Regional College
Degree	AAS - Associate of Applied Science
Program Name	Mechanical Engineering Technology Program Code MERT
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Trumbull Career and Technical Center into Kent State's AAS Mechanical Engineering Technology. Student will receive a maximum of 11 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9-23-2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Trumbull Career and Technical Center
Project Lead the Way
and
Kent State University
Associate of Applied Science in Mechanical Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Trumbull Career and Technical Center (the "High School"), with an address of 528 Educational Highway, Warren, Ohio 44483; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Trumbull Career and Technical Center:
Mr Wayne McClain
Superintendent
528 Educational Highway
Warren, Ohio 44483

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 and must be 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.

Trumbull Career and Technical Center:

By: Wayne McClain Date: 8 18 11
Mr. Wayne McClain
Superintendent

KENT STATE UNIVERSITY:

By: Robert G. Frank Date: 9/6/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

REVIEWED BY
AUG 2 8 2011
UNIVERSITY COUNSEL

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Mechanical Engineering Technology
and
Trumbull Career and Technical Center
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Mechanical Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Trumbull Career and Technical Center	*KENT STATE UNIVERSITY Associate of Applied Science in Mechanical Engineering Technology*	*Credits*
Project Lead the Way Program Hours - 900 hours	*MERT 12000 Engineering Drawing*	*3*
	MERT 12001 Computer Aided Drafting	*3*
	IERT 22010 Computer Integrated Manufacturing	*3*
	CADT 22003 Solid Modeling	*2*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [16 Credit Hours] Kent State University			
EERT 22003 Technical Communication	[illegible]		
MERT 12000 Engineering Drawing	[illegible]		Tech Prep Articulated Credit
MERT 12004 Manufacturing Processes	[illegible]		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [17 Credit Hours] Kent State University			
MERT 12001 Computer Aided Drawing	[illegible]		Tech Prep Articulated Credit
MERT 12005 Properties of Materials	[illegible]		
MERT 22006 Statistics	[illegible]		
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
MATH 11012 Intuitive Calculus	3		
MATH 11022 Trigonometry	2		
Semester Three: [19 Credit Hours] Kent State University			
EERT 22014 Microprocessors and Robotics	[illegible]		
IERT 22010 Computer Integrated Manufacturing	[illegible]		Tech Prep Articulated Credit
MERT 22007 Strength of Materials	[illegible]		
MERT 22012 Fluid Power	[illegible]		
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [18 Credit Hours] Kent State University			
CADT 22005 Solid Modeling	[illegible]		Tech Prep Articulated Credit
MERT 22003 Computer Aided Tool Design	[illegible]		
MERT 22004 Mechanics and Machine Design	[illegible]		
MERT 22009 Robotics and Flexible Automation	[illegible]		
PHY 12202 Technical Physics II	4		
Kent Core Social Sciences or Humanities	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists; Tuscarawas students must take EERT 21010 Engineering and Professional Ethics

.Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Excellent PA
70	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department			
College	RE - Regional College		
Degree	AAB - Associate of Applied Business		
Program Name	**Computer Technology**	Program Code	**COMT**
Concentration(s)	Application Development	Concentration(s) Code(s)	APDT
Proposal	Establish articulation agreement		

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Trumbull Career and Technical Center into Kent State's AAB Computer Technology, Application Development Concentration. Student will receive a maximum of 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9/23/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Trumbull Career and Technical Center
Information Technology-ISS
and
Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Trumbull Career and Technical Center (the "High School"), with an address of 528 Educational Highway, Warren, OH 44483; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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:

k. ***Description of Articulation Program.***

k. 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

c. 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 High School if such accreditation ceases to exist.

d. 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 in the High School College Tech Prep Program.

e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

k. 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 High School, 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, students previously accepted by or admitted to Kent State shall continue to receive the benefits contemplated by this Agreement.

3. ***Miscellaneous.***

k. 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.

d. Survival. Sections 2I 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 High School, an additional copy addressed to "General Counsel":

For Trumbull Career and Technical Center:
Mr. Wayne McClain
Superintendent
528 Educational Highway
Warren, OH 44483

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 and must be 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.

k. 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.

Trumbull Career and Technical Center:

By: Wayne McClain Date: 9, 11
Mr. Wayne McClain
Superintendent

KENT STATE UNIVERSITY:

By: Robert G. Frank Date: 9/8/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

EPC_____

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration
and
Trumbull Career and Technical Center
Information Technology-ISS

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between Trumbull Career and Technical Center, Information Technology-ISS, and Kent State, Associate of Applied Business in Computer Technology, Application Development Technology Concentration.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Information Technology-ISS
High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Trumbull Career and Technical Center	***KENT STATE UNIVERSITY AAB in Computer Technology, Application Development Technology Concentration***	***Credits***
Information Technology Program – 972 hours	*COMT 11005 Intro to Operating Systems and Networking*	*3*
	COMT 12000 Personal Productivity Software	*3*
	COMT 11006 Intro to Website Technology	*3*
	COMT 11000 Intro to Computer Systems	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Information Technology-ISS
High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [13-14 Credit Hours]			
COMT 11002 Visual Basic Programming	[illegible]		
COMT 11005 Intro to Operation Systems and Networking	[illegible]		[illegible]
COMT 12000 Personal Productivity Software	3		**Tech Prep Articulated Credit**
MATH 11009 Modeling Algebra *or* MATH 11010 Algebra for Calculus	3-4		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [16 Credit Hours]			
COMT 11008 Intro to Web-Site Technology	3		Tech Prep Articulated Credit
COMT 21005 Visual Basic Database Programming	3		
COMT 11000 Intro to Computer Systems *or* COMT 11004 Survey of Information Technology *or* COMT 21007 Internet Ethics and Policies	3		COMT 11000 Intro to Computer Systems may fulfill this requirement, only if taken prior to any other COMT course. Tech Prep students are eligible for **Tech Prep Articulated Credit in COMT 11000 Intro to Computer Systems.**
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
Kent Core Elective	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists
Semester Three: [16-17 Credit Hours]			
COMT 11009 Computer Assembly and Configuration	3		
COMT 20001 C++ Programming or COMT 20011 Java Programming or COMT 21036 Web Scripting	3		Two courses must be taken in program; the second is semester four
COMT 21010 Workgroup Productivity Software	3		
Business Elective I	3-4		See Note 1 below
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
Semester Four: [16 Credit Hours]			
COMT 20001 C++ Programming or COMT 20011 Java Programming or COMT 21036 Web Scripting	3		
COMT 21002 Network Setup and Configuration	3		
COMT 21009 Seminar in Computer Technology	3		
ENG 20002 Intro to Technical Writing *or* ITAP 26638 Business Communications	3		
Kent Core Elective	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists

Graduation Requirements Summary

Minimum Total Hours	Minimum Major GPA	Minimum Overall GPA
61	2.0	2.0

Note 1: Business Electives I (3-4 credit hours), choose from the following:

ACTT 11000 Accounting I: Financial	4	BMRT 21004 Intro to Business Statistics	3
BMRT 11000 Intro to Business	3	ECON 22060 Principles of Microeconomics*	3
BMRT 11009 Intro to Management Technology	3	*Fulfills Kent Core Social Sciences	

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department			
College	RE - Regional College		
Degree	AAB - Associate of Applied Business		
Program Name	**Computer Technology**	Program Code	**COMT**
Concentration(s)	Application Development	Concentration(s) Code(s)	APDT
Proposal	Establish articulation agreement		

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Trumbull Career and Technical Center into Kent State's AAB Computer Technology, Application Development Concentration. Student will receive a maximum of 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9/23/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Trumbull Career and Technical Center
Visual Design and Imaging
and
Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Trumbull Career and Technical Center (the "High School"), with an address of 528 Educational Highway, Warren, OH 44483; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Trumbull Career and Technical Center:
Mr. Wayne McClain
Superintendent
528 Educational Highway
Warren, OH 44483

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 and must be 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.

Trumbull Career and Technical Center:

By: Wayne McClain Date: 9 / 11
Mr. Wayne McClain
Superintendent

KENT STATE UNIVERSITY:

By: [signature] Date: 9/6/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

EPC_____

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration
and
Trumbull Career and Technical Center
Visual Design and Imaging

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between Trumbull Career and Technical Center, Visual Design and Imaging, and Kent State, Associate of Applied Business in Computer Technology, Application Development Technology Concentration.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Visual Design and Imaging
High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Trumbull Career and Technical Center	***KENT STATE UNIVERSITY AAB in Computer Technology, Application Development Technology Concentration***	***Credits***
Visual design and Imaging Program – 972 hours	*COMT 11005 Intro to Operating Systems and Networking*	*3*
	COMT 12000 Personal Productivity Software	*3*
	COMT 11006 Intro to Website Technology	*3*
	COMT 11000 Intro to Computer Systems	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Visual Design and Imaging
High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [13-14 Credit Hours]			
COMT 11002 Visual Basic Programming	4		
COMT 11005 Intro to Operating Systems and Networking	[illegible]		[illegible]
COMT 12000 Personal Productivity Software	3		**Tech Prep Articulated Credit**
MATH 11009 Modeling Algebra *or* MATH 11010 Algebra for Calculus	3-4		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [16 Credit Hours]			
COMT 11006 Intro to Web Site Technology	3		Tech Prep Articulated Credit
COMT 21005 Visual Basic Database Programming	4		
COMT 11000 Intro to Computer Systems *or* COMT 11004 Survey of Information Technology *or* COMT 21007 Internet Ethics and Policies	3		COMT 11000 Intro to Computer Systems may fulfill this requirement, only if taken prior to any other COMT course. Tech Prep students are eligible for **Tech Prep Articulated Credit in COMT 11000 Intro to Computer Systems.**
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
Kent Core Elective	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists
Semester Three: [16-17 Credit Hours]			
COMT 11009 Computer Assembly and Configuration	4		
COMT 20001 C++ Programming *or* COMT 20011 Java Programming *or* COMT 21036 Web Scripting	3		Two courses must be taken in program, the second in semester four
COMT 21010 Workgroup Productivity Software	3		
Business Elective I	3-4		See Note 1 below
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
Semester Four: [16 Credit Hours]			
COMT 20001 C++ Programming *or* COMT 20011 Java Programming *or* COMT 21036 Web Scripting	3		
COMT 21002 Network Setup and Configuration	4		
COMT 21009 Seminar in Computer Technology	3		
ENG 20002 Intro to Technical Writing *or* ITAP 26638 Business Communications	3		
Kent Core Elective	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
61	2.0	2.0

Note 1: Business Electives I (3-4 credit hours), choose from the following:

ACTT 11000 Accounting I: Financial	4	BMRT 21004 Intro to Business Statistics	3
BMRT 11000 Intro to Business	3	ECON 22060 Principles of Microeconomics*	3
BMRT 11009 Intro to Management Technology	3	*Fulfills Kent Core Social Sciences	

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department			
College	RE - Regional College		
Degree	AAB - Associate of Applied Business		
Program Name	**Computer Technology**	Program Code	**COMT**
Concentration(s)	Application Development	Concentration(s) Code(s)	APDT
Proposal	Establish articulation agreement		

Description of proposal:
Establishing articulation agreement for Tech Prep completers from Trumbull Career and Technical Center into Kent State's AAB Computer Technology, Application Development Concentration. Student will receive a maximum of 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):
N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9-23-2011
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Trumbull Career and Technical Center
Information Technology-Interactive Media
and
Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Trumbull Career and Technical Center (the "High School"), with an address of 528 Educational Highway, Warren, OH 44483; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Trumbull Career and Technical Center:	For Kent State University:
Mr. Wayne McClain	Dr. Robert G. Frank
Superintendent	Provost and Senior Vice President
528 Educational Highway	Library, Executive Suite
Warren, OH 44483	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 and must be 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.

Trumbull Career and Technical Center:

By: Wayne McClain Date: 9 / 11
Mr. Wayne McClain
Superintendent

KENT STATE UNIVERSITY:

By: [illegible] Date: 11/8/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

EPC_____

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Business in Computer Technology, Application Development Technology Concentration
and
Trumbull Career and Technical Center
Information Technology-Interactive Media

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between Trumbull Career and Technical Center, Information Technology-Interactive Media, and Kent State, Associate of Applied Business in Computer Technology, Application Development Technology Concentration.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Information Technology-Interactive Media
High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Trumbull Career and Technical Center	***KENT STATE UNIVERSITY AAB in Computer Technology, Application Development Technology Concentration***	***Credits***
Information Technology-Interactive Media Program – 972 hours	*COMT 11005 Intro to Operating Systems and Networking*	*3*
	COMT 12000 Personal Productivity Software	*3*
	COMT 11006 Intro to Website Technology	*3*
	COMT 11000 Intro to Computer Systems	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Information Technology-Interactive Media
High School: Trumbull Career and Technical Center
Kent State University: Associate of Applied Business in Computer Technology, Application Development Technology Concentration

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [13-14 Credit Hours]			
COMT 21001 Visual Basic Programming	3		Tech Prep Articulated Credit
COMT 21005 Intro to Operating Systems and Networking	3		Tech Prep Articulated Credit
COMT 12000 Personal Productivity Software	3		**Tech Prep Articulated Credit**
MATH 11009 Modeling Algebra *or* MATH 11010 Algebra for Calculus	3-4		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [16 Credit Hours]			
COMT 11006 Intro to Web Site Technology	3		Tech Prep Articulated Credit
COMT 21005 Visual Basic Database Programming	4		
COMT 11000 Intro to Computer Systems *or* COMT 11004 Survey of Information Technology *or* COMT 21007 Internet Ethics and Policies	3		COMT 11000 Intro to Computer Systems may fulfill this requirement, only if taken prior to any other COMT course. Tech Prep students are eligible for **Tech Prep Articulated Credit in COMT 11000 Intro to Computer Systems.**
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
Kent Core Elective	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists
Semester Three: [16-17 Credit Hours]			
COMT 11009 Computer Assembly and Configuration	3		
COMT 20001 C++ Programming *or* COMT 20011 Java Programming *or* COMT 21036 Web Scripting	3		Two courses must be taken in program. The second in semester four.
COMT 21010 Workgroup Productivity Software	3		
Business Elective I	3-4		See Note 1 below
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
Semester Four: [16 Credit Hours]			
COMT 20001 C++ Programming *or* COMT 20011 Java Programming *or* COMT 21036 Web Scripting	3		
COMT 21002 Network Setup and Configuration	4		
COMT 21009 Seminar in Computer Technology	3		
ENG 20002 Intro to Technical Writing *or* ITAP 26638 Business Communications	3		
Kent Core Elective	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists

Graduation Requirements Summary

Minimum Total Hours	Minimum Major GPA	Minimum Overall GPA
61	2.0	2.0

Note 1: Business Electives I (3-4 credit hours), choose from the following:

ACTT 11000 Accounting I: Financial	4	BMRT 21004 Intro to Business Statistics	3
BMRT 11000 Intro to Business	3	ECON 22060 Principles of Microeconomics*	3
BMRT 11009 Intro to Management Technology	3	*Fulfills Kent Core Social Sciences	

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department Engineering Technology

College RE - Regional College

Degree AAS - Associate of Applied Science

Program Name Electrical/Electronic Engineering Technology Program Code EEET

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

Proposal Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Tuscarawas Valley HS into Kent State's AAS Electrical/Electronic Engineering Technology. Student will receive a maximum of 13 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9 23 2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Tuscarawas Valley High School
Project Lead the Way
and
Kent State University
Associate of Applied Science in Electrical/Electronic Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Tuscarawas Valley High School (the "High School"), with an address of 2637 Tuscarawas Valley Road NE, Zoarville, Ohio 44656; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Tuscarawas Valley High School:
Mark Murphy
Superintendent
2637 Tuscarawas Valley Road NE
Zoarville, Ohio 44656

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 and must be 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.

Tuscarawas Valley High School:

By: _____ Date: 8/24/11

Mark Murphy
Superintendent

KENT STATE UNIVERSITY:

By: _____ Date: 9/6/11

Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

REVIEWED BY
AUG 29 2011
UNIVERSITY COUNSEL

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Electrical/Electronic Engineering Technology
and
Tuscarawas Valley High School
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Electrical/Electronic Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: Tuscarawas Valley High School
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering

Tuscarawas High School	***KENT STATE UNIVERSITY Associate of Applied Science in Electrical/Electronic Engineering***	***Credits***
Project Lead the Way Program Hours - 480 hours	*MERT 12000 Engineering Drawing*	*3*
	EERT 22004 Digital Systems	*4*
	IERT 22010 Computer Integrated Manufacturing	*3*
	MERT 22009 Robotics and Flexible Automation	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: Tuscarawas Valley High School
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [17 Credit Hours] Kent State University			
EERT 12000 Electric Circuits I	4		
MERT 12000 Engineering Drawing	3		**Tech Prep Articulated Credit**
EERT 22003 Technical Computing	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [18 Credit Hours] Kent State University			
EERT 12001 Electric Circuits II	3		
EERT 12010 Introduction to Electronics	4		
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		
MATH 11012 Intuitive Calculus	3		Fulfills Kent Core Additional
MATH 11022 Trigonometry	2		
General Studies Elective	3		Select course from Kent Core Social Sciences or Humanities; students on the Tuscarawas Campus must take EERT 21010 Engineering and Professional Ethics
Semester Three: [18 Credit Hours] Kent State University			
EERT 12005 Electrical/Electronic Drawing *or* IERT 12005 Applications in CAD	2		
EERT 22002 Industrial Controls *or* EERT 22005 Instrumentation *or* EERT 22018 PC/Network Engineering and Troubleshooting *or* TECH 33016 PC/Network Engineering and Troubleshooting	3		
EERT 22011 Electronic Systems	2		
EERT 22014 Microprocessors and Robotics	4		
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [17 Credit Hours] Kent State University			
EERT 22004 Digital Systems	4		**Tech Prep Articulated Credit**
EERT 22006 Electrical Machines *or* EERT 22013 Industrial Electronics	3		
IERT 22010 Computer Integrated Manufacturing	3		**Tech Prep Articulated Credit**
MERT 22009 Robotics and Flexible Automation	3		**Tech Prep Articulated Credit**
PHY 12202 Technical Physics II	4		

.Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
69	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 23-Sep-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department Engineering Technology

College RE - Regional College

Degree AAS - Associate of Applied Science

Program Name Mechanical Engineering Technology Program Code MERT

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

Proposal Establish articulation agreement

Description of proposal:

Establishing articulation agreement for Tech Prep completers from Tuscarawas Valley HS into Kent State's AAS Mechanical Engineering Technology. Student will receive a maximum of 11 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):

N/A

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

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Wanda Thomas 9/23/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Tuscarawas Valley High School
Project Lead the Way
and
Kent State University
Associate of Applied Science in Mechanical Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Tuscarawas Valley High School (the "High School"), with an address of 2637 Tuscarawas Valley Road NE, Zoarville, Ohio 44656; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Tuscarawas Valley High School:
Mark Murphy
Superintendent
2637 Tuscarawas Valley Road NE
Zoarville, Ohio 44656

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 and must be 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.

Tuscarawas Valley High School:

By: Mark A. Murphy Date: 8/24/11
Mark Murphy
Superintendent

KENT STATE UNIVERSITY:

By: Date: 9/6/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

REVIEWED BY
AUG 29 2011
UNIVERSITY COUNSEL

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
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Associate of Applied Science in Mechanical Engineering Technology
and
Tuscarawas Valley High School
Project Lead the Way

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   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Mechanical Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: Tuscarawas Valley High School
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Tuscarawas Valley High School	***KENT STATE UNIVERSITY Associate of Applied Science in Mechanical Engineering Technology***	***Credits***
Project Lead the Way Program Hours - 480 hours	*MERT 12000 Engineering Drawing*	*3*
	MERT 12001 Computer Aided Drafting	*3*
	IERT 22010 Computer Integrated Manufacturing	*3*
	CADT 22003 Solid Modeling	*2*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: Tuscarawas Valley High School
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [16 Credit Hours] Kent State University			
EERT 22003 Technical Computing	3		
MERT 12000 Engineering Drawing	3		**Tech Prep Articulated Credit**
MERT 12004 Manufacturing Processes	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [17 Credit Hours] Kent State University			
MERT 12001 Computer Aided Drafting	3		**Tech Prep Articulated Credit**
MERT 12005 Properties of Materials	3		
MERT 22005 Statistics	3		
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
MATH 11012 Intuitive Calculus	3		
MATH 11022 Trigonometry	2		
Semester Three: [19 Credit Hours] Kent State University			
EERT 22014 Microprocessors and Robotics	4		
IERT 22010 Computer Integrated Manufacturing	3		**Tech Prep Articulated Credit**
MERT 22007 Strength of Materials	3		
MERT 22012 Fluid Power	3		
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [18 Credit Hours] Kent State University			
CADT 22003 Solid Modeling	2		**Tech Prep Articulated Credit**
MERT 22003 Computer Aided Tool Design	3		
MERT 22004 Mechanics and Machine Design	3		
MERT 22009 Robotics and Flexible Automation	3		
PHY 12202 Technical Physics II	4		
Kent Core Social Sciences or Humanities	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists; Tuscarawas students must take EERT 21010 Engineering and Professional Ethics

.Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
70	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

TO:	Educational Policies Council
FROM:	Provost and Senior Vice President Robert G. Frank
SUBJECT:	Agenda for Monday, 14 November 2011 3:20 p.m., Kent Student Center, Room 310AB
DATE:	7 November 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, 11 November 2011, 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 17 October 2011.
   Attachment 1

Office of the Provost *(represented by Associate Provost Stephane E. Booth)*

2. Revision of the Academic Forgiveness Policy.
   Effective Fall 2012
   Attachment 2

College of Architecture and Environmental Design *(represented by Dean Douglas L. Steidl)*

3. Establishment of an Architectural History [ARHS] minor. Minimum total credit hours to program completion are 21.
   Effective Fall 2012
   Attachment 3

4. Establishment of a Historic Preservation [HPRS] minor. Minimum total credit hours to program completion are 21.
   Effective Fall 2012
   Attachment 4

College of Arts and Sciences *(represented by Dean Timothy S. Moerland)*

Department of Modern and Classical Language Studies

5. Inactivation of the Latin [LAT] major within the Bachelor of Arts [BA] degree.
   Effective Fall 2012
   Attachment 5

ACTION ITEMS *continued*

College of Communication and Information *(represented by Dean Stanley T. Wearden)*

6. Inactivation of the Institute for Social and Cultural Informatics.
   Effective Fall 2012
   Attachment 6

School of Communication Studies

7. Establishment of a Global Communication [GLBL] minor. Minimum total credit hours to program completion are 21.
   Effective Fall 2012
   Attachment 7

School of Journalism and Mass Communication

8. Revision of the name of the News [NEWS] major—to Journalism [JNL]—within the Bachelor of Science [BS] degree. In addition, names of all concentrations change: Broadcast Journalism [BJRN] to Broadcast News [BNEW]; Magazine Journalism [MJRN] to Magazine [MAGA]; and Newspaper Journalism [NJRN] to Multimedia News [MNEW]. Proposal also contained minor course requirement revisions (considered a lesser action item). Minimum total credit hours to program completion are unchanged at 124.
   Effective Fall 2012
   Attachment 8

College of Education, Health and Human Services *(represented by Associate Deans Joanne M. Arhar and Nancy E. Barbour)*

School of Health Sciences

9. Inactivation of School Health Education [SHED] major within Master of Education [MED] degree.
   Effective Fall 2012
   Attachment 9

School of Lifespan Development and Educational Sciences

10. Establishment of a Human Development and Family Studies [HDFS] minor. Minimum total credit hours to program completion are 18.
    Effective Fall 2012
    Attachment 10

11. Establishment of a Nonprofit Studies [NPST] minor. Minimum total credit hours to program completion are 21.
    Effective Fall 2012
    Attachment 11

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

12. Inactivation of the Diagnostic Medical Sonography [DMSO] major within the Associate of Technical Study [ATS] degree, offered at the Salem Campus only.
    Effective Fall 2012
    Attachment 12

13. Inactivation of the Nuclear Medicine Technology [NMTC] major within the Associate of Technical Study [ATS] degree, offered at the Salem Campus only.
    Effective Fall 2012
    Attachment 13

14. Inactivation of the Radiation Therapy Technology [RATT] major within the Associate of Technical Study [ATS] degree, offered at the Salem Campus only.
    Effective Fall 2012
    Attachment 14

DISCUSSION ITEMS

University Requirements Curriculum Committee

1. Clarification of the Experiential Learning Requirement.
   Attachment 15

Office of the Provost

2. An update on federal integrity rules.

3. Gainful employment regulations and the definition of a certificate at Kent State.

Graduate Studies

4. Master's degree programs comprising coursework only (i.e., no required culminating experience).

Faculty Senate

5. Course hold policy.

INFORMATION ITEMS

College of Arts and Sciences

1. Establishment of alternate fully online delivery, in addition to on-ground delivery, of the Master of Liberal Studies [LMS] degree. Admission, course and graduation requirements are unchanged.
   Effective Fall 2011
   Attachment 16

Department of English

2. Establishment of an articulation agreement with Lakeland Community College, whereby eligible graduates of the community college's Associate of Arts degree may (after admittance) articulate into their junior year in the English [ENG] major within the Bachelor of Arts [BA] degree. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Spring 2012
   Attachment 17

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

3. Inactivation of the Nonprofit/Human Service Management [C126] certificate.
   Effective Fall 2012
   Attachment 18

College of Public Health

4. Establishment of an articulation agreement with Lakeland Community College, whereby eligible graduates of the community college's Associate of Science degree may (after admittance) articulate into their junior year in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Spring 2012
   Attachment 19

Regional College

5. Letter of intent to establish an Agribusiness major within the Bachelor of Science [BS] degree.
   Attachment 20

INFORMATION ITEMS *continued*

Regional College *continued*

6. Establishment of tech prep articulation agreement with Columbiana County Career and Technical Center, whereby eligible students completing the Veterinary Science Program will receive 2 credit hours (VTEC 10001) applicable toward the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree.
   Effective Spring 2012
   Attachment 21

7. Establishment of tech prep agreement with Indian Valley High School, whereby eligible students completing the Project Lead the Way Program will receive either (depending on agreement) 11 credit hours (CADT 22003, IERT 22010, MERT 12000, MERT 12001) applicable toward the Mechanical Engineering Technology [MERT] major; or 13 credit hours (EERT 22004, IERT 22010, MERT 12000, MERT 22009) applicable toward the Electrical/Electronic Engineering Technology [EEET] major within the Associate of Applied Science [AAS] degree.
   Effective Spring 2012
   Attachment 22

8. Establishment of tech prep agreement with Trumbull Career and Technical Center, whereby eligible students completing the Cosmetology Program and passage of the cosmetology license will receive 30 credit hours held in escrow applicable toward the Individualized Program [IPG] major within the Associate of Technical Study [ATS] degree.
   Effective Spring 2012
   Attachment 23

9. Establishment of tech prep agreement with Trumbull Career and Technical Center, whereby eligible students completing the College Tech Prep Health Science Academy—Pharmacy Technician program and passage of the Pharmacy Technician National Certification will receive 24 credit hours held in escrow applicable toward the Allied Health Management Technology [AHMT] major within the Associate of Technical Study [ATS] degree.
   Effective Spring 2012
   Attachment 24

LESSER ACTION ITEMS

College of Architecture and Environmental Design

1. Revision of the course requirements for the Architectural Studies [ARCS] major within the Bachelor of Art [BA] degree. Revisions include addition of a first-year foundation sequence for all majors in the college. Minimum total credit hours to program completion increase, from 125 to 126.
   Effective Fall 2012

2. Revision of the course requirements for the Architecture [ARCH] major within the Bachelor of Science [BS] degree. Revisions include addition of a first-year foundation sequence for all majors in the college. Minimum total credit hours to program completion increase, from 127 to 131.
   Effective Fall 2012

3. Revision of the course requirements for the Interior Design [ID] major within the Bachelor of Arts [BA] degree. Revisions include addition of a first-year foundation sequence for all majors in the college. Minimum total credit hours to program completion decrease, from 130 to 128.
   Effective Fall 2012

LESSER ACTION ITEMS *continued*

College of Arts and Sciences

Department of Chemistry and Biochemistry

4. Revision of the policy of credit earned toward graduation for specific CHEM courses that have substantial overlap in course content.
   Effective Fall 2012

Department of Modern and Classical Language Studies

5. Revision of the course requirements for the Classics [CLSS] major within the Bachelor of Arts [BA] degree. Revisions include addition of core requirements; removal of second language requirement in the Greek [GRE] and Latin [LAT] concentrations; and addition of requirement to Classical Civilization [CLSC] concentration. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2012

6. Revision of the course requirements for the Classics [CLSS] minor. Minimum total credit hours to program completion are unchanged at 18.
   Effective Fall 2012

7. Revision of the course requirements for the Greek [GRE] minor. Minimum total credit hours to program completion are unchanged at 18.
   Effective Fall 2012

8. Revision of the course requirements for the Latin [LAT] minor. Minimum total credit hours to program completion are unchanged at 18.
   Effective Fall 2012

Department of Physics

9. Revision of the course requirements for the Applied Mathematics [AMTH], Applied Physics [APHY], Computer Science [CS] and Research [RESE] concentrations in the Physics [PHY] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2012

College of Communication and Information

School of Visual Communication Design

10. Revision of the course and concentration requirements for the Visual Communication Design [VCD] major within the Bachelor of Arts [BA] and Bachelor of Fine Arts [BFA] degrees. Revisions include eliminating the BFA degree concentrations—Illustration [ILLS], 2D Graphic Design [2DGD] and 3D graphic Design [3DGD]—eliminating junior review, adding a course in ethics and expanding the options for electives. Minimum total credit hours to program completion decrease, from 130 to 123 for the BA degree program, and from 136 to 126 for the BFA degree program.
    Effective Fall 2012

College of Education, Health and Human Services

School of Health Sciences

11. Inactivation of Family, Food and Nutritional Studies [FFNS] minor.
    Effective Fall 2012

12. Revision of the course requirements for the Exercise Physiology [EXPH] major within the Master of Science [MS] degree. Revision adds new course to the list of professional electives. Minimum total credit hours to program completion are unchanged at 34.
    Effective Fall 2012

LESSER ACTION ITEMS *continued*

Regional College

13. Revision of the course requirements for the Business Management Technology [BMRT] major within the Associate of Applied Business [AAB] degree. Revisions include addition of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours to program completion increase, from 63 to 64.
    Effective Fall 2012

14. Revision of the course requirements for the Nursing Technology [NRST] major within the Associate of Applied Science [AAS] degree. Revisions include allowing alternative courses from which students can choose in biological sciences and chemistry. Minimum total credit hours to program completion are unchanged at 63.
    Effective Fall 2012

15. Revision of the course requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree. Revisions include addition of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours to program completion are unchanged at 70.
    Effective Fall 2012

16. Revision of the course requirements for the Radiologic Technology [RADT] major within the Associate of Technical Study [ATS] degree. Revisions include addition of Kent Core courses to meet the requirements of the Ohio Board of Regents and more course options in the Radiology Department Management Technology [RDMT] concentration for a seamless transition to the Bachelor of Business Administration [BBA] degree. Minimum total credit hours to program completion are unchanged at 66 for the major, and decrease for the concentration, from 68 to 67.
    Effective Fall 2012

17. Revision of the course requirements for the Veterinary Technology [VTEC] major within the Associate of Applied Science [AAS] degree. Revisions include addition of Kent Core courses to meet the requirements of the Ohio Board of Regents. Minimum total credit hours are unchanged at 70.
    Effective Fall 2012

18. Inactivation of the Diagnostic Medical Sonography [PDMS] pre-major (non-degree).
    Effective Fall 2012

19. Inactivation of the Nuclear Medicine Technology [PNMT] pre-major (non-degree).
    Effective Fall 2012

20. Inactivation of the Radiation Therapy Technology [PRAT] pre-major (non-degree).
    Effective Fall 2012

COURSES

Effective for Spring 2012

VIN	10500	Molecular Principles in Grape and Wine (3) to: (4)	Revise

Effective for Fall 2012

ADED	42196	Individual Project in Adolescent Education (2-4)	Inact
ADED	42278	Assessment in Language Arts (3)	Inact
ADED	42292	Field Work Practicum (3)	Revise
ADED	42295	Special Topics in Adolescent and Adult Education (1-3)	Inact
ADED	42358	Secondary Student Teaching (4)	Inact
AED	10001	Design Thinking I (2)	New
AED	10002	Design Thinking II (2)	New
AED	10101	Design Foundations Studio I (3)	New
AED	10102	Design Foundations Studio II (3)	New
ARCH	45001	Professional Practice: Real Estate and Development (3)	Inact
ARCH	45002	Professional Practice: Contract and Planning Law (3)	Inact
ARCH	45003	Professional Practice: Leadership and Ethics (3)	Inact
ARCH	45004	Professional Practice: Office and Financial Management (3)	Inact
ARCH	45093	Workshop: Professional Practice (1-3)	Inact
AERN	45096	Individual Investigation in Aeronautics (1-3)	Revise
ARCH	45101	Fifth Year Design Studio I (6)	Inact
ARCH	45102	Fifth Year Design Studio II (3-6)	Inact
ARCH	45610	Reconstructing Architecture (3) [Global Diversity]	Inact
ARCH	45625	Exploring Historic Structures (3)	New
ARCH	55001	Professional Practice: Real Estate and Development (3)	Inact
ARCH	55002	Professional Practice: Contract and Planning Law (3)	Inact
ARCH	55003	Professional Practice: Leadership and Ethics (3)	Inact
ARCH	55004	Professional Practice: Office and Financial Management (3)	Inact
ARCH	55093	Workshop: Professional Practice (1-3)	Inact
ARCH	55610	Reconstructing Architecture (3)	Inact
BMRT	40092	Practicum in Applied Business and Technology (1-4)	New
BMRT	40096	Individual Investigation in Business and Technology (1-4)	New
CADT	22007	3-D Modeling Project (1)	New
CADT	22008	Project in Texture and Material Creation (1)	New
EERT	22005	Instrumentation (3) to: Electronic Instrumentation	Revise

Effective for Fall 2012 *continued*

EERT	22017	Applied Engineering Software (3)	Revise
EERT	32005	Instrumentation (3)	New
EPSY	29525	Educational Psychology (3)	Revise
EXPH	63050	Research Processes in Athletic Training and Exercise Physiology (3)	Revise
EXPH	63051	Quantitative and Research Methods in Athletic Training and Exercise Physiology (3)	Revise
EXPH	63052	Advanced Research Design and Statistics in Exercise Physiology (3)	New
EXPH	63096	Individual Investigation in Exercise Physiology (1-3)	Revise
EXPH	63195	Special Topics in Exercise Physiology (1-3)	Revise
EXPH	65075	Muscle Function and Exercise (3)	New
EXPH	65076	Environmental Stress and Exercise (3)	New
EXPH	65083	Exercise Energy Metabolism (3)	New
EXPH	65084	Cardiovascular-Respiratory Dynamics During Exercise (3)	New
EXPH	65086	Neurobiology of Movement and Exercise (3)	New
EXPH	73050	Research Processes in Athletic Training and Exercise Physiology (3)	New
EXPH	73051	Quantitative and Research Methods in Athletic Training and Exercise Physiology (3)	New
EXPH	73052	Advanced Research Design and Statistics in Exercise Physiology (3)	Revise
EXPH	73096	Individual Investigation in Exercise Physiology (1-3)	New
EXPH	73195	Special Topics in Exercise Physiology (1-3)	New
EXPH	75075	Muscle Function and Exercise (3)	Revise
EXPH	75076	Environmental Stress and Exercise (3)	Revise
EXPH	75083	Exercise Energy Metabolism (3)	Revise
EXPH	75084	Cardiovascular-Respiratory Dynamics During Exercise (3)	Revise
EXPH	75086	Neurobiology of Movement and Exercise (3)	New
HDFS	44029	Family Policy (3)	Revise
HDFS	44030	Family Life Education Methodology (3)	Revise
HDFS	44035	Assessment and Strategies in Case Management (3)	Revise
HDFS	44036	General Case Management Methods (3)	Revise
HDFS	54029	Family Policy (3)	Revise
HED	49525	Inquiry Seminar into Professional Practice (3)	Revise
IERT	43096	Individual Investigation in Engineering Technology (1-3)	New
JMC	23030	Basic Electronic Media Video Production (3) to: Basic Video Production	Revise
JMC	23031	Basic Electronic Media Audio Production (3) to: Basic Audio Production	Revise
JMC	26000	Grammar for Journalists (1)	New

Effective for Fall 2012 *continued*

JMC	26001	Newswriting (3)	Revise
JMC	26005	Multimedia Storytelling (3)	New
JMC	40091	Business Media Seminar (3)	New
JMC	50091	Business Media Seminar (3)	New
JMC	68004	Social Media and Public Relations (3)	New
JMC	68005	Strategic Writing and Messaging in Public Relations (3)	New
JMC	68006	Values and Ethics Management in Public Relations (3)	New
JMC	68009	Public Relations History and the Modern World (3)	New
JMC	68010	Public Relations Internal Communications (3)	New
JMC	68011	Financial Issues in Public Relations (3)	New
MERT	22009	Robotics and Flexible Automation (3) to: Engineering Technology Project	Revise
MERT	42000	Thermodynamics for Engineering Technology (3)	New
MERT	43001	Dynamics for Engineering Technology (3)	New
PH	10195	Special Topics in Public Health (1-3)	New
PH	20195	Special Topics in Public Health (1-3)	New
PH	20003 30003	Public Health Policy and Decision-Making (3) to	Revise
PH	20005 30005	Social and Behavioral Science Theories in Public Health (3) to:	Revise
PH	20006 30006	Environmental Health Science (3) to:	Revise
SBS	50020	Public Health Prevention (3) to: Social and Behavioral Science Theories	Revise
SEED	32146	Introduction to Content Area Reading (2)	Inact
SEED	32147	Language, Literacy and Learning (3)	Inact
SEED	32272	Teaching of Speech (3)	Inact
SEED	32275	Social Studies Education and the Social Sciences (3)	Inact
SEED	40093	Variable Title Workshop in Secondary Education (1-4)	Inact
SEED	42157	Teaching with Microcomputers: Secondary Classroom (3)	Inact
SEED	42272	Teaching of Computer Science in the Secondary School (4)	Inact
SEED	42275	Teaching of Social Studies in Secondary Schools (3)	Inact
SEED	42292	Field Work Practicum (1-4)	Inact

Effective for Fall 2012 *continued*

SEED 42295 Special Topics in Secondary Education (2-4) ..... Inact

SEED 43315 Teaching Literature in the Secondary Schools (3) to:
ADED ..... Revise

SEED 43325 Multimodal Literacies in the Secondary Classroom (3) to:
ADED ..... Revise

SEED 43335 Teaching Language and Composition (3) to:
ADED ..... Revise

SEED 47248 Teaching Critical Thinking (2) ..... Inact

SEED 50093 Variable Title Workshop in Secondary Education (1-4) ..... Inact

SEED 52157 Teaching with Microcomputers: Secondary Classroom (3) ..... Inact

SEED 52260 Methods of Teaching Foreign Languages (3) ..... Inact

SEED 52277 Teaching Science in the Secondary School (3) to:
ADED ..... Revise

SEED 53315 Teaching Literature in the Secondary Schools (3) to:
ADED ..... Revise

SEED 53325 Multimodal Literacies in the Secondary Classroom (3) to:
ADED ..... Revise

SEED 53335 Teaching Language and Composition (3) to:
ADED ..... Revise

SEED 57248 Teaching Critical Thinking (2) ..... Inact

SEED 60199 Thesis I (2-6) ..... Inact

SEED 60299 Thesis II (2) ..... Inact

SEED 62145 Principles of Secondary Teaching (3) to:
ADED ..... Revise

SEED 62146 Instructional Strategies and Classroom Management (3) to:
ADED ..... Revise

SEED 62191 Seminar in Secondary Education (1-3) to:
ADED ..... Revise

SEED 62192 Advanced Practicum and Internship in Secondary Education (1-10) to:
ADED ..... Revise

SEED 62195 Special Topics in Secondary Education (1-5) ..... Inact

SEED 62196 Individual Investigation in secondary Education (1-5) ..... Inact

SEED 62198 Research in Secondary Education (2-15) to:
ADED ..... Revise

SEED 67147 Teaching Adolescents in the Secondary School Culture (3) to:
ADED ..... Revise

SEED 67148 Research and the Classroom Teacher (3) ..... Inact

SEED 67231 Trends in Secondary Education (3) ..... Inact

SEED 67232 Secondary School Social Studies (3) to:
ADED ..... Revise

SEED 67234 Science in Secondary Education (3) ..... Inact

Effective for Fall 2012 *continued*

SEED	70093	Variable Title Workshop in Secondary Education (1-4)	Inact
SEED ADED	72191	Seminar in Secondary Education (1-3) to:	Revise
SEED	77231	Trends in Secondary Education (3)	Inact
SEED ADED	77232	Secondary School Social Studies (3) to:	Revise
SEED	77234	Science in secondary Education (3)	Inact
SEED ADED	82192	Advanced Practicum and Internship in Secondary Education (1-10) to:	Revise
SEED	82195	Special Topics in Secondary Education (1-5)	Inact
SEED	82196	Individual Investigation in Secondary Education (1-5)	Inact
SEED ADED	82198	Research in Secondary Education (2-15) to:	Revise
TECH	26301	Networking Hardware I (3)	Revise
VCD	13001	Introduction to Visual Communication Design II (3) to: Introduction to Visual Communication Design Studio	Revise
VCD	20001	Sophomore Entrance Examination/Portfolio Review-Photo Illustration (1) to: Photo Illustration Sophomore Portfolio Review	Revise
VCD	20006 34006	Kinetic and Sequential Graphic Design (3) to:	Revise
VCD	20009	Sophomore Entrance Examination/Portfolio Review (1) to: VCD Sophomore Portfolio Review	Revise
VCD	22001	Design/Illustration Techniques II (3)	Revise
VCD	23002 34005	Introduction to 3D Graphic Design (3) to:	Revise
VCD	24009	Sophomore Portfolio Review (1)	Inact
VCD	28000	Photography (3)	Revise
VCD	32000	Illustration I (3)	Revise
VCD	33000	Graphic Design I (3)	Revise
VCD	33001	Graphic Design II (3)	Revise
VCD	34004	Visual Ethics (3)	Revise
VCD	40025	Professional Portfolio in Graphic Design and Illustration (1 or 2) to: Professional Portfolio (2)	Revise
VCD	40095	Special Topics Graphic Design/Illustration (3)	Revise
VCD	42000	Advanced Illustration: Media (3)	Revise
VCD	42002	Editorial Illustration (3)	Revise
VCD	42003	Advertising Illustration (3)	Revise
VCD	43000	Studio Production (3)	Revise
VCD	43001	Advanced Kinetic and Sequential Graphic Design (3)	Revise
VCD	43002	Typographic/Photographic Graphic Design (3)	Revise

Effective for Fall 2012 *continued*

VCD	43003	Corporate Identity/Graphic Design (3)	Revise
VCD	43004	Issues for Graphic Design Business (3)	Revise
VCD	43005	3-D Graphic Design-Direct Mail/Packaging/Point Purchase (3) to: Packaging, Promotion and Retail Environments	Revise
VCD	43008	Branded Identity (3)	New
VCD	43051	Experimental Typography (3) to: Type High Press	Revise
VCD	46003	Digital Typography (2) to: Advanced Typography (3)	Revise
VCD	49199	Senior Project: Graphic Design/Illustration (3) to: Senior Capstone	Revise
VCD	50025	Professional Portfolio in Graphic Design and Illustration (1) to: Professional Portfolio (2)	Revise
VCD	50095	Special Topics Graphic Design/Illustration (3)	Revise
VCD	53000	Advanced Studio Skills/Graphic Design and Illustration-Electronic Prepress Production (2) to: Studio Production (3)	Revise
VCD	53001	Advanced Kinetic and Sequential Graphic Design (3)	Revise
VCD	53004	Issues for Graphic Design Business (3)	Revise
VCD	53005	3-D Graphic Design-Direct Mail/Packaging/Point Purchase (3) to: Packaging, Promotion and Retail Environments	Revise
VCD	53051	Experimental Typography (3) to: Type High Press	Revise
VCD	55000	Graphic Design Perspectives (3)	Revise
VCD	56003	Digital Typography (2) to: Advanced Typography (3)	Revise

CORRECTIONS TO AGENDA 17 OCTOBER 2011

FDM 20141 Flat Pattern/Draping I (3) ..... remove
inactivate at later date when cohort has moved through

FDM 20142 Flat Pattern/Draping II (3) ..... remove
inactivate at later date when cohort has moved through

Agenda prepared by Office of Curriculum Services

Educational Policies Council
Minutes of the Meeting
Monday, 17 October 2011

Undergraduate Council

Ex-Officio Members present: Faculty Senate Chair Paul A. Farrell; Deans James K. Bracken, John R. Crawford, John Graham, Douglas L. Steidl, Wanda E. Thomas, Donald R. Williams; Associate Deans Joanne M. Arhar, Thomas W. Brewer; Director Robert A. Walker; Dean representatives: Assistant Dean Mary Ann Haley for Timothy S. Moerland, Associate Dean LuEtt J. Hanson for Stanley T. Wearden, Assistant Dean Elizabeth A. Sinclair for Kathryn S. Wilson

Ex-officio Members not present: Sonia J. Alemagno, Laura Cox Dzurec, Robert G. Frank

Faculty Senate-Appointed Representatives present: William C. Ward III, Linda Williams

Faculty Senate-Appointed Representatives not present: Erica B. Lilly

Council Representatives present: Paul J. Albanese, Gregory M. Blase, Jessie Carduner, Pamela K. Evans, Diana L. Fleming, Richard L. Mangrum, Robin S. Vande Zande, Jonathan B. VanGeest

Council Representatives not present: Davison M. Mupinga, Kristen A. Riegelmayer

Observers present:

Consultants and Guests present: Stephane E. Booth, Kamal F. Bichara, Darwin L. Boyd, James R. Campbell, Linnea A. Carlson-Stafford, Timothy J. Chandler, Lisa N.H. Delaney, Jocelyn R. Folk, William E. Hauck,Thomas Janson, Ralph Lorenz, Gary A. Romes, Jennifer Sandoval, Andrew Shahriari, Therese E. Tillett

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Associate Provost Stephane E. Booth called the meeting to order at 3:22 p.m., Monday, 17 October 2011, in room 310AB of the Kent Student Center.

Director Therese E. Tillett made a couple of announcements. She told them members that on page 5 of the agenda Lesser Action Item 9 is effective Fall 2012 not Fall 2011; that was a typographical error. Also, she explained that there was a new sign-in sheet going around which was redesigned in an effort to save paper.

Action Item 1: Approval of the minutes of August and September agendas.

Associate Provost Stephane E. Booth explained that both meetings were cancelled due to lack of material, however item approval was done electronically. Interim Associate Dean Pamela K. Evans moved for approval of the minutes, which was seconded by Assistant Professor Gregory M. Blase and passed unanimously.

Action Item 2: Establishment of a policy to waive the Kent Core requirement for designated post-undergraduate (PUG) students who are seeking a bachelor's degree at Kent State.

Dean Donald R. Williams explained that the proposal came out of the Provost's office moved for approval of the item. A member questions who the post-undergraduates in this case are. Dean Williams said that it was anyone seeking a second bachelor's degree. The member then said that there was a concern that some program or college will get accreditation but does not have liberal arts requirements. Dean Williams replied that this policy referrers only to regionally accredited schools, so that should address the issue. The member asked if the regional accreditation designation will hold up. Dean Williams answered he had no reason to doubt it. The item passed unanimously.

Action Item 3: Establishment of a policy to allow students who update their official catalog from a pre-2010 year to the current catalog year to be given special consideration in determining completion of the Kent Core if they have meth the Liberal Education Requirement in their prior catalog.

Dean Williams explained this item also came at the request of the Provost's Office. He said this policy covers students who have already satisfied the Liberal Education Requirements that would be counted as satisfying the Kent Core. He said that there is really no difference post-2006, prior to 2006 there are slight differences like with the lack of laboratory requirement. He added that the University Requirements Curriculum Committee approved this unanimously. Dean Williams then moved approval of the item, which was seconded by Associate Professor Linda Williams. A member asked about programs that had changed to respond to accreditation or licensure issues. Director Tillett explained that those changes are considered program requirements first and foremost, so they would have to complete them. The item passed unanimously.

Action Item 4: Establishment of Kent Core Basic Sciences designation for BSCI 11010 Anatomy and Physiology I for Allied Health and BSCI 11020 Anatomy and Physiology II for Allied Health. These courses will be listed among the "beginning major sequences course."

Dean Williams said that this item was proposed by the Regional College faculty members and administrators. These courses are taken on the regional campuses in the allied health programs to fulfill requirements on those campuses. The Department of Biology has accepted those courses as substitutions to the introductory sequence courses on the Kent Campus. An issue what that students on the regional campuses who move to the Kent Campus would then have to repeat the same material in order to fulfill the Kent Core. Dean Williams explained that the URCC feels that if the department feels they are acceptable substitutes then they acceptable substitutes to us. He added that in order for this substitution to be acknowledge by the Degree Audit system it needs to be stated in the University Catalog. I would argue that wording should not be that the courses have a Kent Core designation but that they are an acceptable substitution. Director Tillett said that by virtue of being in the University Catalog, it is given the Kent Core designation in Banner and also in the University Catalog. Assistant Dean Mary Ann Haley stated a point of clarification by saying that since these courses do not have the Kent Core designation, the only option on the regional campuses is to take Biological Structure and Function for 5 credit hours, which doesn't fit their needs, instead of the other two courses for 6 credit hours that does. Anatomy and Physiology I and II allows them to progress through their programs. She added that traditionally the accrediting bodies for these programs prefer these courses be more medically focused. Dean Williams moved for approval of the item, which was seconded by Assistant Dean Haley and passed unanimously.

Action Item 5: Establishment of Global Diversity designation to MUS 42181 Popular World Music.

Dean Williams said that there was unanimous support for this item from the URCC and moved for approval. Interim Associate Dean Evans seconded the motion, which passed unanimously.

Action Item 6: Establishment of Writing-Intensive Course designation for FDM 35010 Contemporary Fashion Designers (formerly titled 21st Century Fashion Designers) and FDM 40291 Seminar in Fashion Merchandising; removal of Writing-Intensive Course designation from FDM 45035 Historic Textiles.

Dean Williams said that there was unanimous support for this item from the URCC and moved for approval. Interim Associate Dean Evans seconded the motion. A member asked if Historic Textiles was just losing its WIC designation or if the course would be inactivated. Director James R. Campbell said that the course would not be inactivated, he said that students we not using it for the writing-intensive requirement so it was decided to remove it.

Action Item 7: Establishment of the Fashion Design [FD] major within a Bachelor of Fine Arts [BFA] degree and substantial revision of the Fashion Design [FD] major within the Bachelor of Arts [BA] degree, including the inactivation of concentrations Conceptual Design [CODE] and Technical Design and Production [TDPR]. Minimum total hours to program completion of the BFA degree are 124; minimum total hours to program completion of the BA degree decrease, from 126-127 to 121.

Dean John R. Crawford said that this proposal was to establish a Bachelor of Fine Arts and revise the Bachelor of Arts degrees in Fashion Design. He said this allows for more flexibility for the industry and aligns to the BFA designation because of the amount of studio required. There is more in-depth development. He said it also follows a BA/BFA model already set by two schools within the college. Dean Crawford moved for approval of the item, which was seconded by Associate Professor Paul J. Albanese. A member asked for elaboration on the faculty need, the proposal was contradictory. Director Campbell explained right now studios are taught by 50% part-time faculty and 50% by the tenure track faculty. We would like more tenure track to teach so it is on our hiring plan. We will be phasing out faculty for the BA program but we haven't been able to pinpoint how many sections we will need in years 2 and 3. At most we will need 1 to 2 part-time faculty members. Another members said that there are a fair amount of fashion students in the foreign languages, especially French and Italian and it is hoped that students will be encouraged to pursue a foreign language minor, as appears in the proposal. Director Campbell said there is a desire to support electives and we believe there will be interest in the foreign languages. The motion passed unanimously.

Action Item 8: Establishment of an Engineering Technology [ENGT] major within the Bachelor of Science [BS] degree. The major will comprise five concentrations: Electrical/Electronics [ELEL]; Green and Alternative Energy [GAE]; Manufacturing/Mechanical/Systems [MMSY]; 2+2 Integrated Engineering Technology [2IET]; and Computer Design, Animation and Game Design [CDAG]. The ELEL, MMSY and CDAG concentrations, currently in the Technology [TECH] major, will move to this major. Minimum total hours to program completion are 121.

Associate Provost and Executive Dean Wanda E. Thomas explained that the 5 concentrations are designed to give students a pathway for our technology associate degrees students into a bachelor's degree. Director Kamal F. Bichara said that the program serves as a template to articulate from other two-year institutions based on the Ohio Transfer Module. This is a more efficient layout that allows for seamless articulation. Associate Provost and Executive Dean Thomas moved for approval of the item, which was seconded by Associate Dean Thomas W. Brewer. The item passed unanimously.

Discussion Item 1: An update on federal integrity rules.

Associate Provost Booth updated the council on the federal integrity rules which are effective July 1, 2011 and July 1, 2012. Some of the rules revolved around distance learning (DL), most of the rules come from the Department of Education trying to gain compliance from the for-profit schools. However, everyone is affected because non-compliance results in loss of student financial aid. She clarified that if there is a distance learning

course being offered outside the state of Ohio there must be compliance with that state's regulations. First, it has to be determined where the students are located that are taking those DL courses so we must go to all 50 states and aski fi we are allowed to operate in their state. Some are saying "yes," others are saying "check back", still others are saying pay thousands of dollars to apply and then more every year to update. We have begun looking at those states where we have the most DL students and make them our priority. Some of these states have regulations that an institution must have a "physical presence" in that state, but that could be advertising, students working on internships, admissions recruiting, etc. We are putting a list together of where we have student doing internships as well. We are trying to merge physical presence numbers with our numbers. These laws are state laws not federal laws. A member asked since most states are doing DL isn't there some sort of reciprocity. Associate Provost Booth said that there is the hope for consortial agreements, but there are not any at this point. Another member asked for clarification that if a Kent State student is doing an internship in a state, any student in that state can then take DL. Associate Provost Booth replied in the negative, adding that that is still unknown. She said that she would stay away from Massachusetts for the moment because they charge $10,000 per application, then so many $1000s per program. Associate Provost Booth told the council she would keep them apprised.

Associate Provost Booth also told the members that the federal government has also determined what a credit hour is, which she has passed on to the deans and chairs. What is required under each credit hour, for every course, is that there must be learning outcomes; it must be shown what the activities are in and out of class for which credit is being awarded. Random samples of course materials, syllabi and activities will be used to ensure compliance. They will be looking at a cross-section of a course, and then consistency, not just among but between courses as well. She gave the example of looking at several sections of General Psychology for consistency, and also between General Psychology and Introduction to Sociology for consistency. Associate Provost Booth said that jump drives were handed out to colleges to collect this data; the data will then eventually be entered into the new curriculum system by Curriculum Services. These regulations were also given to the Ohio Board of Regents. These guidelines are also tied to financial aid. A member asked for a ballpark number of learning outcomes for a typical 3 credit hour lecture course. Associate Provost Booth suggested 3-5 per course, and then faculty members can add on by section. She cautioned that whatever you report must also be assessed. The member then asked for direction as what to include for courses such as special topics, individual investigations and internships. Associate Provost Booth said that she would get models on those types of courses out to the members. The member's next question related to whether or not the learning outcomes for slashed courses would be the same. Associate Provost Booth said there has got to be some differential between undergraduate and graduate. Another member asked for the definition of activities in and out of the classroom. Associate Provost Booth said there are no templates, just be fairly general and list things such as reading from journals, primary sources, etc., do more of a listing. Another member asked for a 3 credit hour course there are 45 contact hours, some number of hours should be outside the course. Associate Provost Booth said that the ratio is 2 to 1. She reminded the members that the for the DL courses, students should be doing the same amount of work as on campus students. Another members said that in discussing studio courses it was difficult to determine how to assign for outside work. Associate Provost Booth said this is a question of being able to make the case. She added that Kent State's review is in the second year so she is hoping for more guidance from the Higher Learning Commission. A member suggested that all of this information be shared with the graduate council of EPC. A member asked if this assessment needs to be done for all courses in the catalog or just the ones that are regularly offered. Associate Provost Booth indicated it is for all courses in the catalog. Senior Associate Provost Timothy J. Chandler elaborated on the outside work for studios question. He said that there needs to be consistency and argue for substantive academic judgment; if you are inconsistent you will have a hard time with that.

Discussion Item 2: Gainful employment regulations and the definition of a certificate at Kent State.

Associate Provost Booth explained that this policy too, harkens back to the for-profit institutions. The government is concerned about how much aid students are getting, they are coming out with a certificate and cannot get a job. All certificates that can be completed as a stand-alone are affected. All units were asked to provide information about what their students' completion rate and what they are doing. Associate Provost Booth asked the members to consider their stand-alone certificates and if they should be minors instead. The University has to report on the last 5 years, and every year thereafter. Most students are in a bachelor's or associate's degree program, and it is being found that students are applying for the certificate on the same day they apply for graduation. Again, this is all tied to financial aid.

Associate Provost Booth said that another area the federal government put out details is on the course repeat policy and financial aid. The Repeat for Recalculation policy at Kent State does not match the federal policy. The federal policy says that if a student takes a course and gets a "D", takes it a second time and gets an "F", they will generally take it a third time and according to the policy, if they pass it they will not get financial aid. They can continue to receive an "F" and get financial aid, but if they pass it once, the third attempt is not paid for. The University is absorbing $331,000 for the 179 students this affects. Essentially, there is a financial consequence for the third attempt if the course was already passed with a "D" or better. A member asked if a flag could be added to Banner to warn students. Associate Provost Booth assured that that is being worked on by a committee. Another member asked what happens if a student needs a "C" to progress in their program. Associate Provost Booth said that it did not matter if they already passed it. Another member asked if a student is enrolled for 18 credit hours, and at least 12 of those hours qualify for financial aid, does none of it qualify or is it cut back. Associate Provost Booth said they would receive financial aid, it would just be reduced. Another member pointed out that if a student takes 12-18 credit hours they are assessed the same amount; if they are enrolled for 18 and 3 credit hours are being repeat they shouldn't lose anything. Senior Associate Provost Chandler said that is what needs to be worked through, but it seems an obvious assumption. A member asked if advisors are telling students. Associate Provost Booth said that there is a large effort to try to get all the information out. Senior Associate Provost Chandler added that we are trying to hit this every possible angle. Another member asked if there was data on how many students repeat a course for a third time. Associate Provost Booth said that the Registrar is working on it; for this situation for this semester there were 179. She asked the members to look at the verbiage on the certificates drafted by a committee put together by Terry Kuhn in 1998 (see handout attached). She asked if it was time for the certificates and their purpose to be re-evaluated. A member asked if an entrepreneur is recognized as an occupation. Associate Provost Booth said she was unsure and would have to check. She said that the government will be matching student social security numbers with their tax returns; they can then come back and say that our certificate is not gainful employment. A member said that when reporting, they were struck by having to ask students what they were doing that was gainful. When they are through with their education their lives may take a different path. Associate Provost Booth said there is no provision for unemployment by choice. A member asked if there is a requirement that their occupation is related to the certificate. Associate Provost Booth answered in the negative, saying they just need to be employed. Director Tillett said that the University has always been very flexible because it is unknown what the students will be doing. Some departments are coming back saying their certificates do not qualify, but our students may need financial aid. She added that the University of Akron has no certificates, only minors. A member asked if we switched all certificates to minors would this go away. Director Tillett challenged if we want that because programs like medical billing has been very popular. She added that certificates were seen as baby steps to a degree or perhaps an add on to a major. A member pointed out that in some international settings the term "certificate" has more value than major or minor. Students are more likely to get employed internationally if the certificate terminology is used. A member asked if there were any statistics on how many students were enrolled in just a certificate program. Director Tillett replied that the majority were enrolled in degree programs. Senior Associate

Provost cautioned that the information is coming in thick and fast, and to be sympathetic to Associate Provost Booth's plight because she cannot answer some of these questions without help.

Information Item 2: Letter of intent to establish the Psychology [PSYC] major within the Bachelor of Science [BS] degree. The major is currently and will continue to be offered within the Bachelor of Arts [BA] degree.

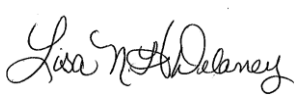
A member requested more a comparison of the changes for the BA and BS degree. Associate Professor Jocelyn R. Folk said that that documentation was not required at this time and that it would come back through this committee.

Lesser Action Items 2-8: Revisions include course changes to meet the requirements of the Ohio Board of Regents.

A member asked for elaboration on these items. Associate Provost and Executive Director Thomas said that the programs are attempting to meet requirements set for the by the Ohio Board of Regents wherein each program has to have each of the 5 categories of the Kent Core. Many of the programs did not have all five, so they are adding those and removing other courses to make room for them.

With no further items or discussion, Associate Professor Linda Williams moved for adjournment of the meeting at 4:34 p.m.

Respectfully submitted,



Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

Approved at EPC on 26-Jan-98 and Faculty Senate on 9-Feb-98

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.

January 28, 1998

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.

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 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 (i.e., below the baccalaureate) in less than one academic year. *Additional Total program must be minimum 16 credit hours (for students to be eligible for federal financial aid) and less than 30 semester credit hours. (Banner code is C1xx.)*
>
> **Postsecondary (one to two academic years):** Requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate) in at least one but less than two full-time equivalent academic years. Total program must be more than 30 and less than 60 semester credit hours. (Banner code is C2xx.)
>
> **Postsecondary (two to four academic years):** Requires completion of an organized program of study at the postsecondary level (i.e., below the baccalaureate) in at least two but less than four full-time equivalent academic years. Total program must be more than 60 semester credit hours. (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. *Additional: Total program must be minimum 15 credit hours for students to be eligible for federal financial aid. (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 doctoral 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.

Department of Education: Gainful Employment

An educational program is Title IV eligible only if the program:

- Is offered by a public or non-profit institution and leads to a degree; or
- Is offered at any institution and "leads to gainful employment in a recognized occupation."
    - Referred to as a Gainful Employment Program or a GE Program.

A "recognized occupation" is one that is:

- Identified by a Standard Occupational Classification (SOC) code established by Office of Management and Budget; or
- Identified by an Occupational Network (O*NET-SOC) code established by the U.S. Department of Labor; or
- Determined by the Secretary of Education in consultation with the Secretary of Labor.

All programs at proprietary institutions and post-secondary vocation institutions are considered Gainful Employment programs, except for:

- Programs leading to a baccalaureate degree in liberal arts offered since January 2009 that has been regionally accredited since October 2007; or
- Preparatory course work necessary for enrollment in an eligible program.

All programs at public and not-for-profit institutions are considered Gainful Employment programs, except for:

- Programs that lead to a degree; or
- Programs of at least two years in length that are fully transferable to a bachelor's degree program; or
- Preparatory course work necessary for enrollment in an eligible program.

(Source: http://ifap.ed.gov/GainfulEmploymentInfo)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Sep-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Academic Forgiveness Policy**

Description of proposal:

Revision of the Academic Forgiveness Policy to reflect implementation recommended by the Associate and Assistant (A&A) Deans Committee.

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

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

All colleges (represented by membership on the A&A Deans Committee), Provost, Enrollment Management and Student Affairs

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

Revision of the Academic Forgiveness Policy
Effective Fall 2012
Proposal Summary

Subject Specification: The Associate and Assistant (A&A) Deans Committee recommend revisions to the Academic Forgiveness Policy to reflect implementation procedures.

Background Information: The Academic Forgiveness Policy (formerly the General Academic Forgiveness Policy) was updated for fall 2011 (approved by the EPC 24-Jan-11; Faculty Senate 14-Feb-11; Board of Trustees 9 Mar-11).

Among the changes made: (1) number of years returning students must be out of school before requesting forgiveness decreased from three (two for veterans) to one year for all; (2) rule that students cannot take credit at another institution for at least three consecutive years was removed; (3) decrease number of credit hours with minimum 2.0 GPA to become eligible for forgiveness decreased from 15 to 12; and (4) allowance of Kent State associate degree students to also receive forgiveness for coursework taken after associate degree.

With its approval of the revisions to the policy, the Educational Policies Council charged the A&A Deans Committee to develop a notification process to alert eligible students for forgiveness. Thus, a task force was established comprising the following members Ruth Capasso (Stark), Glenn Davis (Registrar), Kevin Deemer (Ashtabula), Michael Gershe (Technology), Mary Ann Haley (Arts and Sciences), Ralph Lorenz (Arts), Charity Snyder (University Advising) and Pamela Tontodonato (Arts and Sciences).

As the task force worked through implementation details (including setting process to identify potential students eligible for forgiveness and developing alert notices for communication), it was soon realized that revisions to the Academic Forgiveness Policy needed to be made for implementation to be successful.

Those revisions are the following:

- Current policy calls for students to request academic forgiveness before they are eligible and have it applied once all criteria are met. Implementation creates a two-step process that informs students of the eligibility criteria and requires they request it at any point after the criteria have been met. A revision to the policy should reflect the many impacts that must be considered before forgiveness is applied, and that the impact of forgiveness may not be fully appreciated until the student makes more progress toward degree completion.

- Current policy only allows students to request forgiveness of courses taken after the awarding of an associate degree. Implementation allows students to request forgiveness of courses not used to earn an associate degree or certificate. A revision to the policy will align the Academic Forgiveness Policy with the Course Repeat Policy for lower-division coursework and includes language specific to certificate programs.

- Current policy allows for review of eligibility only during semesters when the 12th or 24th credit hour is earned. Implementation allows criteria forgiveness to be reviewed throughout this timeframe and applied as long as the student is eligible by the semester in which the 24th credit hour is earned. This proposed revision will allow students to enroll earlier in programs with specific GPA requirements and allow them to graduate earlier if grades and credit hours are forgiven once the impact is understood.

- Current policy gives authority to determine eligibility to the academic unit that reenrolls or reinstates the student. Implementation gives the authority to the academic unit in which the student is enrolled at the time he/she requests forgiveness. A revision to the policy considers the reality of students changing programs and ensures the determination of eligibility to be made by the academic unit overseeing the student's current program.

In addition, it was discovered that Kent State's policy 3342-3-01.5 (administrative policy regarding academic forgiveness) as published in the Policy Register has not been updated to reflect several revisions since 1982, including the one effective for fall 2011. Policy 3342-3-01.6 (administrative policy regarding academic forgiveness for veterans) is no longer needed as veteran and non-veteran students are now treated equability (previous policy required veteran students to not be enrolled at Kent State for two years, former students to not be enrolled for three years; revised policy decreases that time for both to one year).

Specific Recommendation and Justification*:* A recommendation is made to make the following revisions to the Academic Forgiveness Policy as published in the University Catalog and the Policy Register

Timetable and Actions Required:

- Associate and Assistant Deans Committee: approved 09 August 2011
- Educational Policies Council: approval sought 14 November 2011
- Faculty Senate: approval sought 12 December 2011
- Board of Trustees: approval sought 13 December 2011
- Implementation: fall 2012

UNIVERSITY CATALOG

ACADEMIC FORGIVENESS POLICY

www.kent.edu/catalog/2011/policies/all-policies.cfm#ACADEMICFORGIVENESSPOLICY

Purpose: The Academic Forgiveness Policy pertains only to former Kent State students returning to the university as undergraduate students after a significant absence. It provides them an opportunity to have their academic standing reflect 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.

remove

~~**Eligibility:** The Academic Forgiveness Policy is available to returning students who have not been enrolled at Kent State University for a period of at least one calendar year (12 months)~~

add

Eligibility: The Academic Forgiveness Policy is available to any Kent State University student who has not been enrolled for a period of at least one calendar year (12 months)

remove

~~**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 12 hours of graded academic coursework since their return to Kent State, former students who meet the eligibility requirement 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.~~

add

Procedure: Any student who has not been enrolled at Kent State University for at least 12 consecutive months may request information on the Academic Forgiveness Policy and an Application for Academic Forgiveness form from student's academic advising office. Once the acknowledgement portion of the form is completed, the student's records will be reviewed by the appropriate dean at the conclusion of each subsequent term.

remove

~~If the students maintain a minimum 2.00 GPA through the term that encompasses the 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 A the students' academic record:~~

add

After returning to Kent State, a student must complete a minimum of 12 graded credit hours with a minimum 2.0 GPA to be eligible for academic forgiveness. If the student meets these conditions, has completed the Application for Academic Forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's 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.

remove

~~3. If a student has been awarded an associate degree from Kent State University, only courses taken after the associate degree will be eligible for application of Academic Forgiveness Policy.~~

add

3. If a student has been awarded an associate degree and/or certificate from Kent State University, only courses not used in the completion of an associate degree and/or certificate will be eligible for the application of the Academic Forgiveness Policy.

remove

~~If the students fail to maintain a minimum 2.00 average for the first 12 semester hours of graded coursework following return to the university, the eligibility period shall be extended to the term that encompasses the 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 minimum 2.00 level, the Academic Forgiveness Policy will be implemented; if not, eligibility for the Academic Forgiveness Policy shall have expired.~~

add

If the student fails to maintain a minimum 2.00 GPA for the first 12 semester hours of graded coursework following return to the university, the eligibility period shall be extended through the term that encompasses the 24th semester hour of graded coursework. If after completing 24 graded semester hours, the returning student has not achieved a 2.00 GPA, eligibility for the academic forgiveness will 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 eligibility standard.

remove

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 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.~~

add	It is available only to undergraduate students. The dean of the college or regional campus or director of the independent school in which the students are enrolled at the time of eligibility for the application of the Academic Forgiveness Policy shall determine all questions as to the eligibility for, and the application of, the Academic Forgiveness Policy. Completed forms are submitted to the University Registrar for validation and application to the students' records.

POLICY REGISTER

POLICY: 3342-3-01.5 ADMINISTRATIVE POLICY REGARDING ACADEMIC FORGIVENESS
www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037764

remove

~~(A) Purpose. The university adopted a general forgiveness policy on the third of February, 1975, in order to recognize the increased maturity of students who have been out of school for a significant period of time. The university will adjust probation to reflect increased maturity.~~

add

(A) Purpose. The academic forgiveness policy pertains only to former Kent State students returning to the university as undergraduate students after a significant absence. It provides them an opportunity to have their academic standing reflect 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.

remove

~~(B) Eligibility. Former university students who have been away from the university for three calendar years or more and who have not attended an accredited institution of higher learning are eligible for this program.~~

add

(B) Eligibility. The Academic Forgiveness Policy is available to any Kent State University student who has not been enrolled for a period of at least one calendar year (12 months).

(C) Procedure.

remove

~~(1) In order for a returning student to take advantage of the academic forgiveness policy, it will be necessary for the student to make application for the program through the office of the dean of the college at the time of readmission. Established collegial policies for readmission will be followed. The student is not obligated to reenter the university under this program.~~

add

(1) Any student who has not been enrolled at Kent State University for at least 12 consecutive months may request information on the Academic Forgiveness Policy as well as the academic forgiveness form from the dean of his/her college or regional campus or director of his/her independent school. Once the acknowledgement portion of the form is completed, the student's records will be reviewed by the appropriate dean at the conclusion of each subsequent term.

remove

~~(2) A diagnostic examination is required of all dismissed students admitted under the terms of this policy. The student will be admitted on the normal probation as established by the college or school. If the student achieves a 2.0 average in either the next fifteen or thirty semester hours attempted, all the "D's" and "F's" in the student's record will be removed from the cumulative average but not from the transcript. Probation, if any, will then be recalculated and the student so notified. The reason for the new cumulative average will appear on the student's transcript.~~

add

(2) After returning to Kent State, a student must complete a minimum of 12 graded credit hours with a minimum GPA of 2.0 to be eligible for academic forgiveness. If the student meets these conditions, has completed the Application for Academic Forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's academic record:

(a) 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.

(b) All cumulative calculations of hours attempted, quality points earned and cumulative GPA also will be adjusted.

(c) If a student has been awarded an associate degree and/or certificate from Kent State University, only courses not used in the completion of an associate degree and/or certificate will be eligible for the application of the academic forgiveness policy.

remove

~~(3) If the student fails to achieve a 2.0 average in those fifteen or thirty semester hours, all previous work will be included in the student's total cumulative average and the student will be dismissed or continued on probation according to this cumulative average.~~

add

(3) If the student fails to maintain a 2.0 GPA for the first twelve (12) semester hours of graded coursework following return to the university, the eligibility period shall be extended through the term which encompasses the 24th semester hour of graded coursework. If after completing 24 graded semester hours, the returning student has not achieved a 2.0 GPA, eligibility for academic forgiveness will have expired.

(D) Supplementary information.

remove

~~(1) This policy is intended for mature students who have left the university under dismissal on probation or with a relatively weak, but acceptable, cumulative average. Eligibility for the program will be determined by the dean of the student's college or school.~~

add

(1) 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 eligibility standard.

remove

~~(2) When a student elects the academic forgiveness policy, none of the work at "D" level will be counted in the cumulative hours toward graduation. Only required courses originally taken with a "D" will have to be reearned by enrollment in the course or through credit by examination. On the other hand, should the student and the adviser feel that the subject has been mastered at a reasonable level, the student could attempt a continuation of the courses without having, technically speaking, credit for a prerequisite. The student could add other work towards the total number of hours needed for graduation and not in any sense "make up" "D" level work which had to be removed from the graduation total.~~

add

(2) 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. The dean of the college or regional campus or director of the independent school in which the students are enrolled at the time of eligibility for the application of the Academic Forgiveness Policy shall determine all questions as to the eligibility for, and the application of, the Academic Forgiveness Policy. Completed forms are submitted to the University Registrar for validation and application to the students' records.

POLICY REGISTER

POLICY: 3342-3-01.6 ADMINISTRATIVE POLICY REGARDING ACADEMIC FORGIVENESS FOR VETERANS
www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037769

(A) Purpose. The university adopted a veterans forgiveness policy on the twenty-third of May, 1968, in order to recognize the contribution of veterans. This policy was modified by the educational policies council on the twentieth of May, 1974, to include a broader variety of veterans. The university will adjust probation to reflect maturity.

(B) Eligibility. Former university students who have been in the armed forces since leaving the university and who have been away from the university for two calendar years or more are eligible for this program. Service in agencies such as "Vista" and the peace corps do not apply as service in the armed forces.

(C) Procedure.

(1) In order for a returning veteran to take advantage of the forgiveness policy, it will be necessary for the veteran to make application for the program through the office of the dean of the college at the time of readmission. The veteran is not obligated to reenter the university under this program.

(2) If he or she left the university with an average below 2.0, a veteran admitted under this program must take a diagnostic entrance examination and will be admitted on the normal probation, as established by the college. If the veteran achieves a 2.0 average in either the next fifteen or thirty semester hours attempted, all of the "D's" and "F's" in the veteran's record will be removed from the cumulative average but not from the transcript. Probation, if any, will then be recalculated and the student so notified. The reason for the new cumulative average will appear on the university transcript.

(3) If the veteran fails to achieve a 2.0 average in these fifteen to thirty semester hours, all previous work will be included in the veteran's total cumulative average and the veteran will be dismissed or continued on probation according to this average.

(D) Supplementary information.

(1) The individual's military status will be determined by the veterans administration, the branch of military service or the state of Ohio. For example, if the veteran is eligible for normal benefits such as G.I. Bill or a state bonus, the veteran will automatically be eligible for the forgiveness policy at the university. Normally, a DD214 form entitled "Military Service History and Release Form" will be required of the veteran.

(2) When a student elects the forgiveness policy, none of the work at "D" level will be counted in the cumulative hours toward graduation. Only required courses originally taken with a "D" will have to be reearned by enrollment in the course or through credit by examination. On the other hand, should the student and the advisor feel that the subject has been mastered at a reasonable level, the student could attempt a continuation of courses without having, technically speaking, credit for a prerequisite. The student could add other work towards the total number of hours needed for graduation and not in any sense "make up" "D" level work which had been removed from the graduation total.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **AE - Architecture and Environmental Design**

Degree **Minor (non degree)**

Program Name **Architectural** History Program Code ~~ARCH~~ ARHS

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

Proposal **Establish program**

Description of proposal:
Establish Minor in Architectural History

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

Current total credit hours: **n/a** Proposed total credit hours **21**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact, the minor utilizies existing courses that are regularly offered.

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

REQUIRED ENDORSEMENTS

_____ 10/19/11
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Douglas L Stull 10/19/11
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Architectural History Minor

Subject Specification: To provide an educational emphasis in Architectural History for students who are not Architecture majors that may provide a foundation for an advanced degree.

Background Information:

(1) Description of Action: The Architectural History minor will expand the options for students studying allied majors such as art history, geography, history, architectural studies, and interior design.

(2) Conformity of action with mission of sponsoring unit: The Architectural History minor will expand students understanding of the built environment and provide a foundation for future graduate study.

(3) Rationale for action: Majors outside of Architecture, such as Art History, Geography, Interior Design, and Architectural Studies, interface with Architectural History. This minor will expand student's understanding of their major study area.

(4) Effect on current programs, offerings, students, staff: The courses in the minor are all currently offered on a regular basis.

(5) Scope of action: See 1.

(6) Fiscal and staffing impact of action: Courses are already offered and staffed. If the minor proves attractive to many students, course size management may be required to meet staffing and classroom resources.

(7) Evidence of need and sustainability: The Architecture History minor will enhance the allied majors listed above.

Alternatives and Consequences: Without the approved minor coursework will be limited to Architecture majors.

Specific Recommendation and Justification: *The College of Architecture and Environmental Design recommends approval of the Architectural History minor to provide curriculum opportunities for students outside of the Architecture major.*

Timetable and Actions Required:

The College of Architecture and Environmental Design has no separate Departments.
College Curriculum Committee approval 17 March 2011.

The Architectural History minor is intended for students outside of the Architecture ~~program~~ major area who desire to expand their understanding of Architectural History. Potential majors to benefit from this minor include, but are not limited to, architectural studies, interior design, geography, history, and art history.

ARCHITECTURAL HISTORY MINOR REQUIREMENTS (21 credits):			
Course		**Title**	**Credits**
ARCH	10111	History of Architecture I	3
ARCH	20112	History of Architecture II	3
ARCH	20113	History of Architecture III	3
Choose any four (4) of the following courses			12
ARCH	45220	American Architecture (3)	
ARC H	45210	Renaissance Architecture (3)	
ARCH	45211	Baroque Architecture (3)	
ARCH	45204	Beyond Western Traditions (3)	
ARCH	45240	The Skyscraper (3)	
Architectural history seminars as approved			
		Total	**21**

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **AE - Architecture and Environmental Design**

Degree **Minor (non degree)**

Program Name ~~**Architecture**~~ Historic Preservation Program Code ~~**ARCH**~~ HPRS

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

Proposal **Establish program**

Description of proposal:
Establish Minor in Historic Preservation

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

Current total credit hours: **n/a** Proposed total credit hours **21**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
No impact, the minor utilizies existing courses that are regularly offered.

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

REQUIRED ENDORSEMENTS

_____ 10/19/11
Department Chair / School Director

_____ __/__/__
Campus Dean (for Regional Campuses proposals)

_____ 10/19/11
College Dean (or designee)

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

_____ __/__/__
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Historic Preservation Minor

Subject Specification: To provide an educational emphasis in Historic Preservation for students who are not Architecture majors that may provide a foundation for an advanced degree or employment in the Historic Preservation field.

Background Information:

(1) Description of Action: The Minor in Historic Preservation will meet the growing need of individuals to interact effectively with Historic Preservation specialists, and to provide a foundation for students who wish to pursue graduate degrees in Historic Preservation.

(2) Conformity of action with mission of sponsoring unit: The Minor in Historic Preservation will prepare individuals to participate in the Historic Preservation field whether their role is a developer, administrator, professional, or interested citizen.

(3) Rationale for action: Majors outside of Architecture, such as Art History, Geography, Interior Design, Architectural Studies, and Business (real estate), interface with Historic Preservation. This minor will better prepare individuals to function in the workplace, or to pursue advanced degrees which focus on Historic Preservation.

(4) Effect on current programs, offerings, students, staff: The courses in the minor are all currently offered on a regular basis. The final two courses Preservation Technology and Exploring Historic Buildings were previously offered under the Arch 4599~~6~~5 "Studies in Architecture" ~~seminar~~ Special topics number.

(5) Scope of action: To open Historic Preservation courses to non-Architecture majors.

(6) Fiscal and staffing impact of action: Courses are already offered and staffed. If the minor proves attractive to many students, course size management may be required to meet staffing and classroom resources.

(7) Evidence of need and sustainability: Ursuline College has recently established a Historic Preservation undergraduate major, demonstrating the need and interest locally. The College of Architecture and Environmental Design has faculty members with extensive preservation experience, and is uniquely positioned to provide a superior educational experience to students. Courses for the minor have been regularly taught in the past decade.

Alternatives and Consequences: Without the approved minor coursework will be limited to Architecture majors.

Specific Recommendation and Justification: *The College of Architecture and Environmental Design recommends approval of the Historic Preservation minor to provide curriculum opportunities for students outside of the Architecture major.*

Timetable and Actions Required: The faculty of the College of Architecture and Environmental Design has voted on support of the minor, the College Curriculum Committee has approved the proposal, and it is anticipated that approval will be granted in November 2011 for inclusion of the minor in the 2012-13 academic year.

The Historic Preservation minor is intended for students outside of the Architecture ~~program~~ major area who desire to understand the history, theory, and practice of historic preservation. Potential majors to benefit from this minor include, but are not limited to, architectural studies, interior design, crafts or fine arts, real estate, geography, history, art history, and business.

HISTORIC PRESERVATION MINOR REQUIREMENTS (21 credits):			
Course		**Title**	**Credits**
Either the following two courses in Option 1			6
ARCH	10111	History of Architecture I (3)	
ARCH	20112	History of Architecture II (3)	
Or, the following two courses in Option 2			
ARCH	10011	Survey of Architectural History I (3)	
ARCH	10012	Survey of Architectural History II (3)	
Plus the following courses			
ARCH	20113	History of Architecture III	3
ARCH	45220	American Architecture	3
ARC H	~~45260~~ 45620	Introduction to Preservation	3
ARCH	45625	Exploring Historic Buildings	3
ARCH	45627	Preservation Technology	3
Total			**21**

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Apr-11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	MCLS		
College	AS - Arts and Sciences		
Degree	BA - Bachelor of Arts		
Program Name	**Latin**	Program Code	**LAT**
Concentration(s)		Concentration(s) Code(s)	
Proposal	Inactivate Program		

Description of proposal:

The department is currently seeking to collapse as many programs as possible. During a review of our curriculum, it was decided to move the requirements from the Major in Latin to the Major in Classics, Latin concentration so as to allow students to continue to meet the state requirement for licensure to teach Latin at the secondary level. The suspension would have no adverse effect on the students as the students who would have chosen the Latin major will now choose the Latin Concentration of the Classics major. The suspension is contingent upon the approval of revisions to the Classics major and so will only go in effect when the revised Classics major goes into effect in Fall, 2012 (pending approval).

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

Current total credit hours: 36 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 Latin major is currently required for teacher licensure in Latin, but the proposed revised Classics major, Latin concentration will be the equivalent and so allow students to take the revised concentration to fulfill the licensure requirements.

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

None

REQUIRED ENDORSEMENTS

Jennifer Larson — 9/26/11

Department Chair / School Director / Campus Dean

Mary Ann Haley — 9/28/11

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

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Kent State University Catalog 2011

Latin - B.A.

COLLEGE:	College of Arts and Sciences
DEPARTMENT:	Department of Modern and Classical Language Studies 109 Satterfield Hall Tel: 330-672-2150 E-mail: mcls@kent.edu Web: www.kent.edu/cas/mcls

Resources:

DESCRIPTION:	The Bachelor of Arts in Latin prepares students to read and interpret ancient Latin texts at a high level. By the end of Intermediate Latin I, students are reading unmodified ancient Latin texts in both prose and poetry from a wide range of genres. Latin authors that are the subject of upper-division courses include Cicero, Vergil, Ovid, Tacitus, Caesar and Plautus. Students also take culture courses taught in English to gain a better understanding of the world in which the texts were written. Regularly offered culture courses include mythology, civilization and colloquia covering such thematic topics as violence, gender and sexuality and ancient Christianities. Latin majors are also required to take courses on Roman history and English vocabulary from the classical languages.
CAREER OPPORTUNITIES:	A major in Latin is required in the state of Ohio for licensure to teach Latin in the secondary schools. A Latin major combined with the Greek minor is also excellent preparation for graduate study in Classics or Archaeology. The study of Latin develops effective communication and cognitive skills, and graduates with degrees in Latin score higher than other disciplines on the GRE, making Latin a good choice for students who wish to pursue careers in law and related fields. Graduates with a a Latin degree have gone on to careers in law, higher education, business, nonprofits, and politics.
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:	Classics Club; Classics Honor Society
GRADUATE PROGRAMS:	Latin: Applied Linguistics and Pedagogy, Literature (M.A.), Secondary Education: Latin (M.A.T.)

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Latin - B.A. Program Requirements

Latin semester-by-semester 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 (44 credits)* *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	CLAS	21201	English Words from Classical Elements	3
		41006	Roman History (or HIST 41006)	3
	LAT	16201	Elementary Latin I	4
		16202	Elementary Latin II	4
		26201	Intermediate Latin I: Readings	3
		26202	Intermediate Latin II: Readings	3
		36170	Cicero	3
		36171	Virgil	3
	Choose from the following: Classics (CLAS) Culture Elective			9
KHU DG	CLAS	21404	The Greek Achievement (3)	
KHU DG		21406	The Roman Achievement (3)	
		41097	Colloquium in Classics (3)	
		41301	Classical Mythology (3)	
		41402	Roman Archaeology and Art (3)	
WIC		41503	Greek Literature in Translation (3)**	
	Choose from the following: Latin Elective			9
	LAT	46095	Special Topics in Latin (3)***	
		46211	Latin Prose Composition (3)	
		46351	Latin Comedy (3)	
		46352	Elegiac Poets (3)	
		46372	Lyric Poetry (3)	
		46373	Advanced Prose Authors (3)*	
		46374	Juvenal and Martial (3)	
		46375	Lucretius (3)	
IV.	ADDITIONAL PROGRAM REQUIREMENTS (76 credits)			
Type	**Course**		**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 Mathematics and Critical Reasoning			3-5
	College General Requirement (must be from Kent Core Basic Sciences)			3
	College General Requirement (must be from Kent Core Social Sciences)			3
	General Electives (minimum 18 upper-division credit hours) *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*			34
	Kent Core Humanities and Fine Arts (minimum one course from each) *the following courses are recommended:*			9
KFA	ARTH	22006	Art History I: Ancient and Medieval Art (3)	
KFA		22007	Art History II: Renaissance to Modern Art (3)	
KHU DG	HIST	11050	History of Civilization (3)	
KHU DG	PHIL	11001	Introduction to Philosophy (3)	
	Kent Core Social Sciences (must be from two disciplines) *the following course are recommended*			6
KSS DG	ANTH	18420	Introduction to Archaeology (3)	
KSS DG	GEOG	17063	World Geography (3)	
			MINIMUM TOTAL	**121**

* All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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

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***May be repeated if different authors are read.

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KENT STATE UNIVERSITY

Roadmap: Latin – Bachelor of Arts
[AS-BA-LAT]
College of Arts and Sciences
Department of Modern and Classical Language 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 Div.	Min Grade	Major GPA	Important Notes
Semester One: [14 Credit Hours]					
Students interested in completing teacher licensure should use the major map with an Education minor and contact the department's pedagogy coordinator for advising. Students not placing out of Elementary II will need to take the appropriate language course(s) as determined by the department.					
College General Requirements	4				Taken from any Foreign Language or general electives
US 10097 Destination Kent State: FYE	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [16 Credit Hours]					
CLAS 21201 English Words from Classical Elements	3			■	
College General Requirements	4				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
LAT 26201 Intermediate Latin I: Readings	3				**Fulfills College General Requirement**
Classics Culture Elective	3				**See note 1 on page 2**
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
LAT 26202 Intermediate Latin II: Readings	3			■	**Fulfills College General Requirement**
Classics Culture Elective	3				**See note 1 on page 2**
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
General Elective (lower or upper division)	3				Consult with advisor
Semester Five: [15 Credit Hours]					
LAT 36170 Cicero *or* LAT 36171 Virgil	3	■		■	**Both courses required, in different semesters**
Kent Core Requirement	3				See Kent Core Summary on page 2
College General Requirement	3				Must be from Kent Core Basic Science
General Electives (lower or upper division)	6				Consult with advisor
Semester Six: [15 Credit Hours]					
Classics Culture Elective	3	■		■	**Recommended: CLAS 41503 (fulfills writing-intensive requirement); see note 1 on page 2**
LAT 36170 Cicero *or* LAT 36171 Virgil	3	■		■	**Select course not taken earlier**
LAT Elective	3	■		■	**See note 2 on page 2**
College General Requirement	3				Must be from Kent Core Social Science
General Elective (lower or upper division)	3				Consult with advisor
Semester Seven: [15 Credit Hours]					
CLAS 41006 Roman History *or* HIST 41006 Roman History	3	■		■	
LAT Elective	3	■		■	**See note 2 on page 2**
General Electives (upper division)	9	■			
Semester Eight: [16 Credit Hours]					
LAT Elective	3	■		■	**See note 2 on page 2**
General Electives (9 credits must be upper division)	13	■			Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours

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KENT STATE UNIVERSITY

Roadmap: Latin – Bachelor of Arts
[AS-BA-LAT]
College of Arts and Sciences
Department of Modern and Classical Language 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	42	36	Kent Core or Electives	CLAS 41503	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 category and minimum one course from fine arts category*	Recommended: ARTH 22006, ARTH 22007, HIST 11050 (global diversity) and/or PHIL 11001 (global diversity)	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Recommended: ANTH 18420 and/or GEOG 17063 (both global diversity)	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

Note 1: **Classics Culture Electives (9 credit hours)**, choose from the following:

CLAS 21404 The Greek Achievement [G]	3	CLAS 41301 Classical Mythology	3
CLAS 21405 The Roman Achievement [G]	3	CLAS 41402 Roman Archaeology and Art	3
CLAS 41097 Colloquium in Classics	3	CLAS 41503 Greek Literature in Translation [W]	3

Note 2: **Latin Elective (9 credit hours)**, choose from the following:

LAT 46095 Selected Topics in Latin	3	LAT 46372 Lyric Poetry	3
LAT 46211 Latin Prose Composition	3	LAT 46373 Advanced Prose Authors	3
LAT 46351 Latin Comedy	3	LAT 46374 Juvenal and Martial	3
LAT 46352 Elegiac Poets	3	LAT 46375 Lucretius	3

[G] Course fulfills global diversity requirement [W] Course fulfills writing-intensive requirement

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Sep-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **CI - Communication and Information**

Proposal **Inactivate Institute**

Proposal Name **Inactivate the Institute for CyberInformation (ICI)/Institute of Social and Cultural Informatics (ISCI)**

Description of proposal:

The purpose of this proposal is to inactivate the Institute for CyberInformation (ICI), aka The Institute of Social and Cultural Informatics (ISCI).

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

NA

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

NA

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

_____ 10/6/2011

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

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: October 19, 2011

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

CCI – Inactivate the Institute for CyberInformation/Institute for Social and Cultural Informatics

This proposal was approved by the CCI CCC on October 19, 2011.

Proposal Summary

Title: Inactivation of The Institute for CyberInformation (ICI)/ Institute of Social and Cultural Informatics (ISCI)

Subject Specification:
The purpose of this proposal is to inactivate the Institute for CyberInformation (ICI), aka The Institute of Social and Cultural Informatics (ISCI).

Background Information:
From 1999 to 2008, ICI/ISCI facilitated cross-disciplinary and inter-organizational research clusters for potential grant proposals, promoted collaboration, and functioned as a research resource for faculty in the College of Communication and Information.

A timeline of its name changes, leadership, staffing and location within the University is as follows:

May 1999: The establishment of the OIIRM (Ohio Institute for Information Research & Management) was approved by the KSU Board of Trustees. Its mission was to "support and stimulate interdisciplinary research, as well as inter-organizational opportunities related to the strategic use and management of information resources and technology." It was housed under the office of Research and Graduate Studies (RAGS), and funded through external resources. Tom Froehlich, faculty member in the School of Library and Information Science, was named Director.

Funding: Initial funding of $100,000 for the formation of the institute came from the University President's office. RAGS supplied $28,000 to pay for a secretary. The Provost's office contributed $25,000 to pay the OIIRM Director's salary. The director was responsible for securing extramural funding for operations after that.

January 2000: Formation of the Information Architecture and Knowledge Management (IAKM) program within the School of Library and Information Science. Tom Froehlich managed both OIIRM (research institute) and IAKM (academic program).

September 2000: Computer equipment and furniture worth approximately $7,000 that was purchased with the funds awarded by the President's Office in 1999 was transferred from OIIRM to the IAKM program.

Fall 2000: Roger Fidler was named Director of OIIRM. Tom Froehlich continued to serve as the Program Director of IAKM.

2001: The name was changed from OIIRM to Institute for CyberInformation (ICI). Laura Bartolo, associate professor, Library and Media Services, who served as assistant director from August 2000 to February 2001, was charged with procuring grants for the Institute. A parttime secretary and graduate assistants were hired. The ICI director secured 3 grants for operations budget: FXPAL (to create and maintain website of communication information/story sources); the Los Angeles Times (to create digital books of investigative journalism stories); and Adobe Systems (to primarily test and report on beta software products). These grants provided funding for operational costs and lasted a number of years. Fidler's salary was paid by the School of

Journalism and Mass Communication (JMC). Pearle Bower joined the staff of ICI, leaving RAGS.

2002: Creation of the College of Communication and Information. The college offices were located in Taylor Hall.

Summer 2004: John West (RAGS) unofficially transferred ICI to CCI, where it served as the research arm of CCI. RAGS provided continuing financial support for three years to mitigate the expansion of ICI's role. Pearle Bower was additionally assigned to serve as Senior Secretary in the College of Communication and Information (CCI) office, with her workload and funding at 70% ICI and 30% CCI.

2004-05 AY: Roger Fidler took a faculty improvement leave to continue research on tablet use at the University of Missouri in Fall Semester 2004. He returned to KSU for Spring Semester 2005 but then left the university.

2006: Rosemary DuMont left her position in KSU Information Systems and was hired to manage ICI. ICI shifted its focus to assist CCI faculty in location and procurement of communication research funding.

June 2007: The CCI college office was moved from Taylor Hall to Moulton Hall.

January 2008: EPC officially approved the transfer of the Institute from RAGS to CCI. The name change from ICI to ISCI (Institute of Social & Cultural Informatics), proposed in 2007, was adopted. ISCI continued to be housed in Moulton Hall, with its manager reporting to the CCI Dean.

February 2009: Pearle Bower was reassigned to serve full time as Special Assistant to the CCI Senior Business Manager, with 100% funding for this position from CCI.

January 2011: Rosemary DuMont left CCI to return full-time to the faculty in the School of Library and Information Science.

Funding:
The budget for the institute was based on grants awarded to ICI and support from the University. Its remaining budget is zero; the E&G 101206 account will be closed upon termination of ISCI.

E&G Account Index 101206 was established for ICI. The President provided $100,000 in funding ($50,000 annually for two years) in 2001-2002 for operations. The Provost also allocated $25,000 to support the ICI director's summer salary at that time. RAGS supported half of the Senior Secretary's salary for two years ($14,000 per year for 2 years, equalling a total of $28,000) after the unofficial transfer of ICI to CCI.

Special Projects Account Index 220259 was created in September 2003 for selling digital books. Its current balance of $2,431.53 now belongs to CCI.

In effect, ICI has been inactive since January 2011. It is included in the 2009-2010 version of the University Curriculum Guidelines list of Active Centers and Institutes (p.23) under the name Institute of Social and Cultural Informatics. It appears on the KSU website section on Centers and Institutes, which is accessible from a link in the 2010-11 catalog, under its old name,

Institute for CyberInformation. As an independent Institute, no classes or degree programs were linked to its work, so formal inactivation will have no effect on current programs or course offerings.

ICI's mission to support interdisciplinary research and instructional initiatives has been effectively integrated into the work of the CCI Dean's Office by the creation of various special-purpose, interdisciplinary teams of faculty and staff, so there is no need for a distinct unit to meet these academic and research goals.

When ICI became part of CCI, both financial accounts (indexes 101206 & 220259) were transferred to the CCI financial organizational category; any amounts in those accounts at year-end belong to CCI. The 220259 account currently has a balance of $2,431.53 and the 101206 account has a zero balance.

Alternatives and Consequences: If the institute is not inactivated, its name is likely to remain in University documents, creating the false impression that the institute still exists.

Specific Recommendation and Justification: Inactivate the Institute for CyberInformation (ICI), aka The Institute of Social and Cultural Informatics (ISCI).

Timetable and Actions Required:
Approval by the following entities:
CCI College Curriculum Committee - October 2011
Educational Policies Committee - November 2011
Faculty Senate - December 2011
President - December 2011
Board of Trustees - Spring Semester 2012

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: October 24, 2011

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

COMM – Establish a Global Communication Minor

This proposal was approved by the CCC on October 19, 2011

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Sep-11** Curriculum Bulletin _____

Effective Date **select one** Approved by EPC _____

Department	**COMM**
College	**CI - Communication and Information**
Degree	**Minor (non degree) Minor Minor**
Program Name	**Communication Studies** Program Code **COMM**
Concentration(s)	Concentration(s) Code(s)
Proposal	**Establish program**

Description of proposal:

The purpose of this proposal is to establish a minor in Global Communication

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

Current total credit hours: **none** Proposed total credit hours **21**

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

This new minor in Global Communication has little impact on other units external to the School of Communiction Studies. The minor establishment will extend curriculum efforts occuring in the Global Communication concentration to students wishing to complete a minor in the same area.

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

because one of the courses in the minor is a JMC class and another is a VCD class, those two units were consulted. Each supported the proposal and indicated that they can accommodate any additional students the minor may attract to their courses.

REQUIRED ENDORSEMENTS

Paul Haridakis — 10 / 10 / 11
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

[illegible] — 10 / 19 / 11
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary

1. **Title:** Proposal to Establish a Minor in Global Communication

2. **Subject Specification:**

The intent of this proposal is to establish a new 21-credit minor in Global Communication (GLBL) within the School of Communication Studies.

3. **Background Information:**

   a. **Description of the Action (Including Intended Effects):**

   Global Communication is the newest concentration in the School of Communication Studies. This proposal extends some of the coursework within this interdisciplinary Communication Studies major degree concentration to students wishing to minor in the same area.

   The 21-credit minor in Global Communication would require three courses that all students complete, including Introduction to Human Communication (COMM. 15000), Communication Theory (COMM. 25902), and Intercultural Communication (COMM. 35852). Then, students would be provided a list of eight possible upper-division courses in Global Communication from which they will be required to select four from the list of options. These options for completing the remaining 12 credits include, Communication Aging, and Culture (COMM. 36505), Media, War and Propaganda (COMM. 42000), Organizational Communication (COMM. 35864), and Language, Meaning, & Cognition (COMM. 45957), Communication Technology & Human Interaction (COMM 43000), Communication & Influence, (COMM 45902), Comparative Media Systems (JMC 40009, and Graphic Design Perspectives (VCD 45000).

   The intended effect of these revisions is to increase the number of students across the university choosing to add a minor in Global Communication.

   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 Global 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 Global 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.

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 Global Communication.

The establishment of a Global Communication minor, for example, would allow students pursuing degrees in programs like global health; business management, marketing, or business-related major degrees; modern languages; political science, journalism and mass communication, and numerous others a more specific minor in Global Communication to add and demonstrate they have more communication training facilitating global and intercultural 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 Global 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 Global Communication concentration in Communication Studies. Communication Studies currently has the appropriate staff and experience in place to support the modifications.

The new Global 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 Global 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. However, because one course in the minor is a JMC class, and another is a VCD class, I do have agreement from those Schools' that they can handle any influx of students. the two courses already are in the global communication major.

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 Global Communication minor may generate more interest in the Communication field and result in increased demand for Global courses.

g. **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 effects of globalization are striking, including changes in industrial, financial, economic, health policy, political, informational, and cultural practices. These and other varied types of communication patterns necessitate the global communication minor that is designed to provide graduates with some of the theoretical, practical, and cultural sensitivity skills to use communication most effectively in global organizations and environments of all kinds.

4. **Alternatives and Consequences:**

Not allowing the establishment of an Global Communication minor will mean that current faculty members studying Global 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 21-credit Global Communication minor degree within the School of Communication Studies as detailed within this proposal.

6. **Timetable and Actions Required:**

September 23, 2011	Approval by COMM FAC
October, 2011	Approval by CCI College Curriculum Committee
January, 2011	Approval by EPC
February, 2011	Approval by Faculty Senate 2012-13
Fall, ~~2011~~ 2012	New Requirements Included in the ~~2011-12~~ Undergrad. Catalog

7. **Certification of Curriculum Proposal (CCP):** See attached document.

8. **Memos Concerning Duplication, Encroachment, Impact, and Support:**

   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. However, the School did obtain memos of support from JMC and VCD (two Schools that currently have courses in the Global Communication Major) indicating that they can handle any influx of students as a result of extending these courses to minors.

9. **Catalog Copy:**

   The attached document entitled "New Global 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 Global 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

GLOBAL COMMUNICATION MINOR REQUIREMENTS (21 credits)			
Course		**Title**	**Credits**
Complete the Following:			
COMM	15000	Introduction to Human Communication	3
	25902	Communication Theory	3
	35852	Intercultural Communication	3
~~Complete~~ Any Four of the Following Courses ~~(COMM 35864, COMM 36505, COMM 42000, COMM 45957, COMM 43000, COMM 45902, JMC 40009, or VCD 45000):~~			12
COMM	35864	Organizational Communication (3)	~~3~~
	36505	Communication, Aging, and Culture (3)	~~3~~
	42000	Media, War and Propaganda (3)	~~3~~
	45957	Language, Meaning, and Cognition (3)	~~3~~
	43000	Communication Technology & Human Interaction (3)	~~3~~
	45902	Communication & Influence (3)	~~3~~
JMC	40009	Comparative Media Systems (3)	~~3~~
VCD	45000	Graphic Design Perspectives (3)	~~3~~
		TOTAL	**21**

Minimum 2.25 GPA in the minor required for graduation.

HARIDAKIS, PAUL

From: HARIDAKIS, PAUL
Sent: Monday, October 10, 2011 1:35 PM
To: HARIDAKIS, PAUL
Subject: FW: Global Comm minor proposal

From: FRUIT, JEFFREY
Sent: Friday, October 07, 2011 6:33 PM
To: HARIDAKIS, PAUL
Cc: HANSON, LUETT
Subject: Re: Global Comm minor proposal

JMC is supportive of the Global Comm minor proposal. We will accommodate the students as requested.

jf
Sent from my iPhone

HARIDAKIS, PAUL

From: LEBLANC, ANNMARIE
Sent: Monday, October 10, 2011 11:42 AM
To: HANSON, LUETT
Cc: HARIDAKIS, PAUL
Subject: Global Communications Minor

Dear Dr. Hanson:

Please accept this correspondence as an endorsement of the Global Communications Minor from the School of Visual Communication Design (VCD). It is understood that Graphic Design Perspectives (VCD 45000) is included in the proposed minor. VCD will be able to handle an increased enrollment should it arise as a result of this minor.

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

Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission: 13 December 2011 *anticipated date*

Name of institution: Kent State University

Previously approved title: News major within the Bachelor of Science degree

Proposed new title: Journalism major within the Bachelor of Science degree

Proposed implementation date of the request: Fall 2012

Date that the request received final approval from the appropriate institutional committee: 13 December 2011 (Kent State University Board of Trustees)

Primary institutional contact for the request

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

Educator Preparation Programs:

Leads to licensure: No
Leads to endorsement: No

Explain the rationale for name and curricular changes.

The Journalism bachelor's degree program has been offered at Kent State since the 1930s. In 1973, the major name changed to News.

The name "journalism" for the major better reflects the breadth of the field than "news." Students, employers and professionals in the field associate the discipline with the name "journalism." Prospective students search for "journalism" when looking for the program. Current students when asked their major inevitably reply "Journalism." In a 10-month review of keyword searches on Kent State's majors website (www.kent.edu/gps), the word "journalism" had 479 unique searches. (There were 1200 searches for the word "journalism" paired with other words [e.g., "journalism magazine"].) In contrast, in that same 10 months, "news" had only 26 unique searches. (There were 52 searches for the word "news" paired with other words [e.g., "newspaper journalism"].)

The major has three concentrations: Broadcast Journalism, Magazine Journalism and Newspaper Journalism. Those names will also be changing, to Broadcast News, Magazine and Multimedia News Concentration, respectively. Since the major will now be called Journalism, that name is no longer needed for the concentrations. Changing the name of the Newspaper Journalism concentration to Multimedia News reflects today's world where news appears in various platforms, not just as print on paper.

In addition to the program name changes, several course requirements will be also be revised:

1. JMC 20004 Media Writing is replaced as a requirement in the major with new course JMC 26005 Multimedia Storytelling. This is a more multimedia-focused writing course for students.
2. JMC 20002 Grammar for Journalists is created to focus on specific grammar issues encountered by journalists. It will be required in the major as a co-requisite to JMC 26001 Newswriting.
3. JMC 40091 Business Media Seminar is created to provide students with a niche skills set and will be an elective for students in the Magazine concentration.
4. ENTR 27056 Introduction to Entrepreneurship, an existing course, is added as a requirement for students in the Magazine concentration to better prepare them for the current models in the magazine business.
5. COMM 15000 Introduction to Human Communication, an existing course (and in the Ohio Transfer Module) is now moved as a major requirement. Already required in the Magazine and Multimedia News concentrations, it was previously an option in the Broadcast News with two other COMM courses.

Total hours to program completion are unchanged at 124.

Describe how the name and curricular changes will affect students in the current program.

As the curriculum for the proposed News major and its concentrations is not greatly changing with the exception of some minor updates, students in the program will not be adversely affected in any way. Current students may opt to change their major from News to Journalism and follow the new curriculum, but are not required to do so. Courses required in their catalog will still be offered to ensure graduation.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

As this is an existing and viable program with no changes except the name and minor curricular updates, all current administrative, faculty and support services are sufficient.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Renewal of the school's accreditation by Accrediting Council on Education in Journalism and Mass Communication will occur in 2014. At that time, Kent State will notify the accrediting of the name change.

Describe how the effectiveness of the new curriculum will be monitored over time.

*** Response to come ***

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

~~News~~ Journalism - B.S. Program Requirements

www.kent.edu/catalog/2011/CollegesPrograms/CI/ug/news-progreq.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 (~~18~~ 19 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	JMC	20002	Grammar for Journalists **NEW TO PROGRAM**	1
	JMC	20003	Introduction to Mass Communication	3
	~~JMC~~	~~20004~~	~~Media Writing*~~ **REMOVED FROM PROGRAM**	~~3~~
	JMC	20006	Multimedia Techniques	3
	JMC	26001	Newswriting	3
	JMC	26006	Multimedia Storytelling **NEW TO PROGRAM**	3
	JMC	40006	Law of Mass Communication	3
WIC	JMC	40010	Ethics and Issues in Mass Communication**	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (~~63~~ 66 credits)**			
Type	**Course**		**Title**	**Credits**
KAD	COMM	15000	Introduction to Human Communication **NOW REQUIRED**	3
KSS	ECON	22060	Principles of Microeconomics	3
	ENG	English upper-division elective		3
KHU/DD	HIST	12070	History of the United States: The Formative Period	3
KHU/DD	HIST	12071	History of the United States: The Modern Period	3
	LIS	30010	Information Fluency in the Workplace and Beyond	3
KAD/DD	POL	10100	American Politics	3
	VCD	14001	Visual Design Literacy	3
	Choose from the following:			3
KSS/DG	POL	10004	Comparative Politics (3)	
KSS/DD	PSYC	11762	General Psychology (3)	
KSS	SOC	12050	Introduction to Sociology (3)	
	Choose from the following:			3-4
	POL	30001	Political Methods (3)	
	PSYC	21621	Quantitative Methods in Psychology (3)	
	SOC	32220 32221	Data Analysis (3) ***and*** Data Analysis Laboratory (1)	
	Liberal Studies Requirement Elective *The specific courses listed below and all courses with these designations count toward the Liberal Studies Requirement: AMST; ANTH; ARAB; ARTH; AS; ASL; BSCI; BTEC; CACM; CHEM; CHIN; CLAS; CLS; ECON; ENG; EXPR; FR; GEOG; GEOL; GER; GRE; HEBR; HIST; HONR; HRTG; IAKM; ITAL; JAPN; LAT; LIS; MATH; MCLS; PAS; PHIL; PHY; POL; PORT; PSYC; RUSS; SOC; SPAN; WMST.*			18
	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
IV.	**CONCENTRATION REQUIREMENTS (~~42~~ 38 credits)**			
	Broadcast ~~Journalism~~ News (~~42~~ 38)			
	Magazine ~~Journalism~~ (~~42~~ 38)			
	~~Newspaper Journalism~~ Multimedia News (~~42~~ 38)			
			MINIMUM TOTAL	**124**

*A minimum B- (2.70) grade must be earned within two attempts in order to move forward in the major.
**A minimum C (2.0) grade must be earned with to fulfill the writing-intensive requirement.

Broadcast ~~Journalism~~ News Concentration

I.	CONCENTRATION REQUIREMENTS (21 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	JMC	26008	Broadcast Beat Reporting	4
	JMC JMC	40004 40012	Computer-Assisted Reporting (3) ***or*** Online Journalism (3)	3
	JMC	40192	Internship in Radio/Television	1
	JMC	46003	Producing Television News	3
	JMC	46009	Reporting Public Affairs	4
	JMC	46052 46054	Advanced Broadcast News (3) ***or*** Broadcast Documentary (3)	3
	JMC	JMC upper-division elective		3
II.	**ADDITIONAL CONCENTRATION REQUIREMENTS (~~21~~ 17 credits)**			
Type	**Course**		**Title**	**Credits**
	~~Choose from the following:~~		**COMM 15000 NOW REQUIRED IN MAJOR**	~~3~~
~~KAD~~	~~COMM~~	~~15000~~	~~Introduction to Human Communication (3)~~	
	~~COMM~~	~~25863~~	~~Business and Professional Communication (3)~~	
~~KAD~~	~~COMM~~	~~26000~~	~~Criticism of Public Discourse (3)~~	
	~~Kent Core Additional *required if student selects COMM 25863 above; COMM 15000 or COMM 26000 will fulfill this requirement*~~			~~0-3~~
	General Elective (minimum 15 credit hours of Non-JMC electives, 10 credit hours must be upper-division)*			~~15-18~~ 17
			MINIMUM SUBTOTAL	**~~42~~ 38**

*Any JMC course taken is calculated in the major GPA.

Magazine ~~Journalism~~ Concentration

I.	CONCENTRATION REQUIREMENTS (24 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	JMC	26007	Print Beat Reporting	4
	JMC	36005	Copyediting	3
	JMC	40092	Internship	1
	JMC	46009	Reporting Public Affairs	4
	JMC	46016	Magazine Publishing	3
	JMC	46018	Feature Writing	3
	JMC JMC	46020 46021	Magazine Design (3) ***or*** Magazine Writing and Editing (3)	3
	Choose from the following:			3-4
	JMC	26008	Broadcast Beat Reporting (4)	
	JMC	32001	Photojournalism I (3)	
	JMC	40004	Computer-Assisted Reporting (3)	
	JMC	40012	Online Journalism (3)	
	JMC	40015	Media Management (3)	
	JMC	40091	Business Media Seminar (3) **NEW TO PROGRAM**	
	JMC	40095	Special Topics: Cybermedia Design (3)	
	JMC	46000	Newspaper Design (3)	
	JMC	46001	Information Graphics (3)	
	JMC	46006	Editorial Writing (3)	
	JMC	46007	Reporting in Depth (3)	
	JMC	46020	Magazine Design (3)	
	JMC	46021	Magazine Writing and Editing (3)	
	JMC	46054	Broadcast Documentary (3)	
II.	**ADDITIONAL CONCENTRATION REQUIREMENTS (~~18~~ 14 credits)**			
Type	**Course**		**Title**	**Credits**
~~KAD~~	~~COMM~~	~~15000~~	~~Introduction to Human Communication~~ **IN MAJOR**	~~3~~
	ENTR	27056	Introduction to Entrepreneurship **NEW TO PROGRAM**	3
	VCD	37000	Visual Design for Media: Advanced	3

	Non-JMC General Elective (minimum ~~9~~ 7 upper-division credit hours)	~~12~~ 8
	MINIMUM SUBTOTAL	**~~42~~ 38**

~~Newspaper Journalism~~ Multimedia News Concentration

I.	**CONCENTRATION REQUIREMENTS (24 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	JMC	26007	Print Beat Reporting	4
	JMC	36005	Copyediting	3
	JMC	40004 40012	Computer-Assisted Reporting (3) ***or*** Online Journalism (3)	3
	JMC	40092	Internship	1
	JMC	46000	Newspaper Design	3
	JMC	46009	Reporting Public Affairs	4
	JMC	46018	Feature Writing	3
	Choose from the following:			3
	JMC	26008	Broadcast Beat Reporting (4)	
	JMC	32001	Photojournalism I (3)	
	JMC	40004	Computer-Assisted Reporting (3)	
	JMC	40012	Online Journalism (3)	
	JMC	40015	Media Management (3)	
	JMC	40095	Special Topics: Cybermedia Design (3)	
	JMC	46001	Information Graphics (3)	
	JMC	46006	Editorial Writing (3)	
	JMC	46007	Reporting in Depth (3)	
	JMC	46016	Magazine Publishing (3)	
	JMC	46020	Magazine Design (3)	
	JMC	46021	Magazine Writing and Editing (3)	
	JMC	46054	Broadcast Documentary (3)	
II.	**ADDITIONAL CONCENTRATION REQUIREMENTS (~~18~~ 14 credits)**			
Type	**Course**		**Title**	**Credits**
~~KAD~~	~~COMM~~	~~15000~~	~~Introduction to Human Communication~~ **IN MAJOR**	~~3~~
	VCD	37000	Visual Design for Media: Advanced	3
	Non-JMC General Electives (minimum ~~9~~ 7 credit hours upper-division)			~~12~~ 11
			MINIMUM SUBTOTAL	**~~42~~ 38**

Kent State University 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 **29-Aug-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Journalism and Mass Communication**
College	**CI - Communication and Information**
Degree	**BS - Bachelor of Science**
Program Name	**News** Program Code **NEWS BS**
Concentration(s)	**Broadcast Journalism; Magazine Journalism; Newspaper Journalism** Concentration(s) Code(s) **BJRN; MJRN; NJRN**
Proposal	**Revise program**

Description of proposal:

Change the name of the News Major (NEWS BS) to Journalism Major.
Change the name of the Broadcast Journalism Concentration (BJRN) to the Broadcast News Concentration.
Change the name of the Magazine Journalism Concentration (MJRN) to Magazine.
Change the name of the Newspaper Journalism Concentration (NJRN) to the Multimedia News Concentration.
Remove JMC 20004, Media Writing as a requirement for the News Major (NEWS BS)
Establish a new course JMC 20002, Grammar for Journalists, add as co-requisite to JMC 26001.
Establish JMC 26005, Multimedia Storytelling, and add as a requirement for the News Major (NEWS BS).
Establish JMC 40091, Business Media Seminar. as an elective for the Magazine Concentration
Add ENTR 27056, Introduction to Entrepreneurship to the Magazine Concentration (MJRN)
For the Broadcast Journalism Concentration (BJNR), in the COMM "Choose one from the following" Additional Degree Requirement list, remove COMM 25863 and COMM 26000 and just require COMM 15000.

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

Current total credit hours: 124 Proposed total credit hours 124

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

none

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

Marketing Department

REQUIRED ENDORSEMENTS

_____ 10/11/11
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

_____ 10/19/11
College Dean (or designee)

Kent State University Catalog 2011

News - B.S.

COLLEGE:	College of Communication and Information
DEPARTMENT:	School of Journalism and Mass Communication 334 Franklin Hall Tel: 330-672-2572 E-mail: jmc@kent.edu Web: www.jmc.kent.edu

Resources:

DESCRIPTION:	The Bachelor of Science in ~~News~~ Journalism encompasses three journalism concentrations: In the Broadcast News concentration, students learn to report, write and produce news for television and radio stations. Students may work at TV2, which broadcasts news daily on a local cable network, Black Squirrel Radio and Kentwired.com. Graduates can find employment in radio or television news and online news sites. In the Magazine concentration, students learn all aspects of the reporting, writing, editing and production of digital and print magazines. Students also work at The Burr, theburr.com, the Daily Kent Stater and Kentwired.com. Graduates can find writing or editing positions at magazines, newspapers or news web sites. In the Multimedia News concentration, students learn all aspects of the reporting, editing and design of print and online news. They work for the Daily Kent Stater and Kentwired.com for at least one semester as part of a reporting class and many continue their involvement beyond that course. Most graduates find employment at daily newspapers or news web sites.
CAREER OPPORTUNITIES:	As technological innovation changes how news is delivered, journalists increasingly will be working for online or mobile outlets. Students learn all facets of multimedia. As the ownership of media shifts, they also are encouraged to seek out opportunities to learn about entrepreneurship in courses or projects.
ADMISSION REQUIREMENTS:	Students first entering the university, whether from high school or transferring from another institution, are admitted directly into one of the ten JMC majors/concentrations. A Kent State GPA of 2.75 must be maintained to continue taking JMC courses. Current Kent State students wishing to pursue a major in the School of Journalism and Mass Communication must have a GPA of 2.75 or higher to be admitted directly into one of the ten majors/concentrations. Current Kent State students with a GPA lower than 2.75 (but 2.0 or higher) may be admitted as journalism and mass communication pre-majors.
GRADUATION REQUIREMENTS:	Minimum 2.75 GPA cumulative and in major. Minimum 80 credit hours taken outside the School of Journalism and Mass Communication. Only general elective courses may be taken as pass/fail, of which maximum 12 credit hours may be taken as pass/fail. Students must meet the requirements stated in this catalog to declare a journalism and mass communication major.
LANGUAGE REQUIREMENT:	None
STUDY ABROAD/AWAY OPPORTUNITIES:	There are many Study Abroad/Away Opportunities, for more information contact the Office of Global Education, or CCI's Coordinator of International Programs
PROGRAM FEE:	$60/semester
ACCREDITATION:	Accrediting Council on Education in Journalism and Mass Communication
STUDENT ORGANIZATIONS:	National Association of Black Journalists, Public Relations Student Society of America, National Press Photographers Association, American Advertising Federation Student Chapter, Kappa Tau Alpha. Student Media: Artemis, The Daily Kent Stater, The Burr and Cyburr, UHURU, Luna Negra, Fusion, TV2, Black Squirrel Radio, KentWired.com
GRADUATE PROGRAMS:	Journalism and Mass Communication (M.A.)

Kent State University Catalog 2011

Journalism

~~News~~ - B.S. Program Requirements

- Broadcast ~~Journalism~~ News concentration semester-by-semester Roadmap
- Magazine ~~Journalism~~ concentration semester-by-semester Roadmap
- ~~Newspaper Journalism~~ Multimedia News concentration semester-by-semester 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.

Type	Course		Title	Credits
	US	10097	Destination Kent State: First Year Experience	1

Type	Course		Title	Credits
	JMC	20003	Introduction to Mass Communication	3
		~~20004~~	~~Media Writing*~~	~~3~~
		20006	Multimedia Techniques	3
		26001	Newswriting	3
		40006	Law of Mass Communication	3
WIC		40010	Ethics and Issues in Mass Communication**	3

← JMC 20002 Grammar for Journalists (1)

← JMC 26005 MULTIMEDIA STORYTELLING (3)

Type	Course		Title	Credits
KSS	ECON	22060	Principles of Microeconomics	3
	ENG	English upper-division elective		3
KHU DD	HIST	12070	History of the United States: The Formative Period	3
KHU DD		12071	History of the United States: The Modern Period	3
	LIS	30010	Information Fluency in the Workplace and Beyond	3
KAD DD	POL	10100	American Politics	3
	VCD	14001	Visual Design Literacy	3
	Choose from the following:			3
KSS DG	POL	10004	Comparative Politics (3)	
KSS DD	PSYC	11762	General Psychology (3)	
KSS	SOC	12050	Introduction to Sociology (3)	
	Choose from the following:			3-4
	POL	30001	Political Methods (3)	
	PSYC	21621	Quantitative Methods in Psychology (3)	
	SOC	32220	Data Analysis (3) *and*	
		32221	Data Analysis Laboratory (1)	
	Liberal Studies Requirement Elective *The specific courses listed below and all courses with these designations count toward the Liberal Studies Requirement: AMST; ANTH; ARAB; ARTH; AS; ASL; BSCI; BTEC; CACM; CHEM; CHIN; CLAS; CLS; ECON; ENG; EXPR; FR; GEOG; GEOL; GER; GRE; HEBR; HIST; HONR; HRTG; IAKM; ITAL; JAPN; LAT; LIS; MATH; MCLS; PAS; PHIL; PHY; POL; PORT; PSYC; RUSS; SOC; SPAN; WMST.*			18
	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
	Broadcast ~~Journalism~~ NEWS ~~(42)~~ (38)			

← COMM 16000 Introduction to Human Communication (KAD) (3)

	Magazine ~~Journalism (42)~~ (38)	
	~~Newspaper Journalism (42)~~ (38)	
	MULTIMEDIA NEWS	
		MINIMUM TOTAL 124

*A minimum B- (2.70) grade must be earned within two attempts in order to move forward in the major.

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

Architecture		
ARCH	10001	Understanding Architecture (3)
	10011	Survey of Architectural History I (3)
	10012	Survey of Architectural History II (3)
	10111	History of Architecture I (3)
	20201	Beyond Western Architecture (3)
	45210	Renaissance Architecture (3)
	45211	Baroque Architecture (3)
	45220	American Architecture: Colonial to 1900 (3)
	46263	Modern Architecture (3)
Communication Studies		
COMM	15000	Introduction to Human Communication (3)
	21000	Communication Grammar Review (1)
	25902	Communication Theory (3)
	26000	Criticism of Public Discourse (3)
	26001	Public Communication in Society (3)
	30000	Communication Research Methods (3)
	35852	Intercultural Communication (3)
	35912	Gender and Communication (3)
	45006	Media Use and Effects (3)
	45007	Freedom of Speech (3)
	45091	Seminar in Communication Studies (1-4)
Computer Science		
CS	10001	Computer Literacy (3)
	33006	Social and Ethical Issues in Computing (3)
Cultural Foundations		
CULT	29535	Education in a Democratic Society (3)
Dance (no technique courses)		
DAN	27076	Dance as an Art Form (3)
Entrepreneurship		
ENTR	27056	Introduction to Entrepreneurship (3)
Fashion Design and Merchandising		
FDM	20013	History of Costume (3)
	30013	Fashion and Pop Culture (3)
Gerontology		
GERO	14029	Introduction to Gerontology (3)
	30656	Psychology of Aging (3)
Human Development and Family Studies		
HDFS	24011	Interpersonal Relationships and Families (3)
	24013	Early Adolescence (3)
Health Education		
HED	32544	Human Sexuality (3)
Justice Studies		
JUS	12000	Introduction to Justice Studies (3)
	26704	Issues in Law and Society (3)
	33300	Development of Justice in America (3)
	33400	Crime and Justice in Popular Culture (3)
Management and Information Systems		
MIS	24053	Introduction to Computer Applications (3)
Music (no technique courses)		
MUS	20295	ST: Survey of Rock and Roll (3)
	22111	The Understanding of Music (3)

	22121	Music as a World Phenomenon (3)
	22131	Survey of Rock Music History (3)
	40295	ST: Roots of Rock (3)
	42111	African Music and Cultures (3)
	42131	America's Music (3)
	43141	Folk and Traditional Music of Western Continents (3)
	42151	Asian Musics (3)
	42161	History of Jazz (3)
Nutrition and Dietetics		
NUTR	23511	Science of Human Nutrition (3)
Physical Education-Professional		
PEP	25059	Sport in Society (3)
Public Health		
PH	10001	Introduction to Public Health (3)
	10002	Introduction to Global Health (3)
	20001	Essentials of Epidemiology (3)
	20005	Social and Behavioral Science Theories in Public Health (3)
	20006	Environmental Health Sciences (3)
	30002	Introductory Biostatistics (3)
	44000	Health Disparities (3)
Recreation, Park and Tourism Management		
RPTM	16000	Foundations of Recreation and Leisure (3)
	26001	Introduction to Community Inclusion of Individuals with Disabilities (3)
	26010	Community Development and Recreation (3)
	36085	Leisure and Culture (3)
Sport Administration		
SPAD	25059	Sport in Society (3)
	35021	Governance in Sport (3)
	45024	Sport in Global Perspective (3)
	45026	Sport and the Media (3)
Special Education		
SPED	23000	Introduction to Exceptionalities (3)
Theatre (no technique courses)		
THEA	11000	The Art of the Theatre (3)
	31112	History of Theatre and Drama I (3)
	31113	History of Theatre and Drama II (3)
Visual Communication Design		
VCD	14001	Visual Design Literacy (3)

Broadcast ~~Journalism~~ News Concentration

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

Type	Course		Title	Credits
	JMC	26008	Broadcast Beat Reporting	4
		40004	Computer-Assisted Reporting (3)	
			or	3
		40012	Online Journalism (3)	
		40192	Internship in Radio/Television	1
		46003	Producing Television News	3
		46009	Reporting Public Affairs	4
		46052	Advanced Broadcast News (3)	
			or	3
		46054	Broadcast Documentary (3)	
		JMC upper-division elective		3

Type	Course		Title	Credits
	~~Choose from the following~~:			~~3~~
~~[illegible]~~	~~COMM~~	~~15000~~	~~Introduction to Human Communication (3)~~	
		~~25003~~	~~Business and Professional Communication (3)~~	

KAD		~~26000~~	~~Criticism of Public Discourse (3)~~	
	~~Kent Core Additional required if student selects COMM 25863 above; COMM 15000 or COMM 26000 will fulfill this requirement~~			~~0-3~~
	General Elective (minimum 15 credit hours of Non-JMC electives, 10 credit hours must be upper-division)*			~~15-18~~ 17
			MINIMUM SUBTOTAL	~~42~~ 38

*Any JMC course taken is calculated in the major GPA.

Magazine ~~Journalism~~ Concentration

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

Type	Course		Title	Credits
	JMC	26007	Print Beat Reporting	4
		36005	Copyediting	3
		40092	Internship	1
		46009	Reporting Public Affairs	4
		46016	Magazine Publishing	3
		46018	Feature Writing	3
		46020	Magazine Design (3)	
			or	3
		46021	Magazine Writing and Editing (3)	
	Choose from the following:			3-4
	JMC	26008	Broadcast Beat Reporting (4)	
		32001	Photojournalism I (3)	
		40004	Computer-Assisted Reporting (3)	
		40012	Online Journalism (3)	
		40015	Media Management (3)	
		40095	Special Topics: Cybermedia Design (3)	
		46000	Newspaper Design (3)	
		46001	Information Graphics (3)	
		46006	Editorial Writing (3)	
		46007	Reporting in Depth (3)	
		46020	Magazine Design (3)	
		46021	Magazine Writing and Editing (3)	
		46054	Broadcast Documentary (3)	

JMC 40091 Business Media seminar

Type	Course		Title	Credits
~~[illegible]~~	~~COMM~~	~~15000~~	~~Introduction to Human Communication~~	~~3~~
	VCD	37000	Visual Design for Media: Advanced	3
	Non-JMC General Elective (~~minimum 9~~ upper-division credit hours)			8 ~~12~~
			MINIMUM SUBTOTAL	~~42~~ 38

ENTR 27056 INTRODUCTION TO ENTREPRENEURSHIP (3)

Multimedia News

~~Newspaper Journalism~~ Concentration

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

Type	Course		Title	Credits
	JMC	26007	Print Beat Reporting	4
		36005	Copyediting	3
		40004	Computer-Assisted Reporting (3)	
			or	3
		40012	Online Journalism (3)	
		40092	Internship	1
		46000	Newspaper Design	3
		46009	Reporting Public Affairs	4
		46018	Feature Writing	3
	Choose from the following:			3

	JMC	26008	Broadcast Beat Reporting (4)	
		32001	Photojournalism I (3)	
		40004	Computer-Assisted Reporting (3)	
		40012	Online Journalism (3)	
		40015	Media Management (3)	
		40095	Special Topics: Cybermedia Design (3)	
		46001	Information Graphics (3)	
		46006	Editorial Writing (3)	
		46007	Reporting in Depth (3)	
		46016	Magazine Publishing (3)	
		46020	Magazine Design (3)	
		46021	Magazine Writing and Editing (3)	
		46054	Broadcast Documentary (3)	

Type	Course		Title	Credits
~~[illegible]~~	~~COMM~~	~~15000~~	~~Introduction to Human Communication~~	~~3~~
	VCD	37000	Visual Design for Media: Advanced	3
	Non-JMC General Electives (minimum 9 credit hours must be upper-division)			~~12~~ 11
			~~MINIMUM SUBTOTAL~~	~~42~~ 38

KENT STATE UNIVERSITY

Journalism News

Roadmap: ~~News~~ - Broadcast ~~Journalism~~ - Bachelor of Science

[CI-BS-NEWS-BJRN]
College of Communication and Information
School of Journalism and Mass Communication
Catalog Year: 2011-2012

JMC 20003 Grammar for Journalists 1 hr.

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]					
HIST 12070 History of the United States: The Formative Period	3				Fulfills Kent Core Humanities and domestic diversity course requirement
JMC 20003 Introduction to Mass Communication	3		C-		
US 10097 Destination Kent State: FYE	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
~~Kent Core Requirement~~ VCD 14001 Visual Design Literacy	3				
Semester Two: [15 Credit Hours]					
Requirements: minimum 2.75 GPA, successfully complete Grammar, Usage and Punctuation Test with minimum 70 percent score.					
~~JMC 20004 Media Writing~~	~~3~~		~~B-~~		~~See note 1 on page 2~~
HIST 12071 History of the United States: The Modern Period	3				Fulfills Kent Core Humanities and domestic diversity course requirement
JMC 20006 Multimedia Techniques	3		C-		
JMC 26001 Newswriting	3				
POL 10004 Comparative Politics *or* PSYC 11762 General Psychology *or* SOC 12050 Introduction to Sociology	3				Fulfills Kent Core Social Sciences
Kent Core Requirements	3				See Kent Core Summary on page 2
Semester Three: [18 Credit Hours]					
~~JMC 20001 Newswriting~~ JMC 26005 Multimedia Storytelling	3				
POL 10100 American Politics	3				Fulfills Kent Core Additional; not from the social sciences category.
COMM ~~Elective~~ 15000 Intro to Human Comm	3				See note 2 on page 2
Liberal Studies Requirement Elective	3				See note 3 on page 3
Kent Core Requirement	3				
Non-JMC General Elective (lower or upper division) *or* Kent Core Requirement	3				Kent Core Additional course required if COMM 25863 was selected for COMM Elective above
Semester Four: [16 Credit Hours]					
ECON 22060 Microeconomics	3				Fulfills Kent Core Social Sciences
JMC 26008 Broadcast Beat Reporting	4		C-		
JMC Upper-division Elective	3	■	C-		
~~VCD 14001 Visual Design Literacy~~ Kent Core Req.	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]					
JMC 46003 Producing Television News	3	■	C-		Offered in fall only
JMC 46052 Advanced Broadcast News *or* JMC 46054 Broadcast Documentary	3	■	C-		JMC 46052 offered in spring only; JMC 46054 offered in fall only
Liberal Studies Requirement Elective	9				See note 3 on page 3
Semester Six: [15-16 Credit Hours]					
JMC 40006 Law of Mass Communication	3	■	C-		
POL 30001 Political Methods *or* PSYC 21621 Quantitative Methods in Psychology I *or* SOC 32220 Data Analysis *and* SOC 32221 Data Analysis Laboratory	3-4				
Liberal Studies Requirement Elective	6				See note 3 on page 3
Non-JMC General Elective	2				
Summer III: [1 Credit Hours]					
JMC 40192 Internship in Radio/Television	1	■	S		

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KENT STATE UNIVERSITY

Journalism ~~[illegible]~~ NEWS

Roadmap: ~~News~~ - ~~Broadcast Journalism~~ STET - Bachelor of Science
[CI-BS-NEWS-BJRN]
College of Communication and Information
School of Journalism and Mass Communication
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: [16 Credit Hours]					
JMC 40004 Computer-Assisted Reporting *or* JMC 40012 Online Journalism	3	■	C-		
JMC 46009 Reporting Public Affairs	4	■	C-		
LIS 30010 Information Fluency in the Workplace and Beyond	3	■			
Non-JMC General Elective (upper division)	6	■			
Semester Eight: [12 Credit Hours]					
JMC 40010 Ethics and Issues in Mass Communication	3	■	C		Fulfills writing-intensive course requirement
ENG Elective (upper division)	3	■			
Non-JMC General Elective (upper division)	3	■			
General Electives (upper division)	3	■			Number of credits required depends on meeting minimum 124 credit hours and 39 upper-division hours. Any JMC course taken is calculated in the major GPA.

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
124	39	36	HIST 12070/ Kent Core or General electives	JMC 40010	2.75	2.75

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; grade of C required in both courses	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*	6 credit hours are fulfilled in this major with HIST 12070 and 12071	3
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Fulfilled in this major with POL 10004, PSYC 11762 or SOC 12050; and ECON 22060	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	3 credit hours are fulfilled in this major with POL 10100; COMM 15000 or 26000 could fulfill remaining requirement if selected from the COMM Electives; see note 2.	3

Notes for News Major:

- Only general elective courses may be taken as pass/fail, of which maximum 12 credit hours may be taken as pass/fail.
- Minimum 80 credit hours must be taken outside the School of Journalism and Mass Communication, with 65 of those hours in liberal studies courses.
- Students must meet the requirements in the catalog to declare a journalism and mass communication major.

~~Note 1: News majors may place out of JMC 20004 and be placed directly into JMC 26001 under the following conditions: Students not yet enrolled in JMC 20004 but who score minimum 75 on the grammar-spelling-punctuation test on their first attempt may take a writing exam. If they pass the exam and have all other prerequisites for newswriting completed, they are eligible to enroll in JMC 26001.~~

Students who take this option must choose an additional upper-division writing course from the following:

JMC 40004 Computer-Assisted Reporting	3	JMC 46009 Reporting Public Affairs	4
JMC 40005 Feature Writing	3	JMC 46021 Magazine Writing and Editing	3
JMC 40012 Online Journalism	3	JMC 46052 Advanced Broadcast News: Practices	3
JMC 46006 Editorial Writing	3	JMC 46054 Broadcast Documentary	3
JMC 46007 Reporting in Depth	3		

KENT STATE UNIVERSITY

Journalism ~~Broadcast~~ News

Roadmap: ~~News~~ - ~~Broadcast Journalism~~ - Bachelor of Science

[CI-BS-NEWS-BJRN]

College of Communication and Information

School of Journalism and Mass Communication

Catalog Year: 2011-2012

~~Note 2: COMM elective (3 credit hours), choose from the following:~~

~~COMM 15000 Introduction to Human Communication~~	~~3~~	~~COMM 26000 Criticism of Public Discourse~~	~~3~~
~~COMM 25963 Business and Professional Communication~~	~~3~~		

Note ~~3~~: Liberal Studies Electives (18 credit hours) choose from the following: the specific courses that are list below and *all courses with these designations count toward the Liberal Studies Requirement: AMST; ANTH; ARAB; ARTH; AS; ASL; BSCI; BTEC; CACM; CHEM; CHIN; CLAS; CLS; ECON; ENG; EXPR; FR; GEOG; GEOL; GER; GRE; HEBR; HIST; HONR; HRTG; IAKM; ITAL; JAPN; LAT; LIS; MATH; MCLS; PAS; PHIL; PHY; POL; PORT; PSYC; RUSS; SOC; SPAN; WMST.*

Architecture (ARCH)

10001 Understanding Architecture	3
10011 Survey of Architectural History I	3
10012 Survey of Architectural History II	3
10111 History of Architecture I	3
20201 Beyond Western Architecture	3
45210 Renaissance Architecture	3
45211 Baroque Architecture	3
45220 American Architecture: Colonial to 1900	3
46263 Modern Architecture	3

Communication Studies (COMM)

15000 Introduction to Human Communication	3
21000 Communication Grammar Review	1
25902 Communication Theory	3
26000 Criticism of Public Discourse	3
26001 Public Communication in Society	3
30000 Communication Research Methods	3
35852 Intercultural Communication	3
35912 Gender and Communication	3
45006 Media Use and Effects	3
45007 Freedom of Speech	3
45091 Seminar in Communication Studies	1-4

Computer Science (CS)

10001 Computer Literacy	3
33006 Social and Ethical Issues in Computing	3

Cultural Foundations (CULT)

29535 Education in a Democratic Society	3

Dance (DAN) no technique courses

27076 Dance as an Art Form	3

Entrepreneurship (ENTR)

27056 Introduction to Entrepreneurship	3

Fashion Design and Merchandising (FDM)

20013 History of Costume	3
30013 Fashion and Pop Culture	3

Gerontology (GERO)

14029 Introduction to Gerontology	3
30656 Psychology of Aging	3

Human Development and Family Studies (HDFS)

24011 Interpersonal Relationships and Families	3
24013 Early Adolescence	3

Health Education (HED)

32544 Human Sexuality	3

Justice Studies (JUS)

12000 Introduction to Justice Studies	3
26704 Issues in Law and Society	3
33300 Development of Justice in America	3
33400 Crime and Justice in Popular Culture	3

Management and Information Systems (MIS)

24053 Introduction to Computer Applications	3

Music (MUS) no technique courses

20295 ST: Survey of Rock and Roll	3
22111 The Understanding of Music	3
22121 Music as a World Phenomenon	3
22131 Survey of Rock Music History	3
40295 ST: Roots of Rock	3
42111 African Music and Cultures	3
42131 America's Music	3
43141 Folk and Traditional Music of Western Continents	3
42151 Asian Musics	3
42161 History of Jazz	3

Nutrition and Dietetics (NUTR)

23511 Science of Human Nutrition	3

Physical Education-Professional (PEP)

25059 Sport in Society	3

Public Health (PH)

10001 Introduction to Public Health	3
10002 Introduction to Global Health	3
20001 Essentials of Epidemiology	3
20005 Social and Behavioral Science Theories in Public Health	3
20006 Environmental Health Sciences	3
30002 Introductory Biostatistics	3
44000 Health Disparities	3

Recreation, Park and Tourism Management (RPTM)

16000 Foundations of Recreation and Leisure	3
26001 Introduction to Community Inclusion of Individuals with Disabilities	3
26010 Community Development and Recreation	3
36085 Leisure and Culture	3

Sport Administration (SPAD)

25059 Sport in Society	3
35021 Governance in Sport	3
45024 Sport in Global Perspective	3
45026 Sport and the Media	3

Special Education (SPED)

23000 Introduction to Exceptionalities	3

Theatre (THEA) no technique courses

11000 The Art of the Theatre	3
31112 History of Theatre and Drama I	3
31113 History of Theatre and Drama II	3

Visual Communication Design (VCD)

14001 Visual Design Literacy	3

KENT STATE UNIVERSITY

Journalism SMET NEWS

Roadmap: ~~News~~ - ~~Broadcast Journalism~~ - Bachelor of Science
[CI-BS-NEWS-BJRN]
College of Communication and Information
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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

JOURNALISM

Roadmap: ~~News~~ - Magazine ~~Journalism~~ - Bachelor of Science

[CI-BS-NEWS-MJRN]
College of Communication and Information
School of Journalism and Mass Communication
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]					
HIST 12070 History of the United States: The Formative Period	3				Fulfills Kent Core Humanities and domestic diversity course requirement
JMC 20003 Introduction to Mass Communication	3		C-	■	
US 10097 Destination Kent State: FYE	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
Requirements: minimum 2.75 GPA; successfully complete Grammar, Usage and Punctuation Test with minimum 70 percent score					
~~JMC 26004 Media Writing~~ JMC 26001 NEWSWRITING	3		~~B-~~	■	~~See note 1 on page 2~~
JMC 20006 Multimedia Techniques	3		C-	■	
HIST 12071 History of the United States: The Modern Period	3				Fulfills Kent Core Humanities and domestic diversity course requirement
POL 10004 Comparative Politics *or* PSYC 11762 General Psychology *or* SOC 12050 Introduction to Sociology	3				Fulfills Kent Core Social Sciences
VCD 14001 Visual Design Literacy	3				
Semester Three: [15 Credit Hours]					
COMM 15000 Introduction to Human Communication	3				Fulfills Kent Core Additional
~~JMC 26001 Newswriting~~ JMC 26005 MULTIMEDIA STORYTELLING	3		C-	■	
POL 10100 American Politics	3				Fulfills Kent Core Additional
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Four: [16 Credit Hours]					
JMC 26007 Print Beat Reporting	4		C-	■	
JMC 36005 Copyediting	3	■	C-	■	
VCD 37000 Visual Design for Media: Advanced	3	■			
Kent Core Requirement	3				See Kent Core Summary on page 2
~~Liberal Studies Requirement Elective~~	3				See note 3 on page 3
Semester Five: [15 Credit Hours]					
ECON 22060 Microeconomics	3				Fulfills Kent Core Social Sciences
JMC 46016 Magazine Publishing	3	■	C-	■	
JMC 46018 Feature Writing	3	■	C-	■	
LIS 30010 Information Fluency in the Workplace and Beyond	3	■			2
Liberal Studies Requirement Elective	3				See note ~~3~~ on page 3
Semester Six: [15-17 Credit Hours]					
POL 30001 Political Methods *or* PSYC 21621 Quantitative Methods in Psychology I *or* SOC 32220 Data Analysis *and* SOC 32221 Data Analysis Laboratory	3-4				1
JMC Elective	3-4		C-	■	See note ~~2~~ on page 2
Liberal Studies Requirement Elective	3				See note ~~3~~ on page 3
Non-JMC General Elective (upper division)	3	■			2
Non-JMC General Elective	~~2~~ 3				
Summer III: [1 Credit Hours]					
JMC 40092 Internship	1	■	S	■	

JMC 20002, GRAMMAR FOR JOURNALISM (1)

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ENTR 27056 INTRODUCTION TO ENTREPRENEURSHIP

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KENT STATE UNIVERSITY

JOURNALISM

Roadmap: ~~News~~ - Magazine ~~Journalism~~ - Bachelor of Science
[CI-BS-NEWS-MJRN]
College of Communication and Information
School of Journalism and Mass Communication
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: [16 Credit Hours]					
JMC 40006 Law of Mass Communication	3	■	C-	■	
JMC 46009 Reporting Public Affairs	4	■	C-	■	
JMC 46020 Magazine Design *or* JMC 46021 Magazine Writing and Editing	0-3	■	C-	■	JMC 46020 offered in fall semesters only; JMC 46021 offered in spring semesters only
Liberal Studies Elective (lower or upper division)	0-3				Taken if JMC 46020 is not taken; see note 3 on page 3
Liberal Studies Elective (lower or upper division)	3				See note ~~3~~ on page 3
Non-JMC General Elective (upper division)	3	■			2
Semester Eight: [15 Credit Hours]					
JMC 40010 Ethics and Issues in Mass Communication	3	■	C	■	Fulfills writing-intensive course requirement
JMC 46020 Magazine Design *or* JMC 46021 Magazine Writing and Editing	0-3	■	C-	■	JMC 46020 offered in fall semesters only; JMC 46021 offered in spring semesters only
ENG Upper-division Elective	3	■			
Liberal Studies Elective	0-3				Taken if JMC 46021 is not taken; see note on page 3
Liberal Studies Elective	3				See note ~~3~~ 2 on page 3
Non-JMC General Elective (upper division)	3	■			Number of credits required depends on meeting minimum 124 credit hours and 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
124	39	36	Kent Core or Elective / HIST 12070	JMC 40010	2.75	2.75

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; grade of C required in both courses	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*	6 credit hours are fulfilled in this major with HIST 12070 and 12071	3
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	6 credit hours are fulfilled in this major with POL 10004, PSYC 11762 or SOC 12050; and ECON 22060	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with COMM 15000 and POL 10004	0

~~**Note 1:** News majors may place out of JMC 20004 and be placed directly into JMC 26001 under the following conditions. Students not yet enrolled in JMC 20004 but who score minimum 75 on the grammar, spelling, punctuation test on their first attempt may take a writing exam. If they pass the exam and have all other prerequisites for newswriting completed, they are eligible to enroll in JMC 26001.~~

~~Students who take this option must choose an additional upper-division writing course from the following:~~

~~JMC 40004 Computer-Assisted Reporting~~	~~3~~	~~JMC 46009 Reporting Public Affairs~~	~~4~~
~~JMC 40005 Feature Writing~~	~~3~~	~~JMC 46021 Magazine Writing and Editing~~	~~3~~
~~JMC 40012 Online Journalism~~	~~3~~	~~JMC 46052 Advanced Broadcast News: Practices~~	~~3~~
~~JMC 46006 Editorial Writing~~	~~3~~	~~JMC 46054 Broadcast Documentary~~	~~3~~
~~JMC 46007 Reporting in Depth~~	~~3~~		

Note ~~2~~ 1: JMC elective (3-4 credit hours), choose from the following:

JMC 26008 Broadcast Beat Reporting	4	JMC 46001 Information Graphics	3
JMC 32001 Photojournalism I	3	JMC 46006 Editorial Writing	3
JMC 40004 Computer-Assisted Reporting	3	JMC 46007 Reporting in Depth	3
JMC 40012 Online Journalism	3	JMC 46020 Magazine Design	3
JMC 40015 Media Management	3	JMC 46021 Magazine Writing and Editing	3
JMC 40095 Special Topics: Cybermedia Design	3	JMC 46054 Broadcast Documentary	3
JMC 46000 Newspaper Design	3		

JMC 40091 Business Media Seminar

KENT STATE UNIVERSITY

JOURNALISM

Roadmap: ~~News~~ - Magazine ~~Journalism~~ - Bachelor of Science

[CI-BS-NEWS-MJRN]
College of Communication and Information
School of Journalism and Mass Communication
Catalog Year: 2011-2012

2

Note 3: Liberal Studies Electives (18 credit hours) choose from the following: the specific courses that are list below and *all courses with these designations count toward the Liberal Studies Requirement: AMST; ANTH; ARAB; ARTH; AS; ASL; BSCI; BTEC; CACM; CHEM; CHIN; CLAS; CLS; ECON; ENG; EXPR; FR; GEOG; GEOL; GER; GRE; HEBR; HIST; HONR; HRTG; IAKM; ITAL; JAPN; LAT; LIS; MATH; MCLS; PAS; PHIL; PHY; POL; PORT; PSYC; RUSS; SOC; SPAN; WMST.*

Architecture (ARCH)

10001 Understanding Architecture	3
10011 Survey of Architectural History I	3
10012 Survey of Architectural History II	3
10111 History of Architecture I	3
20201 Beyond Western Architecture	3
45210 Renaissance Architecture	3
45211 Baroque Architecture	3
45220 American Architecture: Colonial to 1900	3
46263 Modern Architecture	3

Communication Studies (COMM)

15000 Introduction to Human Communication	3
21000 Communication Grammar Review	1
25902 Communication Theory	3
26000 Criticism of Public Discourse	3
26001 Public Communication in Society	3
30000 Communication Research Methods	3
35852 Intercultural Communication	3
35912 Gender and Communication	3
45006 Media Use and Effects	3
45007 Freedom of Speech	3
45091 Seminar in Communication Studies	1-4

Computer Science (CS)

10001 Computer Literacy	3
33006 Social and Ethical Issues in Computing	3

Cultural Foundations (CULT)

29535 Education in a Democratic Society	3

Dance (DAN) no technique courses

27076 Dance as an Art Form	3

Entrepreneurship (ENTR)

27056 Introduction to Entrepreneurship	3

Fashion Design and Merchandising (FDM)

20013 History of Costume	3
30013 Fashion and Pop Culture	3

Gerontology (GERO)

14029 Introduction to Gerontology	3
30656 Psychology of Aging	3

Human Development and Family Studies (HDFS)

24011 Interpersonal Relationships and Families	3
24013 Early Adolescence	3

Health Education (HED)

32544 Human Sexuality	3

Justice Studies (JUS)

12000 Introduction to Justice Studies	3
26704 Issues in Law and Society	3
33300 Development of Justice in America	3
33400 Crime and Justice in Popular Culture	3

Management and Information Systems (MIS)

24053 Introduction to Computer Applications	3

Music (MUS) no technique courses

20295 ST: Survey of Rock and Roll	3
22111 The Understanding of Music	3
22121 Music as a World Phenomenon	3
22131 Survey of Rock Music History	3
40295 ST: Roots of Rock	3
42111 African Music and Cultures	3
42131 America's Music	3
43141 Folk and Traditional Music of Western Continents	3
42151 Asian Musics	3
42161 History of Jazz	3

Nutrition and Dietetics (NUTR)

23511 Science of Human Nutrition	3

Physical Education-Professional (PEP)

25059 Sport in Society	3

Public Health (PH)

10001 Introduction to Public Health	3
10002 Introduction to Global Health	3
20001 Essentials of Epidemiology	3
20005 Social and Behavioral Science Theories in Public Health	3
20006 Environmental Health Sciences	3
30002 Introductory Biostatistics	3
44000 Health Disparities	3

Recreation, Park and Tourism Management (RPTM)

16000 Foundations of Recreation and Leisure	3
26001 Introduction to Community Inclusion of Individuals with Disabilities	3
26010 Community Development and Recreation	3
36085 Leisure and Culture	3

Sport Administration (SPAD)

25059 Sport in Society	3
35021 Governance in Sport	3
45024 Sport in Global Perspective	3
45026 Sport and the Media	3

Special Education (SPED)

23000 Introduction to Exceptionalities	3

Theatre (THEA) no technique courses

11000 The Art of the Theatre	3
31112 History of Theatre and Drama I	3
31113 History of Theatre and Drama II	3

Visual Communication Design (VCD)

14001 Visual Design Literacy	3

KENT STATE UNIVERSITY

JOURNALISM

Roadmap: ~~News~~ - Magazine ~~Journalism~~ - Bachelor of Science
[CI-BS-NEWS-MJRN]
College of Communication and Information
School of Journalism and Mass Communication
Catalog Year: 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.

KENT STATE UNIVERSITY

Journalism MULTIMEDIA NEWS

Roadmap: ~~News~~ - ~~Newspaper Journalism~~ - Bachelor of Science

CI-BS-NEWS-NJRN
College of Communication and Information
School of Journalism and Mass Communication
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]					
HIST 12070 History of the United States: The Formative Period	3				Fulfills Kent Core Humanities and domestic diversity course requirement
JMC 20003 Introduction to Mass Communication	3		C-	■	
US 10097 Destination Kent State: FYE	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
Requirements: minimum 2.75 GPA, successfully complete Grammar, Usage and Punctuation Test with minimum 70 percent score.					
~~JMC 20004 Media Writing~~ JMC 26001 Newswriting	3		~~B-~~	■	~~See note 1 on page 2~~
HIST 12071 History of the United States: The Modern Period	3				Fulfills Kent Core Humanities and domestic diversity course requirement
JMC 20006 Multimedia Techniques	3		C-	■	
POL 10004 Comparative Politics *or* PSYC 11762 General Psychology *or* SOC 12050 Introduction to Sociology	3				Fulfills Kent Core Social Sciences
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]					
COMM 15000 Introduction to Human Communication	3				Fulfills Kent Core Additional
~~JMC 26001 Newswriting~~ JMC 26005 Multimedia Storytelling	3		C-	■	
POL 10100 American Politics	3				Fulfills Kent Core Additional
VCD 14001 Visual Design Literacy	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [16 Credit Hours]					
JMC 26007 Print Beat Reporting	4		C-	■	
JMC 36005 Copyediting	3	■	C-	■	
VCD 37000 Visual Design for Media: Advanced	3	■			
Kent Core Requirement	3				See note ~~3~~ 2 on page 3
Liberal Studies Requirement Elective	3				
Semester Five: [15 Credit Hours]					
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
JMC 46018 Feature Writing	3	■	C-	■	
Liberal Studies Electives	3				See note ~~3~~ 2 on page 3
Non-JMC General Elective (3 credits upper division)	~~6~~ 5	■			
Semester Six: [15-16 Credit Hours]					
JMC 40004 Computer-Assisted Reporting *or* JMC 40012 Online Journalism	3	■	C-	■	
JMC 46000 Newspaper Design	3	■	C-	■	
LIS 30010 Information Fluency in the Workplace and Beyond	3	■			
POL 30001 Political Methods *or* PSYC 21621 Quantitative Methods in Psychology I *or* SOC 32220 Data Analysis *and* SOC 32221 Data Analysis Laboratory	3-4				
Liberal Studies Electives	3				See note ~~3~~ 2 on page 3
Summer III: [1 Credit Hours]					
JMC 40092 Internship	1	■	S	■	

JMC 20002 Grammar for Journalists (1)

KENT STATE UNIVERSITY

Journalism MULTIMEDIA NEWS

Roadmap: ~~News~~ - ~~Newspaper Journalism~~ - Bachelor of Science

CI-BS-NEWS-NJRN
College of Communication and Information
School of Journalism and Mass Communication
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Seven: [16 Credit Hours]					
JMC 40006 Law of Mass Communication	3	■	C-	■	
JMC 46009 Reporting Public Affairs	4	■	C-	■	2
Liberal Studies Electives	9				See note 3 on page 3
Semester Eight: [15 Credit Hours]					
JMC 40010 Ethics and Issues in Mass Communication	3	■	C	■	Fulfills writing-intensive course requirement
ENG Elective (upper division)	3	■		■	1
JMC Elective	3				See note 2 below
Non-JMC General Elective (upper division)	6	■			Number of credits required depends on meeting minimum 124 credit hours and 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
124	39	36	Kent Core or Elective / HIST 12070	JMC 40010	2.75	2.75

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; grade of C required in both courses	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*	6 credit hours are fulfilled in this major with HIST 12070 and 12071; must select course from Fine Arts category; remaining course may fulfill global diversity requirement	3
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	Fulfilled in this major with POL 10004, PSYC 11762 or SOC 12050; and ECON 22060	0
Basic Sciences (6-7 credit hours) *Must include one laboratory*		6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	Fulfilled in this major with POL 10100 and COMM 15000	0

Notes for News Major:

- Only general elective courses may be taken as pass/fail, of which maximum 12 credit hours may be taken as pass/fail.
- Minimum 80 credit hours must be taken outside the School of Journalism and Mass Communication, with 65 of those hours in liberal studies courses.
- Students must meet the requirements in the catalog to declare a journalism and mass communication major.

~~Note 1: News majors may place out of JMC 20004 and be placed directly into JMC 26001 under the following conditions: Students not yet enrolled in JMC 20004 but who score minimum 75 on the grammar-spelling-punctuation test on their first attempt may take a writing exam. If they pass the exam and have all other prerequisites for newswriting completed, they are eligible to enroll in JMC 26001.~~

Students who take this option must choose an additional upper-division writing course from the following:

JMC 40004 Computer-Assisted Reporting	3	JMC 46009 Reporting Public Affairs	4
JMC 40005 Feature Writing	3	JMC 46021 Magazine Writing and Editing	3
JMC 40012 Online Journalism	3	JMC 46052 Advanced Broadcast News: Practices	3
JMC 46006 Editorial Writing	3	JMC 46054 Broadcast Documentary	3
JMC 46007 Reporting in Depth	3		

Note ~~2~~ 1: **JMC elective (3-4 credit hours), choose from the following:**

JMC 26008 Broadcast Beat Reporting	4	JMC 46006 Editorial Writing	3
JMC 32001 Photojournalism I	3	JMC 46007 Reporting in Depth	3
JMC 40004 Computer-Assisted Reporting	3	JMC 46016 Magazine Publishing	3
JMC 40012 Online Journalism	3	JMC 46020 Magazine Design	3
JMC 40015 Media Management	3	JMC 46021 Magazine Writing and Editing	3
JMC 40095 Special Topics: Cybermedia Design	3	JMC 46054 Broadcast Documentary	3
JMC 46001 Information Graphics	3		

KENT STATE UNIVERSITY

Journalism MULTIMEDIA NEWS

Roadmap: ~~News~~ - Newspaper Journalism - Bachelor of Science

CI-BS-NEWS-NJRN
College of Communication and Information
School of Journalism and Mass Communication
Catalog Year: 2011-2012

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Architecture (ARCH)

10001 Understanding Architecture	3
10011 Survey of Architectural History I	3
10012 Survey of Architectural History II	3
10111 History of Architecture I	3
20201 Beyond Western Architecture	3
45210 Renaissance Architecture	3
45211 Baroque Architecture	3
45220 American Architecture: Colonial to 1900	3
46263 Modern Architecture	3

Communication Studies (COMM)

15000 Introduction to Human Communication	3
21000 Communication Grammar Review	1
25902 Communication Theory	3
26000 Criticism of Public Discourse	3
26001 Public Communication in Society	3
30000 Communication Research Methods	3
35852 Intercultural Communication	3
35912 Gender and Communication	3
45006 Media Use and Effects	3
45007 Freedom of Speech	3
45091 Seminar in Communication Studies	1-4

Computer Science (CS)

10001 Computer Literacy	3
33006 Social and Ethical Issues in Computing	3

Cultural Foundations (CULT)

29535 Education in a Democratic Society	3

Dance (DAN) no technique courses

27076 Dance as an Art Form	3

Entrepreneurship (ENTR)

27056 Introduction to Entrepreneurship	3

Fashion Design and Merchandising (FDM)

20013 History of Costume	3
30013 Fashion and Pop Culture	3

Gerontology (GERO)

14029 Introduction to Gerontology	3
30656 Psychology of Aging	3

Human Development and Family Studies (HDFS)

24011 Interpersonal Relationships and Families	3
24013 Early Adolescence	3

Health Education (HED)

32544 Human Sexuality	3

Justice Studies (JUS)

12000 Introduction to Justice Studies	3
26704 Issues in Law and Society	3
33300 Development of Justice in America	3
33400 Crime and Justice in Pop Culture	3

Management and Information Systems (MIS)

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22111 The Understanding of Music	3
22121 Music as a World Phenomenon	3
22131 Survey of Rock Music History	3
40295 ST: Roots of Rock	3
42111 African Music and Cultures	3
42131 America's Music	3
43141 Folk and Traditional Music of Western Continents	3
42151 Asian Musics	3
42161 History of Jazz	3

Nutrition and Dietetics (NUTR)

23511 Science of Human Nutrition	3

Physical Education-Professional (PEP)

25059 Sport in Society	3

Public Health (PH)

10001 Introduction to Public Health	3
10002 Introduction to Global Health	3
20001 Essentials of Epidemiology	3
20005 Social and Behavioral Science Theories in Public Health	3
20006 Environmental Health Sciences	3
30002 Introductory Biostatistics	3
44000 Health Disparities	3

Recreation, Park and Tourism Management (RPTM)

16000 Foundations of Recreation and Leisure	3
26001 Introduction to Community Inclusion of Individuals with Disabilities	3
26010 Community Development and Recreation	3
36085 Leisure and Culture	3

Sport Administration (SPAD)

25059 Sport in Society	3
35021 Governance in Sport	3
45024 Sport in Global Perspective	3
45026 Sport and the Media	3

Special Education (SPED)

23000 Introduction to Exceptionalities	3

Theatre (THEA) no technique courses

11000 The Art of the Theatre	3
31112 History of Theatre and Drama I	3
31113 History of Theatre and Drama II	3

Visual Communication Design (VCD)

14001 Visual Design Literacy	3

Kent Core

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KENT STATE UNIVERSITY

Journalism MULTIMEDIA NEWS

Roadmap: ~~News~~ - ~~Newspaper Journalism~~ - Bachelor of Science
CI-BS-NEWS-NJRN
College of Communication and Information
School of Journalism and Mass Communication
Catalog Year: 2011-2012

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.

Subject: RE: ENTR 27056
Date: Tuesday, August 16, 2011 2:07:41 AM ET
From: GRIMM, PAMELA
To: BLASE, GREGORY
CC: Denise Easterling, MESSING, JULIE

Hi Greg,

Sorry for the delay in responding. I fully support your students enrolling in ENTR 27056, the Introduction to Entrepreneurship course. I am not completely clear about the curricular documentation you need. I am copying Denise Easterling and Julie Messing on this email. If you would like a current syllabus, Denise, could you forward that to Greg? If there is other material you need, please specify and I'm happy to get that for you.

Also, would you like a more formal email to serve as documentation of support? Just let me know.

Thank you,
Pam

Pamela E. Grimm
Associate Professor and Chair
Department of Marketing & Entrepreneurship

From: BLASE, GREGORY
Sent: Wednesday, August 10, 2011 10:04 AM
To: GRIMM, PAMELA
Subject: ENTR 27056

Hi Pam,

We'd like to add your course, ENTR 27056, Intro to Entrepreneurship as a requirement to our Magazine and Information Design Concentrations for fall 2012. We anticipate somewhere between five and ten JMC students taking the course each semester. They probably won't start taking the course until 2013 or 2014 since students will take the course in their sophomore or junior year.

I need a letter of support (email is fine) from you to include with the curricular documentation I send forward. Could you send me one? Thanks very much.

Greg

Gregory Blase
Associate Director
School of Journalism and Mass Communication
Kent State University
330-672-8290

Transmittal Memo

Date: April 11, 2011

To: Nancy Barbour, Ph.D., Associate Dean, Administrative Affairs and Graduate Education

From: Cindy Symons

Re: Inactivate Program

This proposal is to inactivate the MEd School Health Education program [SHED].

Curricular/consultative bodies that have approved this action:
Approved by HED faculty: August 25, 2011
Approved by HS SCC: October 5, 2011
Presented to EHHS CCC: October 21, 2011
Presented to EPC: November 18, 2011

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 11-Apr-11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	School of Health Sciences
College	EH - Education, Health and Human Services
Degree	MED - Master of Education
Program Name	**School Health Education** Program Code **SHED**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

This proposal is to inactivate the Master of Education School Health Education major.

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 are currently no students enrolled in this major. This is a program that is not currently active; therefore, there is no impact.

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

None

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean — 10/12/11

College Dean — ___/___/___

Dean of Graduate Studies (for graduate proposals) — 10/21/11

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

Proposal Summary

Title: Inactivation of MEd School Health Education major.

Subject Specification: This proposal will inactivate the Master of Education School Health Education program [MED SHED].

Background Information: The Health Education program currently offers the MEd SHED degree. There has been no enrollment in this program for as long as Banner has been in place. Students interested in a master's degree with a licensure in school health education, choose the MEd Health Education and Promotion degree with a School Health Licensure concentration [MED HEDP SHLI]; therefore, there is no longer a need for the MEd degree.

Because this program is not active, the proposed inactivation will have no effect on HED course offerings or staff.

If inquiries or applications to the MEd SHED program are received prior to Fall 2012, those individuals will be contacted by the program coordinator and advised to apply to the MED HEDP SHLI program.

Alternatives and Consequences: The alternative is to have a major without students.

Specific Recommendations and Justification: Inactivate MED SHED program.

Timetable and Actions Required: If approved, these changes would be effective Fall 2012 semester.
Approved by HED faculty: August 25, 2011
Approved by HS SCC: September 7, 2011
Presented to EHHS CCC: October 21, 2011
Presented to EPC: November 14, 2011

INACTIVATE

Kent State University Catalog 2011

School Health Education-M.Ed.

COLLEGE:	College of Education, Health and Human Services
DEPARTMENT:	School of Health Sciences 100 Nixson Hall Tel: 330-672-2197 Fax: 330-672-2194 Web: www.kent.edu/ehhs/hs/index.cfm For more information contact:
DESCRIPTION:	The Master of Education in School Health Education leads to a pre-K-12 licensure in health for those individuals currently holding a certificate/license in another area.
ADMISSION REQUIREMENTS:	Official transcript(s), 3.0 GPA, goal statement and three 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

AUGUSTINE, SUSAN

From: SYMONS, CYNTHIA
Sent: Saturday, August 27, 2011 1:56 PM
To: AUGUSTINE, SUSAN
Cc: BERNERT, DONNA J.; DING, KELE; WAGNER, LAURIE

Susan - per our very brief conversation on Friday, I am writing this memo to confirm that the matter of "inactivating" the MED in School Health Education was discussed at our first program meeting of the academic year convened on Thursday August 25, 2011. All members of the Health Education and Promotion faculty were in attendance: Drs. Laurie Wagner, Dianne Kerr, Kele Ding, Renee Axiotis, Angela Backus, Donna Bernert and me. The vote to inactivate the MED in School Health and Promotion was unanimously in favor of pursuing this course of action.

Given her role on the SHS Curriculum Committee, Dr. Bernert asked that I copy her on this message to keep her in the loop about this matter. In addition, I have copied Drs. Wagner and Ding

Thanks so much for all your help with the time, paperwork, and process matters since our initial correspondence on 4/11/11. As this moves through the institutional bodies, don't hesitate to let me know if I can be of further help.

Thanks again, Cindy

Cynthia W. Symons, D.Ed., CHES
Professor, Health Education and Promotion
Kent State University
Kent, OH 44242
(330) 672-0681

AUGUSTINE, SUSAN

From: DEHOFF, BRIAN
Sent: Monday, April 11, 2011 1:19 PM
To: AUGUSTINE, SUSAN
Subject: RE: report

Susan,

I can got back to Spring 2008 when they changed from SIS to Banner. No one has been in the Masters level of the program since before Spring 2008. There are people in the BSE level, but not masters.

Brian

Brian DeHoff – Senior Application Developer
Kent State University
College of Education, Health, and Human Services
304 White Hall
Kent, Ohio 44240

From: AUGUSTINE, SUSAN
Sent: Monday, April 11, 2011 11:22 AM
To: DEHOFF, BRIAN
Subject: report

Brian,
Are there currently any students registered in School Health Education, Master of Education [MED SHED]? Will you go back at least 5 years and see the enrollment numbers?
Thanks,
Susan

Susan Augustine
Curriculum Consultant
College of Education, Health, & Human Services
409 White Hall
330-672-2187
FAX: 330-672-3549
saugusti@kent.edu

Proposal Summary

Title: Establish a new minor in Human Development and Family Studies.

Subject Specification: The intent of this proposal is to establish a minor in Human Development and Family Studies (HDFS) within the School of Lifespan Development and Educational Sciences (LDES).

Background Information: Currently, students wanting to take minor coursework pertaining to human development and family studies are able to do so via a minor in Food, Family, and Nutritional Studies. However, that minor is being inactivated effective Fall 2012 due to the dissolution of the School of Family and Consumer Studies three years ago.

This proposal will establish a new minor specifically focused on Human Development and Family Studies. Knowledge about biopsychosocial development and family relationships and processes across the lifespan may be beneficial for any student planning a career that involves working with people. The minor will be particularly applicable for students in the following majors: Communications, Community Health Education, Early Childhood Education, Middle Childhood Education, Adolescent and Young Adult Education, Nursing, Nutrition, Psychology, Public Health, Recreation Management, Sociology, Speech Pathology and Audiology.

All of the coursework for this minor is currently offered for the HDFS major so there will be no effect on current programs or staffing. Students who might have been considering the minor in Food, Family and Nutritional Studies will have an alternative replacement for that minor which is being inactivated.

An ultimate goal is for this minor to be delivered in a hybrid format. The four core requirements will be taught as distance learning courses, and the electives are face-to-face courses. This would result in the minor being 66% online and 34% Face-to-Face. Jason Piatt, Director of Technology and Distance Education for the College of Education, Health and Human Services is assisting with the development of the distance learning components of this minor and will handle final distance learning course evaluation via the Quality Matters Rubric.

Alternatives and Consequences:
Without the establishment of this minor, there will be no formal mechanism for students to supplement their major with focused study of human development and family relationships.

Specific Recommendation and Justification:
Establish a minor in Human Development and Family Studies, program requirements attached

Timetable and Actions Required:

Approval by HDFS faculty: August 23, 2011
Approval of LDES Curriculum Committee: October 5, 2011
Presented to EHHS Curriculum Committee: October 21, 2011
Presented to EPC: November 14, 2011
Effective Fall, 2012

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 20-Sep-11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	Minor
Program Name	**Human Development and Family Studies** Program Code HDFS
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish program

Description of proposal:

To establish a minor in Human Development and Family Studies. Currently, students wanting to take minor coursework pertaining to human development and family studies are able to do so via a minor in Food, Family, and Nutritional Studies. However, that minor is being inactivated effective Fall 2012 due to the dissolution of the School of Family and Consumer Studies three years ago.

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

Current total credit hours: 0 Proposed total credit hours 18

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

All of the coursework for this minor is currently offered for the HDFS major so there will be no effect on current programs or staffing. Students who might have been considering the minor in Food, Family and Nutritional Studies will have an alternative replacement for that minor which is being inactivated.

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

Adolescent and Young Adult Education; Early Childhood Education; Middle Childhood Education; Speech, Pathology, and Audiology; Nursing; Psychology; Nutrition; Recreation, Parks, and Tourism Management; Communication Studies

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REQUIRED ENDORSEMENTS

H. Dillmann-Jenkins — 10 / 7 / 11
Department Chair / School Director

_____ — ___/___/___
Campus Dean (for Regional Campuse proposals)

Joanne Arhar — 10 / 28 / 11
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Human Development and Family Studies Minor

For students planning to pursue careers that involve working with people, this minor will provide valuable knowledge about biopsychosocial development and family relationships and processes across the lifespan. This minor is particularly suitable for students majoring in fields such as communications, community health education, education, nursing, psychology, public health, recreation management, sociology, speech pathology and audiology.

HUMAN DEVELOPMENT AND FAMILY STUDIES (18 credits):			
Course		**Title**	**Credits**
Core Requirements:			
GERO	14029	Introduction to Gerontology	3
HDFS	24011	Interpersonal Relationships and Families	3
	24012	Child Development	3
	44020	Adolescent Development	3
Choose 6 hours from the following upper division HDFS courses:			**6**
HDFS	34031	Cultural Diversity (3)	
HDFS	44021	Family Intervention across the Lifespan (3)	
HDFS	44022	Changing Roles of Men and Women (3)	
HDFS	44023	Building Family Strengths (3)	
HDFS	44028	Parent-Child Relationships (3)	
HDFS	44029	Family Policy (3)	
HDFS	44035	Assessment and Strategies in Case Management (3)	
HDFS	44036	General Case Management Methods (3)	
HDFS	44037	Positive Youth Development (3)	
HDFS	44038	Professional Child and Youth Work Practice (3)	
HDFS	44039	Bereavement, Trauma, and Other Losses (3)	

Minutes of HDFS program faculty meeting
August 23, 2011, 1:00-2:00 p.m.

In attendance:
Kathy Bergh, Maureen Blankemeyer, Kelly Cichy, Mary Dellmann-Jenkins, Linda Pallock, Rhonda Richardson, Kathy Walker, Alicia Pieper (Stark), Scott Tobias (Stark), Steve Toepfer (Salem)

1. The following curriculum proposals were approved:

- Inactivate the minor in Family, Food, and Nutritional Studies

  This minor was housed in the former School of FCS and is now housed in the School of Health Sciences. Dr. Natalie Caine-Bish (Nutrition) will shepherd the proposal through the curriculum review process.
  Maureen Blankemeyer moved approval, Linda Pallock seconded the motion. Vote was unanimous in favor of inactivating the minor

- Establish a minor in Human Development and Family Studies

  As discussed at our April 1, 2011 meeting this new minor will consist of the following courses:

  HDFS 24011, Interpersonal Relationships and Families (3)
  HDFS 24012, Child Development (3)
  HDFS 44020, Adolescent Development (3)
  GERO 14029, Intro to Gerontology (3)
  6 additional hours of upper division HDFS coursework

  Linda Pallock moved approval, seconded by Scott Tobias. Vote was unanimous in favor of establishing the minor.

- Change prerequisites for several HDFS courses as follows:

  HDFS 44029, Family Policy – eliminate GERO 44030 and add "HDFS major"
  HDFS 44030, Family Life Education – eliminate GERO 44030 and add "HDFS major"
  HDFS 44035, Assessment & Strategies in Case Management -- Eliminate HDFS 44192 and junior standing as corequisites. Add "HDFS major" as prerequisite
  HDFS 44036 General Case Management Methods – Eliminate HDFS 44292 as corequisite. Add "HDFS major" as prerequisite

  Kathy Walker moved approval of these prerequisite revisions. Seconded by Maureen Blankemeyer. Vote was unanimous in favor of the revisions.

- Establish a minor in Nonprofit Studies

  In conjunction with the above proposal, Kathy Bergh presented a proposal to establish a minor in Nonprofit Studies to replace the undergraduate certificate. Linda Pallock moved approval; seconded by Kelly Cichy; unanimous vote in favor of establishing a minor in Nonprofit Studies.

COMM support email .txt

From: HARIDAKIS, PAUL
Sent: Thursday, September 29, 2011 1:53 PM
To: RICHARDSON, RHONDA
Subject: minor in HDFS

Rhonda, the purpose of this e-mail is to offer you the support of the School of Communication Studies
for your new undergraduate minor in Human Development and Family Studies. It looks like a very
attractive minor. Please do not hesitate to contact me if you need anything further.

Paul Haridakis
Professor and Interim Director
School of Communication Studies

From: KIST, WILLIAM
Sent: Wednesday, September 14, 2011
11:02 AM
To: RICHARDSON, RHONDA
Subject: RE: proposed new minor in HDFS

Hi, Rhonda:
You did reach the right place (for 7-12 licensure). If you're also interested in reaching Middle Childhood majors, you should send an email to the the Middle Childhood Coordinator, Bette Brooks (ebrooks@kent.edu). The Middle Childhood licensure covers grades 4-9.

I forwarded your message to my ADED faculty listserv, and all who responded supported your idea. I'm sure you're aware of this, but our students have very full schedules just trying to get through their required coursework, so few will probably have the time to take any extra courses. However, every year, we do have a very few who choose to take extra coursework to get an English minor, for example, or some other subject in Arts and Sciences. We would support making your minor available to our students as well.

Let me know if you need anything else!
Bill

William Kist, Ph.D.
Associate Professor
Coordinator, Adolescent and Young Adult Education
Kent State University
404 White Hall
P.O. Box 5190
Kent OH 44242-0001
(330) 672-5839
FAX (330) 672-3246
wkist@kent.edu
http://twitter.com/williamkist
www.williamkist.com

From: RICHARDSON, RHONDA
Sent: Tuesday, September 13, 2011 4:14 PM
To: KIST, WILLIAM
Subject: proposed new minor in HDFS

Dear Bill,

Attached is a description of a proposed new undergraduate minor in Human Development and Family Studies. HDFS faculty believe this minor may be of interest and benefit to students majoring in Adolescent and Adult Education who have room in their plan of study for some supplemental coursework. In preparing the curriculum proposal for this minor, we are seeking your input. Specifically, could you please reply to this email to let me know whether you endorse or

support the development of this minor as something of potential relevance to undergraduate students in your program? If I could receive a reply from you no later than 5:00 p.m. on Wednesday September 20 that would be most appreciated.

If you are not the correct contact person for this inquiry, I would appreciate your forwarding this message along to the appropriate individual. If you have any questions or concerns about the proposed minor or about this request, please don't hesitate to contact me.

Thanking you in advance for your attention to this request,

Rhonda R.

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

From: KROEGER, JANICE
Sent: Tuesday, September 13, 2011 4:29 PM
To: RICHARDSON, RHONDA
Subject: Re: proposed new minor in HDFS

Rhonda,

If the ECED majors could have a substitution of any other addition 3 credit hour besides the gerontology course I think it would be a very fitting minor.

I do support this option, though our students don't have a lot of time for any additional course work typically. Jk

---

From: "RICHARDSON, RHONDA" <rrichard@kent.edu>
Date: Tue, 13 Sep 2011 16:11:59 -0400
To: EHHS Tech <jkroege1@kent.edu>
Subject: proposed new minor in HDFS

Dear Janice

Attached is a description of a proposed new undergraduate minor in Human Development and Family Studies. HDFS faculty believe this minor may be of interest and benefit to students majoring in Early Childhood Education who have room in their plan of study for some supplemental coursework. In preparing the curriculum proposal for this minor, we are seeking your input. Specifically, could you please reply to this email to let me know whether you endorse or support the development of this minor as something of potential relevance to undergraduate students in your program? If I could receive a reply from you no later than 5:00 p.m. on Wednesday September 20 that would be most appreciated.

If you are not the correct contact person for this inquiry, I would appreciate your forwarding this message along to the appropriate individual. If you have any questions or concerns about the proposed minor or about this request, please don't hesitate to contact me.

Thanking you in advance for your attention to this request,

Rhonda R.

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

From: BROOKS, ELIZABETH
Sent: Tuesday, September 13, 2011 5:35 PM
To: RICHARDSON, RHONDA
Subject: RE: proposed new minor in HDFS

Rhonda, it is my pleasure to support the establishment of this minor. To be quite honest, I thought it was already in place!

Bette

Elizabeth W. (Bette) Brooks, Ph.D
Assistant Professor
Co-ordinator, Middle Childhood Education Social Studies Education School of Teaching, Leadership, & Curriculum
330/672-0536

From: RICHARDSON, RHONDA
Sent: Tuesday, September 13, 2011 4:12 PM
To: BROOKS, ELIZABETH
Subject: proposed new minor in HDFS

Dear Bette,

Attached is a description of a proposed new undergraduate minor in Human Development and Family Studies. HDFS faculty believe this minor may be of interest and benefit to students majoring in Middle Childhood Education who have room in their plan of study for some supplemental coursework. In preparing the curriculum proposal for this minor, we are seeking your input. Specifically, could you please reply to this email to let me know whether you endorse or support the development of this minor as something of potential relevance to undergraduate students in your program? If I could receive a reply from you no later than 5:00 p.m. on Wednesday September 20 that would be most appreciated.

If you are not the correct contact person for this inquiry, I would appreciate your forwarding this message along to the appropriate individual. If you have any questions or concerns about the proposed minor or about this request, please don't hesitate to contact me.

Thanking you in advance for your attention to this request,

Rhonda R.

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

From: CARLSON, TRACEY
Sent: Wednesday, September 14, 2011 1:09 PM
To: RICHARDSON, RHONDA
Subject: RE: proposed new minor in HDFS

Hello Rhonda,

Thank you for your email. I do believe a nursing student could benefit from this program. Nurses who work in the psychiatric, community , end of life, or education might be examples of students who could benefit. The one limitation for most students will be the number of credits required once they are admitted to the nursing sequence. Traditionally , students take 15-18 credits to earn the BSN. However, there are students who take longer than the 4 year plan. These are most of the students who might benefit from this program.

It is my perspective that this may be a good option for some of the nursing students here.

Tracey Motter MSN, RN
Director, Undergraduate BSN Programs
Kent State Universty College of Nursing
tcarlson@kent.edu
330-672-8784

From: RICHARDSON, RHONDA
Sent: Tuesday, September 13, 2011 4:16 PM
To: CARLSON, TRACEY
Subject: proposed new minor in HDFS

Dear Tracey,

Attached is a description of a proposed new undergraduate minor in Human Development and Family Studies. HDFS faculty believe this minor may be of interest and benefit to students majoring in Nursing who have room in their plan of study for some supplemental coursework. In preparing the curriculum proposal for this minor, we are seeking your input. Specifically, could you please reply to this email to let me know whether you endorse or support the development of this minor as something of potential relevance to undergraduate students in your program? If I could receive a reply from you no later than 5:00 p.m. on Wednesday September 20 that would be most appreciated.

If you are not the correct contact person for this inquiry, I would appreciate your forwarding this message along to the appropriate individual. If you have any questions or concerns about the proposed minor or about this request, please don't hesitate to contact me.

Thanking you in advance for your attention to this request,

Rhonda R.

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

From: GORDON, KAREN
Sent: Wednesday, September 14, 2011 2:09 PM
To: RICHARDSON, RHONDA
Subject: RE: proposed new minor in HDFS

The nutrition progam supports the development of the proposed minor in HDFS.

Karen Lowry Gordon, PhD, RD, LD
Associate Professor, Nutrition & Dietetics
Kent State University
School of Health Sciences
Phone: 330-672-2248
Fax: 330-672-2194

From: RICHARDSON, RHONDA
Sent: Tuesday, September 13, 2011 4:14 PM
To: GORDON, KAREN
Subject: proposed new minor in HDFS
Dear Karen,

Attached is a description of a proposed new undergraduate minor in Human Development and Family Studies. HDFS faculty believe this minor may be of interest and benefit to students majoring in Nutrition who have room in their plan of study for some supplemental coursework. In preparing the curriculum proposal for this minor, we are seeking your input. Specifically, could you please reply to this email to let me know whether you endorse or support the development of this minor as something of potential relevance to undergraduate students in your program? If I could receive a reply from you no later than 5:00 p.m. on Wednesday September 20 that would be most appreciated.

If you are not the correct contact person for this inquiry, I would appreciate your forwarding this message along to the appropriate individual. If you have any questions or concerns about the proposed minor or about this request, please don't hesitate to contact me.

Thanking you in advance for your attention to this request,

Rhonda R.

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

From: FOLK, JOCELYN
Sent: Wednesday, September 21, 2011 11:20 AM
To: RICHARDSON, RHONDA
Subject: RE: proposed new minor in Human Development and Family Studies

Hi Rhonda,
Sorry for the late reply. Our Department does support the development of this minor. I do believe that it would be of benefit to many of our undergraduate majors. I have one question. The Department of Psychology currently offers Child Psychology and Adolescent Psychology as independent courses. They are very similar to the Child Development and Adolescent Development courses in HDFS (the Child courses have used the same text in the past). If a psychology major wanted to complete the minor, do you think that they could substitute our courses for yours (only if they have already completed the psychology versions of the courses).
Best,
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: RICHARDSON, RHONDA
Sent: Tuesday, September 13, 2011 1:55 PM
To: FOLK, JOCELYN
Subject: proposed new minor in Human Development and Family Studies

Dear Jill,

Attached is a description of a proposed new undergraduate minor in Human Development and Family Studies. HDFS faculty believe this minor may be of interest and benefit to students majoring in Psychology who have room in their plan of study for some supplemental coursework. In preparing the curriculum proposal for this minor, we are seeking your input. Specifically, could you please reply to this email to let me know whether you endorse or support the development of this minor as something of potential relevance to undergraduate students in your program? If I could receive a reply from you no later than 5:00 p.m. on Wednesday September 20 that would be most appreciated.

If you are not the correct contact person for this inquiry, I would appreciate your forwarding this message along to the appropriate individual. If you have any questions or concerns about the proposed minor or about this request, please don't hesitate to contact me.

Thanking you in advance for your attention to this request,

Rhonda R.

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

From: DEVINE, MARY ANN
Sent: Thursday, September 15, 2011 1:33 PM
To: RICHARDSON, RHONDA
Subject: RE: proposed new minor in HDFS

Rhonda,
The curriculum you and your colleagues had developed for a minor in Human Development and Family Studies appears interesting and challenging. The Recreation, Park, & Tourism Management program supports the development of this minor and would advise students, who have this nature of interest, to pursue this minor.
Mary Ann Devine

Mary Ann Devine, Ph.D., CTRS
Associate Professor & Coordinator
Certificate on Disability Studies & Community Inclusion
Recreation, Parks, & Tourism Management
Kent State University
316 White Hall
Kent, OH 44242
Email: mdevine@kent.edu
Phone: 330-676-9686

From: RICHARDSON, RHONDA
Sent: Tuesday, September 13, 2011 4:18 PM
To: DEVINE, MARY ANN
Subject: proposed new minor in HDFS

Dear Mary Ann,

Attached is a description of a proposed new undergraduate minor in Human Development and Family Studies. HDFS faculty believe this minor may be of interest and benefit to students majoring in Recreation Management who have room in their plan of study for some supplemental coursework. In preparing the curriculum proposal for this minor, we are seeking your input. Specifically, could you please reply to this email to let me know whether you endorse or support the development of this minor as something of potential relevance to undergraduate students in your program? If I could receive a reply from you no later than 5:00 p.m. on Wednesday September 20 that would be most appreciated.

If you are not the correct contact person for this inquiry, I would appreciate your forwarding this message along to the appropriate individual. If you have any questions or concerns about the proposed minor or about this request, please don't hesitate to contact me.

Thanking you in advance for your attention to this request,

Rhonda R.

Rhonda A. Richardson, Ph.D., CFLE
Professor and Program Coordinator
Human Development and Family Studies
College of Education, Health, and Human Services

From: HAWKS, JOHN
Sent: Tuesday, September 13, 2011 11:15 PM
To: RICHARDSON, RHONDA
Cc: ROWAN, LYNNE
Subject: RE: proposed new minor in HDFS

Rhonda -

I am copying Lynne Rowan on this as I am trying to restrict my duties to strictly grad issues.... I am not sure who in the department it should go to... It does look like it would have some value for some of our students and I would think it would generate some interest with them.

Best wishes,

JWHawks

From: RICHARDSON, RHONDA
Sent: Tuesday, September 13, 2011 4:16 PM
To: HAWKS, JOHN
Subject: proposed new minor in HDFS

Dear John

Attached is a description of a proposed new undergraduate minor in Human Development and Family Studies. HDFS faculty believe this minor may be of interest and benefit to students majoring in Speech Pathology and Audiology who have room in their plan of study for some supplemental coursework. In preparing the curriculum proposal for this minor, we are seeking your input. Specifically, could you please reply to this email to let me know whether you endorse or support the development of this minor as something of potential relevance to undergraduate students in your program? If I could receive a reply from you no later than 5:00 p.m. on Wednesday September 20 that would be most appreciated.

If you are not the correct contact person for this inquiry, I would appreciate your forwarding this message along to the appropriate individual. If you have any questions or concerns about the proposed minor or about this request, please don't hesitate to contact me.

Thanking you in advance for your attention to this request,

Rhonda R.

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

Minutes of HDFS program faculty meeting
August 23, 2011, 1:00-2:00 p.m.

In attendance:
Kathy Bergh, Maureen Blankemeyer, Kelly Cichy, Mary Dellmann-Jenkins, Linda Pallock, Rhonda Richardson, Kathy Walker, Alicia Pieper (Stark), Scott Tobias (Stark), Steve Toepfer (Salem)

1. The following curriculum proposals were approved:
   - Inactivate the minor in Family, Food, and Nutritional Studies

     This minor was housed in the former School of FCS and is now housed in the School of Health Sciences. Dr. Natalie Caine-Bish (Nutrition) will shepherd the proposal through the curriculum review process.
     Maureen Blankemeyer moved approval, Linda Pallock seconded the motion. Vote was unanimous in favor of inactivating the minor

   - Establish a minor in Human Development and Family Studies

     As discussed at our April 1, 2011 meeting this new minor will consist of the following courses:
     HDFS 24011, Interpersonal Relationships and Families (3)
     HDFS 24012, Child Development (3)
     HDFS 44020, Adolescent Development (3)
     GERO 14029, Intro to Gerontology (3)
     6 additional hours of upper division HDFS coursework
     Linda Pallock moved approval, seconded by Scott Tobias. Vote was unanimous in favor of establishing the minor.
   - Change prerequisites for several HDFS courses as follows:

     HDFS 44029, Family Policy – eliminate GERO 44030 and add "HDFS major"
     HDFS 44030, Family Life Education – eliminate GERO 44030 and add "HDFS major"
     HDFS 44035, Assessment & Strategies in Case Management -- Eliminate HDFS 44192 and junior standing as corequisites. Add "HDFS major" as prerequisite
     HDFS 44036 General Case Management Methods – Eliminate HDFS 44292 as corequisite. Add "HDFS major" as prerequisite
     Kathy Walker moved approval of these prerequisite revisions. Seconded by Maureen Blankemeyer. Vote was unanimous in favor of the revisions.

   - Establish a minor in Nonprofit Studies

     In conjunction with the above proposal, Kathy Bergh presented a proposal to establish a minor in Nonprofit Studies to replace the undergraduate certificate. Linda Pallock moved approval; seconded by Kelly Cichy; unanimous vote in favor of establishing a minor in Nonprofit Studies.

Minutes of HDFS program faculty meeting
September 9, 2011, 12:00-1:30 p.m.

In attendance:
Kathy Bergh, Maureen Blankemeyer, Dale Cook, Kelly Cichy, Mary Dellmann-Jenkins, Linda Pallock, Rhonda Richardson, Kathy Walker, Lisa Brittain (Stark), Alicia Pieper (Stark), Scott Tobias (Stark)

1. A sign-up sheet for 2011-12 admissions recruitment events was circulated. Faculty volunteered as follows:
   October 12: Kathy Walker
   October 14: Kathy Walker
   October 18: Kathy Walker
   October 21: Kathy Bergh
   November 4: Kathy Walker
   February 24: Kelly Cichy
   March 9: Linda Pallock
   March 28: Rhonda Richardson
   April 3: Kathy Walker
   April 5: Linda Pallock
   April 11: Rhonda Richardson
   April 18: Dale Curry
   April 24: Maureen Blankemeyer
   July 27: Rhonda Richardson

2. Webscheduler is working well as a tool for students to sign up for faculty advising appointments. Rhonda noted that students cannot cancel an appointment once they have made it. They will need to contact the faculty member via email or phone to have the appointment deleted from the Webscheduler calendar.

3. Rhonda circulated a copy of the Spring 2012 HDFS class schedule. The schedule will be published into FlashFAST on Monday, September 19. Registration begins on Wednesday, October 5.

4. Summer 2012 course offerings were discussed. We will offer the same classes as Summer 2011. In addition, Maureen will be offering a study abroad opportunity in Ireland during the intersession.

5. There was discussion of which HDFS courses we would like to include in the "choose 6 hours from" portion of the proposed minor in HDFS. The following courses were decided upon: HDFS 34031, 44021, 44022, 44023, 44028, 44029, 44035, 44036, 44037, 44038, 44039. Rhonda will solicit statements of support from various academic programs on campus.

6. Rhonda asked faculty to confirm the previous discussion about making the four core requirements in the minor available as online courses. Maureen is willing to develop HDFS 24011 as an online course, and Linda is willing to develop HDFS 24012. GERO 14029 and

HDFS 44020 are already available as online offerings. Rhonda will be meeting with Jason Piatt to gather more information about the process for developing online courses.

7. The following HDFS courses will be submitted for approval to satisfy the new Experiential Learning Requirement for students:
   HDFS 44192 Internship in HDFS-Case Management I
   HDFS 44292 Internship in HDFS-Case Management II
   HDFS 44092 Practicum in HDFS
   GERO 44092 Practicum in Gerontology
   GERO 43092 Practicum in Nursing Home Administration I

8. Maureen Blankemeyer explained the tentative plans for offering a section of HDFS 24011 as a study abroad course in Ireland during the Summer 2012 intersession. The course will offer a comparative analysis of interpersonal relationships and families. It will be different enough from the traditional course that she will also offer a Special Topics section at both the undergraduate and graduate levels for students who have already completed HDFS 24011.

9. Any faculty member who is interested in attending the October 16 dinner meeting of the EHHS CIIE (Council for International and Intercultural Education) at the Bertram Inn in Aurora should contact Maureen Blankemeyer. Faculty who have been participating in the EHHS internationalization study group will present information about the projects they have been working on.

10. Results from the HDFS undergraduate student survey conducted earlier this year were disseminated. Faculty discussed findings of interest.

11. No significant FAC/CAC updates, as it is early in the semester

12. Regional campus updates:
    Alicia Pieper reported that enrollment at the Stark campus is up 1.5%. There are now 16 majors that are offering coursework for 4-year degrees.

    Stark State conducted a survey of their students to determine what 4-year degree programs are of greatest interest. HDFS with Child and Youth Development emerged as one program of interest. HDFS faculty at Stark campus will be meeting with their Dean to discuss options for possibly adding that concentration to their offerings. This would require the addition of new faculty.

    Lisa Brittain noted that the new revised field hours requirement for practicum is creating some problems for students on the Stark campus. In order to be eligible for financial aid students need to be registered for 12 credit hours. The difficulty lies in the fact that students must now complete 14 weekly field hours for a 3 credit practicum. Combining that with 3 additional classes and job and family commitments is creating a hardship for students. Dale Curry echoed these concerns and wondered whether we might communicate this matter to the university administration.

13. Kathy Bergh explained that due to changes in the requirements for offering certificate programs she is withdrawing the previously approved proposal for a post-baccalaureate Certificate in Nonprofit Studies. Faculty unanimously concurred with this decision.

14. Rhonda distributed a list of dates for faculty advisor training sessions for the new Graduation Planning System. Faculty can sign up for training via ABC signup on the HR Training site. This will enable faculty advisors to work with students to make revisions to their GPS plans.

15. Linda Pallock will be arranging for NVIVO training for faculty interested in qualitative data analysis. Any faculty interested in participating in that training should contact Linda Pallock.

Meeting adjourned at 1:30 p.m.

Next meeting: Friday September 30 12:00-1:30 p.m. in 217 White Hall
Future dates for Fall semester: October 21; December 2.
All meetings 12:00-1:30 p.m. in 217 White Hall

Proposal Summary

Title: Establish a new minor in Nonprofit Studies.

Subject Specification: The intent of this proposal is to inactivate the certificate in Nonprofit/Human Service Management [C126] and establish a minor in Nonprofit Studies administrated by the Human Development and Family Studies (HDFS) program area within the School of Lifespan Development and Educational Sciences (LDES).

Background Information: Currently, the post-secondary certificate in Nonprofit/Human Service Management (NPHSM) program is viable with a strong enrollment of approximately 57 students from approximately 21majors. There have been 123 graduates since the inception of the program in 2002; 57 of these graduates have been in the past 3 years (2009-2011). However, due to rapid growth in the program and an increasing demand for inquiry into the field of nonprofit management, a new minor is being established for undergraduate students.

There are over 1.9 million nonprofit organizations in the United States that are in need of entry-level professionals to serve their mission. To meet this demand, there is an increasing number of majors, minors, and master's programs in nonprofit studies that currently exist in colleges and universities throughout the United States and abroad. Educational programs related to nonprofit management grew very quickly in the 1990s and 2000s. In a 2007 report, Mirabella revealed that the number of undergraduate programs related to nonprofit management grew by 30 percent between 1996 and 2002 and by an additional 36 percent between 2002 and 2006. The number of graduate programs grew by 26 percent over the decade between 1996 and 2006. By 2006, a total of 426 programs in nonprofit management were being offered at 238 colleges and universities. This minor will provide formalized guidance to students in selecting courses in the nonprofit field and will provide recognition of that work on their transcript.

Additionally, Kent State University's Provost's office recommends this action be taken to reflect the nature of the program. With this minor, students would be better equipped to enter the nonprofit field with this distinction on their transcript. The interdisciplinary nature of this program will prepare students for careers in nonprofit settings, such as museums, parks and human service organizations.

Each year, international, national, and local non-profit organizations need thousands of new full-time professional staff. Individuals who fill these positions are people-oriented, competent managers and are committed to improving their communities and the future. The Nonprofit Studies minor provides students with knowledge and competencies in areas such as grant writing and fundraising, mission and vision, advocacy and lobbying, risk management, board development, program planning, leadership and ethics, human resource development, youth and adult development, marketing, financial management, and non-profit management. These students will perform a 3-credit internship at a nonprofit organization where they will further develop their professionalism through experiential learning.

Alternatives and Consequences:

Since the program already exists as a certificate, the creation of this minor will have no negative impact on staffing, students, or current programs.

Specific Recommendation and Justification:
Inactivate the C126 certificate and establish a minor in Nonprofit Studies, program requirements attached.

Timetable and Actions Required:

Approval by HDFS faculty: August 23, 2011
Approval of LDES Curriculum Committee: October 5, 2011
Presented to EHHS Curriculum Committee: October 21, 2011
Presented to EPC: November 14, 2011
Effective Fall, 2012

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 13-Jul-11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	Minor
Program Name	**Nonprofit Studies** Program Code ~~tbd~~ NPST
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish program

Description of proposal:

To establish a minor in Nonprofit Studies. This proposal elevates an existing postsecondary certificate in Nonprofit/Human Service Management to a minor.

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):

Since the program already exists as a certificate, the creation of this minor will have no negative impact on staffing, students, or current programs.

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

Units approved: Anthropology, Center for Applied Conflict Management, Communication, Educational Psychology, Human Development and Family Studies, Health Education, Marketing, Political Science, Psychology, Sociology, Sport Administration, Washington Program in National Issues. Units notified: Accounting, Athletic Training, Business, Business Management and Related Technology, Counseling and Human Development, English, Integrated Health Studies, Justice Studies, Management and Information Systems, Nursing, Philosophy, Recreation Park and Tourism Management, Theater, Women's Studies

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins — 10 / 7 / 11
Department Chair / School Director

_____ — ___/___/___
Campus Dean (for Regional Campuse proposals)

Joanne Acker — 10/28/11
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Nonprofit Studies Minor

Each year, international, national and local nonprofit organizations need thousands of new collaborative professional staff. Individuals who fill these positions are people-oriented, competent managers and committed to improving their communities and the future. The Nonprofit Studies minor provides students with knowledge and competencies in areas such as grant writing and fundraising, mission and vision, advocacy and lobbying, risk management, board development, program planning, leadership and ethics, human resource management, youth and adult development, marketing, financial management, and nonprofit management. The minor includes a required internship/practicum at a non-profit organization; prior arrangements with program director required. Students must maintain a minimum 2.25 GPA in the program ~~for award of the certificate.~~

move to bottom

NONPROFIT STUDIES MINOR REQUIREMENTS (21-22 Credits):			
Course		**Title**	**Credits**
Core Requirements:			
ACCT	23020	Introduction to Financial Accounting (3) **OR**	
SOC	32220	32221 Data Analysis (3) **AND**	3-4
SOC	32221	Data Analysis Lab (1)	
HDFS	44032	Nonprofit Fundraising and Grantwriting	3
	44033	Nonprofit Management I	3
	44034	Nonprofit Management II	3
Approved internship or practicum course* (see below for list)			3
Choose from the following Professional Electives:			**3**
BMRT	11000	Introduction to Business (3)	
BMRT	11009	Intro to Management Technology (3)	
BUS	10123	Exploring Business (3)	
CACM	11001	Introduction to Conflict Management (3)	
COMM	25863	Business and Professional Communication (3)	
	35600	Communication in Small Groups and Teams (3)	
	35860	Interviewing (3)	
CHDS	37700	Human Relations in a World of Diversity (3)	
HDFS	34031	Cultural Diversity (3)	
	44018	Professional Development in Human Development and Family Studies (3)	
HED	11590	Community Health Education (3)	
	21030	Introduction to Health Education (3)	
IHS	10000	Careers in Health Sciences and Human Services (3)	
MIS	24163	Principles of Management (3)	
MKTG	25010	Principles of Marketing (3)	
PH	20003	Pub Health Policy & Decision Making (3)	
PH	30003	Public Health Strategies (3)	
PH	44000	Health Disparities (3)	
POL	30301	Introduction to Public Administration (3)	
SOC	22570	Understanding Differences & Inequality (3)	
SOC	32570	Inequalities in Societies (3)	
SOC	32569	Minorities in America (3)	
Choose from the following Development Electives:			**3**
ANTH	48230	Socio-Cultural Change (3) - on hold	
EPSY	29525	Educational Psychology (3)	
GERO	14029	Introduction to Gerontology (3)	
	30656	Psychology of Aging (3)	
	44030	Adult Development and Aging (3)	
HDFS	24012	Child Development (3)	
	24013	Early Adolescence (3)	
	44020	Adolescent Development (3)	
NURS	20950	Human Growth and Development for Health Professions (3)	
PH	20005	Social and Behavioral Science Theories in Public Health (3)	
PSYC	20651	Child Psychology (3)	
	30651	Adolescent Psychology (3)	
RPTM	36010	Recreation, Leisure and Aging (3)	
SOC	42879	Aging in Society (3)	
SOC	42478	Adolescence in Society (3) On Hold	
SOC	42421	Childhood in Society (3)	
			TOTAL 21-22

***Choose from the following Internship or Practicum Courses (3 credits):**
Must consult Nonprofit Studies Director for approval prior to registration

ATTR	45292	Internship in Athletic Training
BMRT	21092	Internship in Management Technology
BUS	40192	Internship in Business
CACM	35092	Internship in Conflict Management
CTTE	46192	Practicum: Occupational
CHDS	41892	Internship in Educational Studies and Helping Professions
COMM	45092	Internship in Communication Studies
ENG	41096	Individual Investigation
ENG	49095	Senior Special Topics
GERO	43092	Practicum in Nursing Home Administration I
GERO	43192	Practicum in Nursing Home Administration II
GERO	44092	Practicum in Gerontology
HDFS	44092	Practicum in Human Development and Family Studies
HDFS	44192	Internship in Human Development and Family Studies: Case Management I
HDFS	44292	Internship in Human Development and Family Studies: Case Management II
HED	44092	Internship in Community Health Education
IHS	44092	Practicum in Integrated Health Studies
JUS	46792	Justice Studies Internship
PH	40196	Individual Investigation in Public Health
PH	44092	Internship in Public Health
POL	30991	Seminar: Columbus Program in Intergovernmental Issues
POL	40991	Washington Program in National Issues
RPTM	46092	Internship in Recreation
SOC	42092	Internship in Sociology
SPAD	25092	Practicum I in Sport Administration
SPAD	35092	Practicum II in Sport Administration
SPAD	45092	Internship in Sport Administration
THEA	41992	Theatre Production Internship
THEA	42292	Practicum II: Theatre Management
WMST	40992	Practicum in Women's Studies

AUGUSTINE, SUSAN

Subject: FW: Proposed Minor in Nonprofit Studies

From: CUNNINGHAM, KAREN
Sent: Monday, September 19, 2011 3:38 PM
To: BERGH, KATHLEEN
Subject: RE: Proposed Minor in Nonprofit Studies

You have our support.

Karen Cunningham
Acting Director and Assistant Professor, Applied Conflict Management

Center for Applied Conflict Management
321 Bowman Hall
Kent State University

Email: kcunning@kent.edu
Phone: 330-672-8943

Fall 2011 Office Hours (August 29 through December 11): MTWR 1:00 - 2:15 pm; other times by appointment

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From: BERGH, KATHLEEN
Sent: Friday, September 16, 2011 2:36 PM
To: RICHARDSON, RHONDA; Dellman-Jenkins, Mary; Owens, Timothy; ZUCCA, LINDA; SINCLAIR-COLANDO, ELIZABETH; CUNNINGHAM, KAREN; DING, KELE; BUCKEYE, LAURA; LEVANDOWSKI, KAY; HOOK, STEVEN; TIENE, DREW; Meindl, Richard; GOOD, CURTIS; FOLK, JOCELYN; Kersting, Tammy; PEER, KIMBERLY; RILEY, RUBY; ROBYN, RICHARD; SERPE, RICHARD; STILLINGS, CYNTHIA; sholt@kent.edu; DEVINE, MARY ANN; LYBERGER, MARK; CHILD, JEFFREY T.
Cc: BERGH, KATHLEEN
Subject: Proposed Minor in Nonprofit Studies

The Human Development and Family Studies program is proposing that the Certificate in Nonprofit/Human Service Management (C-126) be elevated to a Minor in Nonprofit Studies effective in Fall Semester, 2012. As your program had previously agreed that their coursework be included in the curriculum for the certificate, please consider the request that your course(s), listed in the attachment, be incorporated into the electives for the proposed minor.

We are hoping to recieve a respone from you no later than September 27th. Thank you for your consideration, and please do not hesitate to contact me if you have any questions at kbergh@kent.edu<mailto:kbergh@kent.edu> / 330-672-5380.

Kathy Bergh, M.A.
Program Director, Certificate in Nonprofit/Human Service Management Human Development and Family Studies
#138 Nixson Hall
Kent State University

AUGUSTINE, SUSAN

Subject: FW: Proposed Minor in Nonprofit Studies

From: HARIDAKIS, PAUL
Sent: Thursday, September 22, 2011 12:14 PM
To: BERGH, KATHLEEN
Subject: FW: Proposed Minor in Nonprofit Studies

Hello Kathy. I'm responding to your proposed Minor in Nonprofit Studies. As you probably heard from our undergraduate coordinator, Jeff Child, I am happy to support your proposal. After our undergraduate studies committee reviewed it, our only suggestion was that you might replace the Foundations Course with one of the following more professionally-oriented courses:
COMM 25863 Business and Professional Communication
COMM 35600 Communication in Small Groups and Teams
COMM 35860 Interviewing

Good luck with this interesting proposal and please let me know if you need anything further from Communication Studies

Paul Haridakis
Interim Director
School of Communication Studies

From: BERGH, KATHLEEN
Sent: Friday, September 16, 2011 2:36 PM
To: RICHARDSON, RHONDA; Dellman-Jenkins, Mary; Owens, Timothy; ZUCCA, LINDA; SINCLAIR-COLANDO, ELIZABETH; CUNNINGHAM, KAREN; DING, KELE; BUCKEYE, LAURA; LEVANDOWSKI, KAY; HOOK, STEVEN; TIENE, DREW; Meindl, Richard; GOOD, CURTIS; FOLK, JOCELYN; Kersting, Tammy; PEER, KIMBERLY; RILEY, RUBY; ROBYN, RICHARD; SERPE, RICHARD; STILLINGS, CYNTHIA; sholt@kent.edu; DEVINE, MARY ANN; LYBERGER, MARK; CHILD, JEFFREY T.
Cc: BERGH, KATHLEEN
Subject: Proposed Minor in Nonprofit Studies

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We are hoping to recieve a respone from you no later than September 27th. Thank you for your consideration, and please do not hesitate to contact me if you have any questions at kbergh@kent.edu / 330-672-5380.

Kathy Bergh, M.A.
Program Director, Certificate in Nonprofit/Human Service Management
Human Development and Family Studies
#138 Nixson Hall
Kent State University

<approval_memo_template.pdf>

AUGUSTINE, SUSAN

Subject: FW: Proposed Minor in Nonprofit Studies

From: TIENE, DREW
Sent: Saturday, September 17, 2011 1:31 PM
To: BERGH, KATHLEEN
Subject: RE: Proposed Minor in Nonprofit Studies

This is fine.

D. Tiene
Program Coordinator
Instructional Technology/Educational Psychology Kent State University

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From: BERGH, KATHLEEN
Sent: Friday, September 16, 2011 2:36 PM
To: RICHARDSON, RHONDA; Dellman-Jenkins, Mary; Owens, Timothy; ZUCCA, LINDA; SINCLAIR-COLANDO, ELIZABETH; CUNNINGHAM, KAREN; DING, KELE; BUCKEYE, LAURA; LEVANDOWSKI, KAY; HOOK, STEVEN; TIENE, DREW; Meindl, Richard; GOOD, CURTIS; FOLK, JOCELYN; Kersting, Tammy; PEER, KIMBERLY; RILEY, RUBY; ROBYN, RICHARD; SERPE, RICHARD; STILLINGS, CYNTHIA; sholt@kent.edu; DEVINE, MARY ANN; LYBERGER, MARK; CHILD, JEFFREY T.
Cc: BERGH, KATHLEEN
Subject: Proposed Minor in Nonprofit Studies

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Kathy Bergh, M.A.
Program Director, Certificate in Nonprofit/Human Service Management Human Development and Family Studies
#138 Nixson Hall
Kent State University

AUGUSTINE, SUSAN

Subject: FW: Proposed Minor in Nonprofit Studies

From: FEINBERG, RICHARD
Sent: Wednesday, September 21, 2011 9:14 AM
To: BERGH, KATHLEEN
Cc: Meindl, Richard; NORCONK, MARILYN
Subject: RE: Proposed Minor in Nonprofit Studies

Dear Kathleen,

Dr. Meindl has asked me to get back to you about the cultural anthropology elective for the proposed minor in Nonprofit/Human Service Management. You currently list "Culture and Personality." That course was developed and taught by Dr. Prufer, who passed away three years ago. We hope to offer it again sometime, but we cannot say, at this time, when that might be. Therefore, we would like to propose substituting "Socio-cultural change" (ANTH 48230/5). If you have any questions, please contact either Dr. Meindl or me at your convenience.

Best wishes,
Rick
Richard Feinberg
Professor of Anthropology
Kent State University
Kent, OH 44242
USA
330-672-2722

From: BERGH, KATHLEEN
Sent: Friday, September 16, 2011 2:37 PM
To: RICHARDSON, RHONDA; Dellman-Jenkins, Mary; Owens, Timothy; ZUCCA, LINDA; SINCLAIR-COLANDO, ELIZABETH; CUNNINGHAM, KAREN; DING, KELE; BUCKEYE, LAURA; LEVANDOWSKI, KAY; HOOK, STEVEN; TIENE, DREW; Meindl, Richard; GOOD, CURTIS; FOLK, JOCELYN; Kersting, Tammy; PEER, KIMBERLY; RILEY, RUBY; ROBYN, RICHARD; SERPE, RICHARD; STILLINGS, CYNTHIA; sholt@kent.edu; DEVINE, MARY ANN; LYBERGER, MARK; CHILD, JEFFREY T.
Cc: BERGH, KATHLEEN
Subject: Proposed Minor in Nonprofit Studies

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We are hoping to recieve a respone from you no later than September 27th. Thank you for your consideration, and please do not hesitate to contact me if you have any questions at kbergh@kent.edu / 330-672-5380.

Kathy Bergh, M.A.
Program Director, Certificate in Nonprofit/Human Service Management
Human Development and Family Studies
#138 Nixson Hall
Kent State University

AUGUSTINE, SUSAN

Subject: FW: Proposed Minor in Nonprofit Studies

From: RICHARDSON, RHONDA
Sent: Monday, September 19, 2011 2:58 PM
To: BERGH, KATHLEEN
Subject: RE: Proposed Minor in Nonprofit Studies

Kathy,

This is to confirm that the Human Development and Family Studies program is pleased to have our courses included in the Minor in Nonprofit Studies as professional electives and developmental electives as listed on the proposed catalog copy.

Please feel free to contact me if you need additional information.

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

From: BERGH, KATHLEEN
Sent: Friday, September 16, 2011 2:37 PM
To: RICHARDSON, RHONDA; Dellman-Jenkins, Mary; Owens, Timothy; ZUCCA, LINDA; SINCLAIR-COLANDO, ELIZABETH; CUNNINGHAM, KAREN; DING, KELE; BUCKEYE, LAURA; LEVANDOWSKI, KAY; HOOK, STEVEN; TIENE, DREW; Meindl, Richard; GOOD, CURTIS; FOLK, JOCELYN; Kersting, Tammy; PEER, KIMBERLY; RILEY, RUBY; ROBYN, RICHARD; SERPE, RICHARD; STILLINGS, CYNTHIA; sholt@kent.edu; DEVINE, MARY ANN; LYBERGER, MARK; CHILD, JEFFREY T.
Cc: BERGH, KATHLEEN
Subject: Proposed Minor in Nonprofit Studies

The Human Development and Family Studies program is proposing that the Certificate in Nonprofit/Human Service Management (C-126) be elevated to a Minor in Nonprofit Studies effective in Fall Semester, 2012. As your program had previously agreed that their coursework be included in the curriculum for the certificate, please consider the request that your course(s), listed in the attachment, be incorporated into the electives for the proposed minor.

We are hoping to recieve a respone from you no later than September 27th. Thank you for your consideration, and please do not hesitate to contact me if you have any questions at kbergh@kent.edu / 330-672-5380.

Kathy Bergh, M.A.
Program Director, Certificate in Nonprofit/Human Service Management
Human Development and Family Studies
#138 Nixson Hall
Kent State University

AUGUSTINE, SUSAN

Subject: FW: Proposed Minor in Nonprofit Studies

From: DING, KELE
Sent: Wednesday, September 21, 2011 5:17 PM
To: BERGH, KATHLEEN
Subject: RE: Proposed Minor in Nonprofit Studies

Hi Kathleen, I think Laurie brought this to our program meeting, and we have approved that our courses to be listed in your minor program. Hope this response is acceptable.

Thank you!

Dr. Kele Ding
Health Education & Promotion Program
School of Health Sciences
Kent State University
142 Nixson Hall
Kent, Ohio 44242
330/672-0688
kding@kent.edu
http://kding.posterous.com/

From: BERGH, KATHLEEN
Sent: Friday, September 16, 2011 2:37 PM
To: RICHARDSON, RHONDA; Dellman-Jenkins, Mary; Owens, Timothy; ZUCCA, LINDA; SINCLAIR-COLANDO, ELIZABETH; CUNNINGHAM, KAREN; DING, KELE; BUCKEYE, LAURA; LEVANDOWSKI, KAY; HOOK, STEVEN; TIENE, DREW; Meindl, Richard; GOOD, CURTIS; FOLK, JOCELYN; Kersting, Tammy; PEER, KIMBERLY; RILEY, RUBY; ROBYN, RICHARD; SERPE, RICHARD; STILLINGS, CYNTHIA; sholt@kent.edu; DEVINE, MARY ANN; LYBERGER, MARK; CHILD, JEFFREY T.
Cc: BERGH, KATHLEEN
Subject: Proposed Minor in Nonprofit Studies

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We are hoping to recieve a respone from you no later than September 27th. Thank you for your consideration, and please do not hesitate to contact me if you have any questions at kbergh@kent.edu / 330-672-5380.

Kathy Bergh, M.A.
Program Director, Certificate in Nonprofit/Human Service Management
Human Development and Family Studies
#138 Nixson Hall
Kent State University

AUGUSTINE, SUSAN

Subject: FW: Proposed Minor in Nonprofit Studies

From: HOOK, STEVEN
Sent: Monday, September 19, 2011 11:10 AM
To: BERGH, KATHLEEN
Subject: RE: Proposed Minor in Nonprofit Studies

This is fine with me. Good luck with the new minor!

Steven W. Hook
Professor and Chair
Department of Political Science
Kent State University
Kent OH 44242 USA
(330)672-8928 (office)

From: BERGH, KATHLEEN
Sent: Friday, September 16, 2011 2:37 PM
To: RICHARDSON, RHONDA; Dellman-Jenkins, Mary; Owens, Timothy; ZUCCA, LINDA; SINCLAIR-COLANDO, ELIZABETH; CUNNINGHAM, KAREN; DING, KELE; BUCKEYE, LAURA; LEVANDOWSKI, KAY; HOOK, STEVEN; TIENE, DREW; Meindl, Richard; GOOD, CURTIS; FOLK, JOCELYN; Kersting, Tammy; PEER, KIMBERLY; RILEY, RUBY; ROBYN, RICHARD; SERPE, RICHARD; STILLINGS, CYNTHIA; sholt@kent.edu; DEVINE, MARY ANN; LYBERGER, MARK; CHILD, JEFFREY T.
Cc: BERGH, KATHLEEN
Subject: Proposed Minor in Nonprofit Studies

The Human Development and Family Studies program is proposing that the Certificate in Nonprofit/Human Service Management (C-126) be elevated to a Minor in Nonprofit Studies effective in Fall Semester, 2012. As your program had previously agreed that their coursework be included in the curriculum for the certificate, please consider the request that your course(s), listed in the attachment, be incorporated into the electives for the proposed minor.

We are hoping to recieve a respone from you no later than September 27th. Thank you for your consideration, and please do not hesitate to contact me if you have any questions at kbergh@kent.edu / 330-672-5380.

Kathy Bergh, M.A.
Program Director, Certificate in Nonprofit/Human Service Management
Human Development and Family Studies
#138 Nixson Hall
Kent State University

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Transmittal Memo

Department of Psychology

TO: Kathy Bergh, Program Director, Nonprofit Human-Service Management (2-5380)

FROM: Jill Folk, Undergraduate Coordinator, Department of Psychology

DATE: 9/21/2011

I have **no** concerns with your request that our course(s) listed above, be included in the Nonprofit Studies minor. Therefore, I approve your request.

Signature: Joseph N. Folk

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UNIVERSITY

PLEASE EMAIL (kbergh@kent.edu) or FAX (2-2194)

TO: Kathy Bergh, Program Director, Nonprofit Human-Service Management (2-5380)

FROM: Timothy J. Owens, Professor of Sociology, Undergrad Coordinator

DATE: September 21, 2011

☒ I have **no** concerns with your request that our course(s) listed above, be included in the Nonprofit Studies minor. Therefore, I approve your request.

Comments:

☐ I have concerns/problems with your request that our course(s) listed above, be included in the Nonprofit Studies minor. Therefore, I do **not** approve your request.

Comments:

Signature: Timothy J. Owens

School of Lifespan Development and Educational Sciences
Counseling and Human Development Services • Educational Psychology • Human Development and Family Studies
Instructional Technology • Rehabilitation Counseling • School Psychology • Special Education
P.O. Box 5190 • Kent, Ohio 44242-0001 • (330) 672-2294 • www.chhs.kent.edu/ldes

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The Human Development and Family Studies program is proposing that the Certificate in Nonprofit-Human Service Management [C126] be elevated to a Minor in Nonprofit Studies effective in Fall semester, 2012.

As your program had previously agreed that their coursework be included in the curriculum for the certificate, please consider the request that your course(s) below be incorporated into the electives for the minor. Regarding increased enrollment, I estimate that no more than 3 minor students would enroll in a course on a semester basis.

I have included the below sign-off sheet in order to expedite this approval process. Please complete and email (kbergh@kent.edu) or fax to me (2-2194) by **Tuesday, September 27, 2011.**

Thank you very much,
Kathy Bergh, Program Director (2-5380)

NONPROFIT STUDIES MINOR REQUIREMENTS (21-22 Credits):			
Course		**Title**	**Credits**
Core Requirements:			
ACCT	23020	Introduction to Financial Accounting (3) **OR**	
SOC	32220	32221 Data Analysis (3) **AND**	3-4
SOC	32221	Data Analysis Lab (1)	
HDFS	44032	Nonprofit Fundraising and Grantwriting	3
	44033	Nonprofit Management I	3
	44034	Nonprofit Management II	3
Approved internship or practicum course* (see below for list)			3
Choose from the following Professional Electives:			3
BMRT	11000	Introduction to Business (3)	
BMRT	11009	Introduction to Management Technology (3)	
BUS	10123	Exploring Business (3)	
CACM	11001	Introduction to Conflict Management (3)	
COMM	20000	Foundations of Communication (3)	
HDFS	34031	Cultural Diversity (3)	
	44018	Professional Development in Human Development and Family Studies (3)	
HED	11590	Community Health Education (3)	
	21030	Introduction to Health Education (3)	
IHS	10000	Careers in Health Sciences and Human Services (3)	
MIS	24163	Principles of Management (3)	
MKTG	25010	Principles of Marketing (3)	
PH	20003	Public Health Policy & Decision Making (3)	
PH	30003	Public Health Strategies (3)	
PH	44000	Health Disparities (3)	
POL	30301	Introduction to Public Administration (3)	
SOC	22570	Understanding Differences & Inequality (3)	
SOC	32570	Inequalities in Societies (3)	
SOC	32569	Minorities in America (3)	
Choose from the following Development Electives:			3
ANTH	38240	Culture and Personality (3)	
EPSY	29525	Educational Psychology (3)	
GERO	14029	Introduction to Gerontology (3)	
	30656	Psychology of Aging (3)	

School of Lifespan Development and Educational Sciences
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Instructional Technology • Rehabilitation Counseling • School Psychology • Special Education
P.O. Box 5190 • Kent, Ohio 44242-0001 • (330) 672-2294 • www.ehhs.kent.edu/ldes

KENT STATE UNIVERSITY

	44030	Adult Development and Aging (3)	
HDFS	24012	Child Development (3)	
	24013	Early Adolescence (3)	
	44020	Adolescent Development (3)	
NURS	20950	Human Growth and Development for Health Professions (3)	
PH	20005	Social and Behavioral Science Theories in Public Health (3)	
PSYC	20651	Child Psychology (3)	
	30651	Adolescent Psychology (3)	
RPTM	36010	Recreation, Leisure and Aging (3)	
SOC	42879	Aging in Society (3)	
TOTAL			**21-22**

***Choose from the following Internship or Practicum Courses (3 credits):**		
Must consult Nonprofit Studies Director for approval prior to registration		
ATTR	45292	Internship in Athletic Training
BMRT	21092	Internship in Management Technology
BUS	40192	Internship in Business
CACM	35092	Internship in Conflict Management
CTTE	46192	Practicum: Occupational
COMM	45092	Internship in Communication Studies
ENG	41096	Individual Investigation
ENG	49095	Senior Special Topics
GERO	43092	Practicum in Nursing Home Administration I
GERO	43192	Practicum in Nursing Home Administration II
GERO	44092	Practicum in Gerontology
HDFS	44092	Practicum in Human Development and Family Studies
HDFS	44192	Internship in Human Development and Family Studies: Case Management I
HDFS	44292	Internship in Human Development and Family Studies: Case Management II
HED	44092	Internship in Community Health Education
IHS	44092	Practicum in Integrated Health Studies
JUS	46792	Justice Studies Internship
PH	40196	Individual Investigation in Public Health
PH	44092	Internship in Public Health
POL	30991	Seminar: Columbus Program in Intergovernmental Issues
POL	40991	Washington Program in National Issues
RPTM	46092	Internship in Recreation
SPAD	25092	Practicum I in Sport Administration
SPAD	35092	Practicum II in Sport Administration
SPAD	45092	Internship in Sport Administration
THEA	41992	Theatre Production Internship
THEA	42292	Practicum II: Theatre Management
WMST	40992	Practicum in Women's Studies

KENT STATE
UNIVERSITY

PLEASE EMAIL (kbergh@kent.edu) or FAX (2-2194)

TO: Kathy Bergh, Program Director, Nonprofit Human-Service Management (2-5380)

FROM:

DATE:

☒ I have **no** concerns with your request that our course(s) listed above, be included in the Nonprofit Studies minor. Therefore, I approve your request.

Comments:

☐ I have concerns/problems with your request that our course(s) listed above, be included in the Nonprofit Studies minor. Therefore, I do **not** approve your request.

Comments:

Signature: _____

School of Lifespan Development and Educational Sciences
Counseling and Human Development Services • Educational Psychology • Human Development and Family Studies
Instructional Technology • Rehabilitation Counseling • School Psychology • Special Education
P.O. Box 5190 • Kent, Ohio 44242-0001 • (330) 672-2294 • www.ehhs.kent.edu/ldes

AUGUSTINE, SUSAN

Subject: FW: Proposed Minor in Nonprofit Studies

Importance: Low

From: ROBYN, RICHARD
Sent: Wednesday, September 21, 2011 1:30 PM
To: BERGH, KATHLEEN
Subject: RE: Proposed Minor in Nonprofit Studies

Kathy: This is to let you know that I have no problem with your listing the Washington Program in National Issues as an option for students pursuing the Minor in Nonprofit Studies. Best of luck in your efforts at elevating the certificate program to the minor. Let me know if you have any questions or concerns about this, or need more information.

Best,
Rick

Richard Robyn, Ph.D.
Assistant Professor
Director, Washington Program in National Issues
Kent State University
Kent. Ohio 44242
Tel. (330) 672-8944
Cell: (330) 687-8276
Fax: (330) 672-3362
Website: http://www.kent.edu/wpni

From: BERGH, KATHLEEN
Sent: Friday, September 16, 2011 2:37 PM
To: RICHARDSON, RHONDA; Dellman-Jenkins, Mary; Owens, Timothy; ZUCCA, LINDA; SINCLAIR-COLANDO, ELIZABETH; CUNNINGHAM, KAREN; DING, KELE; BUCKEYE, LAURA; LEVANDOWSKI, KAY; HOOK, STEVEN; TIENE, DREW; Meindl, Richard; GOOD, CURTIS; FOLK, JOCELYN; Kersting, Tammy; PEER, KIMBERLY; RILEY, RUBY; ROBYN, RICHARD; SERPE, RICHARD; STILLINGS, CYNTHIA; sholt@kent.edu; DEVINE, MARY ANN; LYBERGER, MARK; CHILD, JEFFREY T.
Cc: BERGH, KATHLEEN
Subject: Proposed Minor in Nonprofit Studies

The Human Development and Family Studies program is proposing that the Certificate in Nonprofit/Human Service Management (C-126) be elevated to a Minor in Nonprofit Studies effective in Fall Semester, 2012. As your program had previously agreed that their coursework be included in the curriculum for the certificate, please consider the request that your course(s), listed in the attachment, be incorporated into the electives for the proposed minor.

We are hoping to recieve a respone from you no later than September 27th. Thank you for your consideration, and please do not hesitate to contact me if you have any questions at kbergh@kent.edu / 330-672-5380.

Kathy Bergh, M.A.
Program Director, Certificate in Nonprofit/Human Service Management
Human Development and Family Studies
#138 Nixson Hall
Kent State University

KENT STATE UNIVERSITY

PLEASE EMAIL (kbergh@kent.edu) or FAX (2-2194)

TO: Kathy Bergh, Program Director, Nonprofit Human-Service Management (2-5380)

FROM: Elizabeth Sinclair

DATE: 5/6/2011

☒ I have **no** concerns with your request that our course(s) listed above, be added as an elective of the C126 Nonprofit-Human Service Management certificate. Therefore, I approve your request.

Comments: **I have no concerns as long as you indicate in parentheses that ECON 22060 is a prerequisite for MKTG 25010**.

☐ I have concerns/problems with your request our course(s) listed above, be added as an elective of the C126 Nonprofit-Human Service Management certificate. Therefore, I do **not** approve your request.

Comments:

Signature: Elizabeth A. Sinclair _____

School of Lifespan Development and Educational Sciences
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Instructional Technology • Rehabilitation Counseling • School Psychology • Special Education
P.O. Box 5190 • Kent, Ohio 44242-0001 • (330) 672-2294 • www.ehhs.kent.edu/ldes

To: Wanda Thomas, Regional College Dean and Associate Provost for Systems Integration

From: Jan Gibson, Senior Program Director, Radiology Programs, Salem Campus

Date: October 14, 2011

Subject: Inactivation of the ATS Category B (completion) degree in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology concentrations

Attached is the proposal for the inactivation of the Associate of Technical Studies Category B (completion) degree in the Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology concentrations at the Salem Campus. There has been very limited enrollment with the closure of hospital based certificate programs in these specific concentrations. Students may still pursue the ATS degree in radiologic technology and receive 32 credits from the hospital based certificate program and ARRT certification.

Please contact me with any questions at 74223 or jjgibso1@kent.edu Thank you.

Proposal Summary

Title: Inactivation of 3 concentrations of the Associate of Technical Studies degree (Category B- Completion Programs) in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology

Subject Specification: Inactivate three of the five concentrations of the Associate of Technical Studies degree Category B in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology to be effective fall 2012.

Background Information:
Description of action, including its intended effect: Inactivate three of the five concentrations in the Associate of Technical Studies degree in diagnostic medical sonography, nuclear medicine technology and radiation therapy technology. Retain the concentrations of ATS-radiologic technology and ATS-Radiology Department Management.

a. *Conformity of action with mission of sponsoring unit:* Elimination of the degree has no effect on the mission of the unit.

b. *Rationale for action:* The ATS completion degree in diagnostic medical sonography, nuclear medicine technology and radiation therapy technology were developed in the 1980's when there were several hospital based certificate programs in northeast Ohio, including Aultman Hospital and Mercy Medical Center in Canton and St. Elizabeth Health Center in Youngstown. The only one still offering a certificate program is a diagnostic medical sonography program at Mercy Medical Center. Since a graduate from any of these concentrations would also be a graduate of a radiologic technology program, they can use the ATS-radiologic technology concentration to earn the degree. The degree grants 32 credits for completion of a hospital based certificate program and successful completion of the American Registry of Radiologic Technologists certification examination.

c. *Effect on current programs, offerings, students, staff:* There is no effect on current programs, offerings, students or staff. We have had no students graduate from the diagnostic medical sonography or the radiation therapy technology degree and only two students graduated from the nuclear medicine technology degree and they could have pursued the radiologic technology concentration to achieve the same ATS degree.

Fiscal Impact: No fiscal impact since there was very little enrollment in these concentrations.

Alternatives and Consequences: Keep all five of the concentrations.

Timetable and Actions Required:
Oct 2011: Approval by Regional Campus Curriculum Committee
Nov 2011: Approval by EPC
Fall 2012: Effective date of inactivation

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Oct-11** Curriculum Bulletin _____
Effective Date **Fall 2012** Approved by EPC _____

Department	**Regional Campus**
College	**RE - Regional College**
Degree	**ATS - Associate of Technical Study**
Program Name	**Diagnostic Medical Sonography** Program Code **RE-ATS-DMSO**
Concentration(s)	**Diagnostic Medical Sonography** Concentration(s) Code(s) **DMSO**
Proposal	**Inactivate program**

Description of proposal:
Inactivate the diagnostic medical sonography concentration of the ATS-Category B (completion) degree due to low enrollment. Students may earn the ATS in radiologic technology degree in its place.

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., 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):
This degree is only offered at the Salem Campus.

REQUIRED ENDORSEMENTS

Jan Gibson — 10/14/11
Department Chair / School Director

Wanda Thomas — 10/21/2011
Campus Dean (for Regional Campuses proposals)

Wanda Thomas — 10/24/2011
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Diagnostic Medical Sonography - ATS (category B)

COLLEGE: Regional College
CAMPUS: Salem Campus
http://www.salem.kent.edu

Inactivate

Resources:

DESCRIPTION: The Salem Campus offers the Associate of Technical Study in Diagnostic Medical Sonography as a completion program for certified radiologic technologists and diagnostic medical sonographers who have finished their training at an accredited institution and have been certified by the American Registry of Radiologic Technologists or American Registry of Diagnostic Medical Sonographers.

Students interested in one of these programs should apply to the Salem Campus and meet with the director of radiologic technology for additional application details. Upon admission to these programs, students will be granted 32 credit hours on the basis of their certification. The Salem Campus also offers the Associate of Technical Study in the following:

- ~~Nuclear Medicine Technology~~
- ~~Radiation Therapy Technology~~
- Radiologic Technology
- Radiologic Technology with a concentration in Radiology Department Management

CAREER OPPORTUNITIES: Radiologic technologists held about 196,000 jobs in 2006. More than 60 percent of all jobs were in hospitals. Most other jobs were in offices of physicians, medical and diagnostic laboratories, including diagnostic imaging centers, and outpatient care centers.
(Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: Must be a registered radiologic technologist, nuclear medicine technologist or diagnostic medical sonographer prior to program start. Program applicants are encouraged to meet with an advisor at the Salem campuses to discuss the program requirements.

GRADUATION REQUIREMENTS: Minimum 66-68 credit hours. Minimum 2.0 cumulative GPA and in major.

LANGUAGE REQUIREMENT: None

PROGRAM FEE: None

ACCREDITATION: The Salem Campus program is approved and accredited by the Joint Review Committee on Education in Radiologic Technology, JRCERT. The Ashtabula Campus program is not JRCERT accredited, nor has it applied to the JRCERT for accredited status.

STUDENT ORGANIZATIONS: See individual campuses.

Diagnostic Medical Sonography -A.T.S. Program Requirements

Inactivate Concentration

- Diagnostic Medical Sonography semester-by-semester 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 (32 credits)		
Type	**Course**	**Title**	**Credits**
	Credits awarded on the basis of certification		32
III.	ADDITIONAL PROGRAM REQUIREMENTS (33-35 credits)		
Type	**Course**	**Title**	**Credits**
	Basic Sciences*, Mathematics**	Computer Technology	15
	Kent Core Composition		6-8
	Kent Core Humanities and Fine Arts		3
	Kent Core Social Sciences		9
		MINIMUM TOTAL:	66

* Up to six semester hours of RADT 14096 or 24196, Individual Investigation, may be used for this requirement.

** MATH 10006 Basic Algebra I and II, and MATH 10007 Basic Algebra III and IV; MATH 10020 through 10024 Basic Algebra I-IV cannot be included in this section.

The total degree consists of 66 hours. Coursework may be pursued at any Regional Campus, but students must be advised by the director of radiologic technology, housed at the Salem Campus.

KENT STATE UNIVERSITY

Roadmap: Diagnostic Medical Sonography – Associate of Technical Study

Inactivate Concentration

[RE-ATS-DMSO]
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	Important Notes
Pre-Major: [32 Credit Hours]			
Credits awarded on the basis of certification	**32**		**32 credit hours are awarded on the basis of certification by the American Registry of Radiologic Technologists in Diagnostic Medical Sonography.**
Semester One: [13 Credit Hours]			
US 10097 Destination Kent State: First Year Experience	1		Not required of transfer students with 25 credits
Basic Sciences*, Mathematics**, Computer Technology	6		See note below
Kent Core Composition	3		Enrollment based on placement test
Kent Core Social Sciences	3		
Semester Two: [12 Credit Hours]			
Basic Sciences*, Mathematics**, Computer Technology	6		See note below
Kent Core Humanities and Fine Arts	3		
Kent Core Social Sciences	3		
Semester Three: [9 Credit Hours]			
Kent Core Composition	3		
Basic Sciences*, Mathematics**, Computer Technology	3		See note below
Kent Core Social Sciences	3		

Graduation Requirements Summary

Minimum Total Hours	Minimum Overall GPA
66	2.0

Kent Core Summary (for students planning to pursue a baccalaureate program)

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

Notes: *Up to six semester hours of RADT 14096 or 24196, Individual Investigation, may be used for this requirement.

**MATH 10006 Basic Algebra I and II, and MATH 10007 Basic Algebra III and IV; MATH 10020 through 10024 Basic Algebra I-IV cannot be included in this section.

Recommended courses:
CHEM 10030 Chemistry in Our World (3)-Fulfills Kent Core Basic Sciences
CHEM 10050 Fundamentals of Chemistry (3)-Fulfills Kent Core Basic Sciences
COMT 11000 Introduction to Computer Systems (3)
MATH 11009 Modeling Algebra (4)-fulfills Kent Core Mathematics and Critical Reasoning

Coursework may be pursued at any Regional Campus, but students must be advised by the director of radiologic technology, housed at the Salem Campus.

To: Wanda Thomas, Regional College Dean and Associate Provost for Systems Integration

From: Jan Gibson, Senior Program Director, Radiology Programs, Salem Campus

Date: October 14, 2011

Subject: Inactivation of the ATS Category B (completion) degree in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology concentrations

Attached is the proposal for the inactivation of the Associate of Technical Studies Category B (completion) degree in the Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology concentrations at the Salem Campus. There has been very limited enrollment with the closure of hospital based certificate programs in these specific concentrations. Students may still pursue the ATS degree in radiologic technology and receive 32 credits from the hospital based certificate program and ARRT certification.

Please contact me with any questions at 74223 or jjgibso1@kent.edu Thank you.

Proposal Summary

Title: Inactivation of 3 concentrations of the Associate of Technical Studies degree (Category B- Completion Programs) in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology

Subject Specification: Inactivate three of the five concentrations of the Associate of Technical Studies degree Category B in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology to be effective fall 2012.

Background Information:
Description of action, including its intended effect: Inactivate three of the five concentrations in the Associate of Technical Studies degree in diagnostic medical sonography, nuclear medicine technology and radiation therapy technology. Retain the concentrations of ATS-radiologic technology and ATS-Radiology Department Management.

a. *Conformity of action with mission of sponsoring unit:* Elimination of the degree has no effect on the mission of the unit.

b. *Rationale for action:* The ATS completion degree in diagnostic medical sonography, nuclear medicine technology and radiation therapy technology were developed in the 1980's when there were several hospital based certificate programs in northeast Ohio, including Aultman Hospital and Mercy Medical Center in Canton and St. Elizabeth Health Center in Youngstown. The only one still offering a certificate program is a diagnostic medical sonography program at Mercy Medical Center. Since a graduate from any of these concentrations would also be a graduate of a radiologic technology program, they can use the ATS-radiologic technology concentration to earn the degree. The degree grants 32 credits for completion of a hospital based certificate program and successful completion of the American Registry of Radiologic Technologists certification examination.

c. *Effect on current programs, offerings, students, staff:* There is no effect on current programs, offerings, students or staff. We have had no students graduate from the diagnostic medical sonography or the radiation therapy technology degree and only two students graduated from the nuclear medicine technology degree and they could have pursued the radiologic technology concentration to achieve the same ATS degree.

Fiscal Impact: No fiscal impact since there was very little enrollment in these concentrations.

Alternatives and Consequences: Keep all five of the concentrations.

Timetable and Actions Required:
Oct 2011: Approval by Regional Campus Curriculum Committee
Nov 2011: Approval by EPC
Fall 2012: Effective date of inactivation

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Regional Campus**		
College	**RE - Regional College**		
Degree	**ATS - Associate of Technical Study**		
Program Name	**Nuclear Medicine Technology**	Program Code	**RE-ATS-NMTC**
Concentration(s)	**Nuclear Medicine Technology**	Concentration(s) Code(s)	**NMTC**
Proposal	**Inactivate program**		

Description of proposal:

Inactivate the nuclear medicine technology concentration of the ATS-Category B (completion) degree due to low enrollment. Students may earn the ATS in radiologic technology degree in its place.

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., 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):

This degree is only offered at the Salem Campus.

REQUIRED ENDORSEMENTS

Jan Gibson _____ 10/14/11

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

_____ ___/___/___

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Nuclear Medicine Technology - A.T.S (category B)

COLLEGE: Regional College
CAMPUS: Salem Campus

Resources:

Inactivate Concentration

DESCRIPTION: The Salem Campus offers the Associate of Technical Study in Nuclear Medicine Technology as a completion program for certified radiologic technologists and diagnostic medical sonographers who have finished their training at an accredited institution and have been certified by the American Registry of Radiologic Technologists or American Registry of Diagnostic Medical Sonographers

Students interested in one of these programs should apply to the Salem Campus and meet with the director of radiologic technology for additional application details. Upon admission to these programs, students will be granted 35 credit hours on the basis of their certification. The Salem Campus also offers the Associate of Technical Study in the following

- Diagnostic Medical Sonography
- Radiation Therapy Technology
- Radiologic Technology
- Radiologic Technology with a concentration in Radiology Department Management

CAREER OPPORTUNITIES: Radiologic technologists held about 106,000 jobs in 2006. More than 60 percent of all jobs were in hospitals. Most other jobs were in offices of physicians, medical and diagnostic laboratories, including diagnostic imaging centers, and outpatient care centers. (Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: Must be a registered radiologic technologist, nuclear medicine technologist or diagnostic medical sonographer prior to program start. Program applicants are encouraged to meet with an advisor at the Salem campuses to review the program requirements.

GRADUATION REQUIREMENTS: Minimum 65-68 credit hours. Minimum 2.0 cumulative GPA and in major

LANGUAGE REQUIREMENT: None

PROGRAM FEE: None

ACCREDITATION: The Salem Campus program is approved and accredited by the Joint Review Committee on Education in Nuclear Medicine Technology (JRCNMT). The Ashtabula Campus program is not JRCNMT accredited, nor has it applied to the JRCNMT for accredited status.

STUDENT ORGANIZATIONS: See individual campuses

Program Requirement Sheet + Roadmap unavailable

To: Wanda Thomas, Regional College Dean and Associate Provost for Systems Integration

From: Jan Gibson, Senior Program Director, Radiology Programs, Salem Campus

Date: October 14, 2011

Subject: Inactivation of the ATS Category B (completion) degree in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology concentrations

Attached is the proposal for the inactivation of the Associate of Technical Studies Category B (completion) degree in the Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology concentrations at the Salem Campus. There has been very limited enrollment with the closure of hospital based certificate programs in these specific concentrations. Students may still pursue the ATS degree in radiologic technology and receive 32 credits from the hospital based certificate program and ARRT certification.

Please contact me with any questions at 74223 or jjgibso1@kent.edu Thank you.

Proposal Summary

Title: Inactivation of 3 concentrations of the Associate of Technical Studies degree (Category B- Completion Programs) in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology

Subject Specification: Inactivate three of the five concentrations of the Associate of Technical Studies degree Category B in Diagnostic Medical Sonography, Nuclear Medicine Technology and Radiation Therapy Technology to be effective fall 2012.

Background Information:
Description of action, including its intended effect: Inactivate three of the five concentrations in the Associate of Technical Studies degree in diagnostic medical sonography, nuclear medicine technology and radiation therapy technology. Retain the concentrations of ATS-radiologic technology and ATS-Radiology Department Management.

a. *Conformity of action with mission of sponsoring unit:* Elimination of the degree has no effect on the mission of the unit.

b. *Rationale for action:* The ATS completion degree in diagnostic medical sonography, nuclear medicine technology and radiation therapy technology were developed in the 1980's when there were several hospital based certificate programs in northeast Ohio, including Aultman Hospital and Mercy Medical Center in Canton and St. Elizabeth Health Center in Youngstown. The only one still offering a certificate program is a diagnostic medical sonography program at Mercy Medical Center. Since a graduate from any of these concentrations would also be a graduate of a radiologic technology program, they can use the ATS-radiologic technology concentration to earn the degree. The degree grants 32 credits for completion of a hospital based certificate program and successful completion of the American Registry of Radiologic Technologists certification examination.

c. *Effect on current programs, offerings, students, staff:* There is no effect on current programs, offerings, students or staff. We have had no students graduate from the diagnostic medical sonography or the radiation therapy technology degree and only two students graduated from the nuclear medicine technology degree and they could have pursued the radiologic technology concentration to achieve the same ATS degree.

Fiscal Impact: No fiscal impact since there was very little enrollment in these concentrations.

Alternatives and Consequences: Keep all five of the concentrations.

Timetable and Actions Required:
Oct 2011: Approval by Regional Campus Curriculum Committee
Nov 2011: Approval by EPC
Fall 2012: Effective date of inactivation

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Regional Campus**		
College	**RE - Regional College**		
Degree	**ATS - Associate of Technical Study**		
Program Name	**Radiation Therapy Technology**	Program Code	**RE-ATS-RATT**
Concentration(s)	**Radiation Therapy Technology**	Concentration(s) Code(s)	**RATT**
Proposal	**Inactivate program**		

Description of proposal:

Inactivate the radiation therapy technology concentration of the ATS-Category B (completion) degree due to low enrollment. Students may earn the ATS in radiologic technology degree in its place.

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., 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):

This degree is only offered at the Salem Campus.

REQUIRED ENDORSEMENTS

Jan Gibson — 10 / 14 / 11
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

_____ ___/___/___
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Radiation Therapy Technology - A.T.S. Program Requirements

Inactivate Concentration

- **Radiation Therapy Technology** semester-by-semester 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 (32 credits)			
Type	Course		Title	Credits
	Credits awarded on the basis of certification			32
III.	ADDITIONAL PROGRAM REQUIREMENTS (33-35 credits)			
Type	Course		Title	Credits
	Basic Sciences*, Mathematics**, Computer Technology			15
	Kent Core Composition			6-8
	Kent Core Humanities and Fine Arts			3
	Kent Core Social Sciences			9
			MINIMUM TOTAL:	66

* Up to six semester hours of RADT 14096 or 24196, Individual Investigation, may be used for this requirement.

**MATH 10006 Basic Algebra I and II, and MATH 10007 Basic Algebra III and IV; MATH 10020 through 10024 Basic Algebra I-IV cannot be included in this section.

The total degree consists of 66 hours. Coursework may be pursued at any Regional Campus, but students must be advised by the director of radiologic technology, housed at the Salem Campus.

KENT STATE UNIVERSITY

Roadmap: Radiation Therapy Technology – Associate of Technical Study

[RE-ATS-RATT]
Regional College
Catalog Year: 2011-2012

Inactivate 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	Min. Grade	Important Notes
Pre-Major: [32 Credit Hours]			
Credits awarded on the basis of certification	**32**		**32 credit hours are awarded on the basis of certification by the American Registry of Radiologic Technologists in Radiation Therapy.**
Semester One: [13 Credit Hours]			
US 10097 Destination Kent State: FYE	1		Not required of transfer students with 25 credits
Basic Sciences, Mathematics, Computer Technology	6		See note below
Kent Core Composition	3		Enrollment based on placement test
Kent Core Social Science	3		
Semester Two: [12 Credit Hours]			
Basic Sciences*, Mathematics**, Computer Technology	6		See note below
Kent Core Humanities and Fine Arts	3		
Kent Core Social Science	3		
Semester Three: [9 Credit Hours]			
Basic Sciences*, Mathematics**, Computer Technology	3		See note below
Kent Core Composition	3		
Kent Core Social Science	3		

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
66	2.0	2.0

Kent Core Summary (for students planning to pursue a baccalaureate program)

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

Note: *Up to six semester hours of RADT 14096 or 24196, Individual Investigation, may be used for this requirement.

**MATH 10006 Basic Algebra I and II, and MATH 10007 Basic Algebra III and IV; MATH 10020 through 10024 Basic Algebra I-IV cannot be included in this section.

Recommended courses:
CHEM 10030 Chemistry in Our World (3)-fulfills Kent Core Basic Sciences
CHEM 10050 Fundamentals of Chemistry (3)-fulfills Kent Core Basic Sciences
COMT 11000 Introduction to Computer Systems (3)
MATH 11010 Algebra for Calculus (4)-Fulfills Kent Core Mathematics and Critical Reasoning

Coursework may be pursued at any Regional Campus, but students must be advised by the director of radiologic technology, housed at the Salem Campus.

Radiologic Technology Completion Program

COLLEGE: Regional College
DEPARTMENT: Division of Health Occupations

Resources:

DESCRIPTION: The Salem Campus offers associate degree completion programs for certified radiologic technologists and diagnostic medical sonographers who have completed their training at an accredited institution and have been certified by the American Registry of Radiologic Technologists or American Registry of Diagnostic Medical Sonographers.

Students interested in one of these programs should apply to the Salem Campus and meet with the director of radiologic technology for additional application details. Upon admission to these programs, students will be granted 32 credit hours on the basis of their certification. In addition, they must successfully complete a minimum of 32 or 33 hours of courses selected in accordance with the following curricula:

Inactivate/Delete

- ~~Associate of Technical Study in Diagnostic Medical Sonography~~
- ~~Associate of Technical Study in Nuclear Medicine Technology~~
- ~~Associate of Technical Study in Radiation Therapy Technology~~
- Associate of Technical Study in Radiologic Technology
- Associate of Technical Study in Radiology Department Management

Road Maps

Close

- Roadmap 01
- Roadmap 02

CAREER OPPORTUNITIES: Radiologic technologists held about 196,000 jobs in 2006. More than 60 percent of all jobs were in hospitals. Most ot medical and diagnostic laboratories, including diagnostic imaging centers; and outpatient care centers. (Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: Must be a registered radiologic technologist, nuclear medicine technologist or diagnostic medical sonographer prior to program start. Program applicants are encouraged to meet with an advisor at the Salem campuses to discuss the program requirements.

GRADUATION REQUIREMENTS: Minimum 66-68 credit hours. Minimum 2.0 cumulative GPA and in major

LANGUAGE REQUIREMENT: None

PROGRAM FEE: None

ACCREDITATION: The Salem Campus program is approved and accredited by the Joint Review Committee on Education in Radiologic Technology, JRCERT. The Ashtabula Campus program is not JRCERT accredited, nor has it applied to the JRCERT for accredited status.

STUDENT ORGANIZATIONS: See individual campuses.

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Discussion item for EPC agenda

Date: November 4, 2011

The University Requirements Curriculum Committee is of the understanding that there are four methods students will be able to use to complete the Experiential Learning Requirement. These are:

1. Complete an approved, ELR designated course (listed in ELR section of catalog).
2. Complete a one-credit Experiential Learning "Plus One" activity, through the Office of Experiential Education and Community Engagement. Requires faculty supervision and OEECE approval.
3. Complete a course without the ELR designation, but for which the section has been approved on an ad hoc basis for ELR credit. Requires faculty supervision and College approval.
4. Complete a non-course ELR activity (e.g., study abroad, community service). Requires faculty supervision and student's major College approval.

In our work developing tools for implementing the requirement, questions have arisen regarding the validity of method (3) and the appropriate College for approval of methods (3) and (4). I would like feedback from the EPC Undergraduate Council regarding these issues at the next meeting.

Kent State University
Master of Liberal Studies
Request for approval of online delivery

The KSU Master of Liberal Studies program allows students with an interdisciplinary bend to create a masters degree that suits their particular needs and interests. This 32 hour program consists of 29 hours of regular graduate course work and a 3 credit hour Essay, AS 61098 (in lieu of a thesis). There is only one required course, AS 61000, Introduction to Liberal Studies, for 2 credit hours. For the remaining 27 credit hours, students may choose from any graduate-level course in the university, so long as the sum meets the following requirements:

1. There must be 12 hours minimum in coursework in the College of Arts & Sciences in addition to AS 61000 and AS 61098.
2. 12 to 15 hours must be in one concentration
3. 11 hours (in addition to AS 61000 and AS 61098) must be taken at the 60,000 level or higher.

Introduction to Liberal Studies, AS 61000, the only required course in the curriculum, will be offered as a 100% web-based course as of Fall 2011. Because students can pick from any graduate offerings in the university, the delivery mechanism or off-site location of courses could include anything currently available from KSU at the graduate level. Given that the university is developing more online graduate classes, a student who chooses to do so *could* pick all online classes and so complete the program as an online degree.

Response from the KSU Master of Liberal Studies program
regarding the request to make the program available 100% online

Respondents from both CSU and UC voiced a concern that students might, in order to be able to do the program strictly online, just pick a grab-bag of unrelated courses rather than put together a program that constitutes "a coherent package of related thematic courses." This cannot happen in Kent State's Master of Liberal Studies program because of the way it is set up. As the Application page of the Program website (http://www.kent.edu/CAS/LiberalStudies/application-procedure.cfm) explains, students start, as part of their application procedure, by writing a Goal Statement, a first draft of which they need to run by the Program Director before they actually apply to the Program. This Goal Statement must include a Tentative List of courses, which must meet the various distribution requirements for the program, and a justification of how these courses cohere in a unified program. To quote the penultimate paragraph on that page of the site: "Finally, explain how these courses all fit together into an integrated whole. This is very important. Your Program has to make sense as a whole, and not be just a list of courses that interest you." Applications are not accepted unless these criteria are met. Once students are accepted, their Tentative Course List goes into their file and on a private website that the student and Director can consult, so that students are kept on track.

CSU also raised the question: "Are there, in fact, enough courses to do the concentration of 12 to 15 hours? Is it possible to put together a genuine 'Liberal Studies degree'?"

The Master of Liberal Arts program calls for 27 hours of electives, usually 9 courses, plus the required Introduction to Liberal Studies (AS 61000) and a capstone Essay (AS 61098). Of those 27 hours, 12-15 must be in one area of concentration (the major) and the other 12-15 must be in two areas (two minors). Additionally, 12 hours must be in courses from the College of Arts & Sciences. Working with courses that were available Spring 2011 and are available this Fall, it would be possible for students to complete programs such as those below entirely online.

Administration in a public library, with emphasis on young readers

REQUIRED: AS - 61000 INTRODUCTION TO LIBERAL STUDIES
AS - 61098 CAPSTONE ESSAY

ELECTIVES: Public Administration (PADM) - 60375 PUBLIC PERSONNEL ADMINISTRATION
PADM - 60386 PUBLIC SECTOR INFORMATION TECHNOLOGY MANAGEMENT
PADM - 60574 STRATEGIC PLANNING
PADM - 60373 PUBLIC BUDGETING
PADM - 60477 NONPROFIT FINANCIAL RESOURCE DEVELOPMENT
Library and Information Science (LIS) - 60626 LIBRARY SERVICES TO YOUNG ADULTS
LIS - 60629 LIBRARY MATERIALS AND SERVICES FOR SCHOOL-AGE CHILDREN
LIS - 60630 REFERENCE SOURCES AND SERVICES FOR YOUTH
Information and Knowledge Management - 60103 RESEARCHING THE USER EXPERIENCE

Running a school library/information resource center as a resource for teachers

REQUIRED: AS - 61000 INTRODUCTION TO LIBERAL STUDIES
AS - 61098 CAPSTONE ESSAY

ELECTIVES: Instructional Technology (ITEC) - 57430 COMPUTER APPLICATIONS IN EDUCATION
ITEC - 67437 WEB DEVELOPMENT FOR EDUCATORS
ITEC - 67432 DESIGNING MULTIMEDIA FOR INSTRUCTION
ITEC - 67438 INSTRUCTIONAL APPLICATIONS OF THE INTERNET

PADM - 60386 PUBLIC SECTOR INFORMATION TECHNOLOGY MANAGEMENT
PADM - 60477 NONPROFIT FINANCIAL RESOURCE DEVELOPMENT
LIS - 60607 SCHOOL LIBRARY MEDIA CENTER
Sociology - 52568 RACE AND ETHNIC STUDIES
Geography - 59070 GEOGRAPHIC INFORMATION SCIENCE

Almost all the of the students currently enrolled in the MLS program are part-time, usually registering for only one course a semester as they hold full-time jobs. They therefore generally take around ten semesters/five academic years to finish. (Some take courses during the summer to shorten this, some do not.) Such students would, therefore, be able to fulfill the twelve hours of the major concentration with online courses even in fields that only offer one online course per semester or per year, picking and scheduling them carefully over their five years. As you know, not every course that is currently taught online is taught every semester, or even every year. In consultation with their major department, however, students could find out the rotation plan for the online courses in their major that are only offered, say, once every other year. Given the five year time span to completion, it will be easier for students to find nine electives that constitute an integrated program and that are offered 100% online. It will take planning, certainly, working out a tentative program in advance so that online opportunities are not missed, but it is part of the Director's job to assist students in doing so.

Transmittal Memo

Date: September 19, 2011
To: Mary Ann Haley, Assistant Dean, Arts and Sciences
From: Sarah Rilling, UG Studies Coordinator, English
Re: Articulation Agreement with Lakeland Community College

The proposal seeks to establish a 2+2 agreement between Kent State University's BA English and Lakeland Community College's Associate of Arts, English.

The articulation entails a curriculum transition for students from Lakeland Community College to Kent State University to earn a Bachelor of Arts degree in Kent State's BA English program. Approved equivalencies are specified in the proposal. Lakeland Community College has indicated that students will actively seek this program, so Kent State University will benefit under this agreement.

Units consulted: Kent State University's Provost's Articulation Office to set transfer equivalencies for the program and the Department of English at KSU.

The action was approved by:
Kent State University's Department of English Curricular Bodies and Dr. Donald Hassler, Interim Chair, Sept. 16, 2011

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 19-Sep-11 Curriculum Bulletin _____
Effective Date Spring 2012 Approved by EPC _____

Department	ENGLISH
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts
Program Name	**ENGLISH** Program Code ENG
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish articulation agreement

Description of proposal:
This proposal establishes an Articulation Agreement between Lakeland Community College's Associate of Arts, English, and Kent State University's BA English.

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: ~~39~~ 121 Proposed total credit hours

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

Units consulted (other departments, programs or campuses affected by this proposal):
English Department Undergraduate Studies Committee and FAC; Provost's Articulation Officer.

REQUIRED ENDORSEMENTS

D. M. Hassler — 9/19/11
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuse proposals)

Mary Ann Haley — 9/28/11
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
Lakeland Community College
Associate of Arts, English
and
Kent State University
Bachelor of Arts in English

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this fifth day of August, 2011 (the "Effective Date") by and between Lakeland Community College District (the "College"), with an address of 7700 Clocktower Dr, Kirtland, Ohio 44094 (the college); 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, 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.

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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 Lakeland Community College:
Dr. Frederick W. Law, Ph.D.
Executive Vice President and Provost
7700 Clocktower Dr
Kirtland, Ohio 44094

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 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.

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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.

LAKELAND COMMUNITY COLLEGE:

By:_____
Dr. Frederick W. Law, Ph.D.
Executive Vice President and Provost

KENT STATE UNIVERSITY:

By:_____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

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Attachment A
To The
Articulation Agreement Dated August 5,2011
By and Between
Lakeland Community College Asscoiate of Arts Degree
and
Kent State University, Bachelor of Arts in English

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of an Associate of Arts Degree with a minimum overall cumulative 2.0 GPA.

   b. Submission of an official College transcript.

   c.. Students who complete the Lakeland Community Colelge Associate of Arts Degree as outlined in Appendix 1 will receive 65 articulated credits which will be applied to Kent Sate University Bachelor of Arts Degree in English. A minimum of 57 additional credits must be taken at Kent State University as outlined in Appendix 2.

   d. 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.

   e. Students are encouraged to contact a Kent State University Arts and Science Advisor while attending LCC to insure ease of transfer and timely graduation.

2. ***The articulation benefits ("Articulation Benefits") are:***

   a. Facilitate transfer of courses from Lakeland Community College and Kent State University.

   b. Benefitting Ohio by infusing the job market with qualified graduates.

   c. Students with an overall cumulative 3.0 GPA will be eligible to apply for Kent State scholarships.

   d. A student who completes the degree requirements in the Associate of Arts from Lakeland Community College will be admitted into Kent State University with junior status.

   e. To ensure smooth transfer to Kent State University, Lakeland Community College will provide a semester by semester list of students enrolled in this Agreement and their email addresses to Kent State University's Arts and Sciences Professional Advisors and to the Department of English Faculty Advisors.

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APPENDIX 1
ARTICULATION AND TRANSFER TABLE

The chart below outlines the courses that have been identified as equivalent to Kent State University's Degree requirements for a Bachelor of Arts Degree in English. The student will get articulated transfer credit once they are admitted to Kent State University.

EQUIVALENCIES CURRENTLY ON THE TRANSFER TABLES (AND U SELECT)			
Lakeland Community College AA degree	**Credits**	**KENT STATE UNIVERSITY BA degree**	**Credits**
LCC AA Communication (9 credits)		**Kent Core Composition (6 credits)**	
ENG 1110 English Composition I	3	ENG 11011 College Writing I	3
ENG 1120 English Composition II	3	ENG 21011 College Writing II	3
SPCH 1000 or SPCH 1100	3	**Fulfills Kent Core Addititonal Requirement**	3
LCC AA Mathematics (3 credits)		**Kent Core Math/Critical Reasoning (3-5 credits)**	
Select course from LCC transfer module: Mathematics - recommend MATH 1600 Survey of College Algebra	3	Fulfills KSU Kent Core Math Requirement	3-5
LCC AA Arts and Humanities (10 credits)		**Kent Core Humanities or Fine Arts (9 credits)**	
PHIL 1500 Introduction to Philosophy	4	PHIL 11001 Introduction to Philosophy	3
HUMX 1100 Introduction to Humanities	3	Fulfills Humanities Kent Core	3
LCC Transfer module Arts and Humanities	3	**Meets additional Kent Core**	3
LCC AA Social and Behavioral Sciences (10 credits)		**Kent Core Social Sciences (6 credits)**	
SOCY 1150 Principles of Sociology	3	SOC 12050 Introduction to Sociology	3
PSYC 1500 Introduction to Psychology	3	PSYC 11762 General Psychology	3
HIST XXXX from LCC Transfer module	3	**Fulfills additional Kent Core**	3
LCC AA Natural Sciences (6 credits)		**Kent Core Basic Sciences (6-7 credits) – one course must be a lab course**	
BIOL 1140 Human Biology	3	BSCI 10001 Human Biology (3 credits)	3
GEOL 1100 Introduction to Physical Geology	4	GEOL 11040 Earth Dynamics and GEOL 11041 Earth Dynamics Lab	4
LCC AA General Electives (21 credits)		**Foreign Language (14-16 credits)** **College General Requirement (6 credits)**	
Foreign Language – recommend SPAN 1001, SPAN 1002, SPAN 2001, SPAN 2002	14	Fulfills College Foreign Language Requirement SPAN 18201, SPAN 18202, SPAN 28201, SPAN 28202	14
GEOG 1500 Introduction to Geography	3	Fulfills College General Requirement – must be Kent Core Social Science	3
PHYS 1500 Astronomy	4	Fulfills College General Requirement –must be Kent Core Basic Science	4
Program Requirements		**Program Requirements**	
ENGL 2280 Survey of British Literature I or ENGL 2250 Survey of American Literature I	3	ENG 25001 Literature in English I *or* ENG 25004 Literature in the United States I	3
ENGL 2202 Technical Research and Report Writing or ENGL 1121 English Composition II-Technical Focus or ENGL 2202 Technical Research and Report Writing or ENGL1135 Introduction to Creative Writing	3	ENG 20002 Introduction to Technical Writing or Eng 20021 Introduction to creative Writing	3
Total Articulated Transfer Credit	65	**KSU Credits Toward Bachelor of Arts, English**	64-66

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APPENDIX 2
Lakeland Community College: Associate of Arts, English
Kent State University: Bachelor of Arts, English

The following are the remaining degree requirements for the Kent State Univesity Bachelor of Arts in English degree after receiving the 65 articulated credits as described in Appendix 1.

Course Subject and Title	Credit Hours	Upper Division	Notes on Transfer Coursework to Kent State
Kent State University Bachelor of Arts in English			
US 10097 Destination Kent State	1		Not required for transfer students with 25 credits
ENG 30001 Introduction to English Studies	3	■	See Note 1; may fulfill writing-intensive course requirement
English Writing and Language studies Electives	6	■	See Note 2
English Historical Literature Electives	6	■	See Note 3
English Genre Studies, Cultural Studies, Literary Theory Electives	6	■	See Note 4
ENG Elective	9		
General Elective (Upper Division)	24	■	Number of credits required depends on meeting minimum 121 credits and 42 upper division hours
ENG 49091 Senior Seminar	3	■	See Note 1; may fulfill writing intensive course requirement
57 Credit Hours toward the Bachelor of Arts, English; Total of 122 Credits with the 65 LCCTransfer Credits as described in Appendix 1			

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	42*	Kent Core or General Elective	ENG 30001 or ENG 49091	2.00	2.00

*The above hours include an additional Kent Core course each in Basic Sciences and Social Sciences as required by the College of Arts and Sciences for its BA programs. In addition to the Kent Core, the college requires for all its BA programs a minimum 14 credit hours of a foreign language.

Note 1: English majors must earn minimum C (2.0) grade in either 30001 Introduction to English Studies or in 49091 Senior Seminar to fulfill the writing-intensive course requirement

Note 2: English writing and language studies electives (6 credit hours), choose two courses from the following: (only one lower-division course will count toward the major)

ENG 20002 Introduction to Technical Writing	3	ENG 30069 Writer's Workshop in Poetry I	3
ENG 20021 Introduction to Creative Writing	3	ENG 30070 Writer's Workshop in Poetry II	3
ENG 30062 Principles of Technical Writing	3	ENG 31001 Fundamental English Grammar	3
ENG 30063 Business and Professional Writing	3	ENG 31002 History of English Language	3
ENG 30064 Argumentative Prose Writing	3	ENG 31003 Introduction to Linguistics	3
ENG 30065 Expository Prose Writing	3	ENG 31004 Lexicography/Lexicology	3
ENG 30066 Writing in the Public Domain	3	ENG 31006 World Englishes	3
ENG 30067 Writer's Workshop in Fiction I	3	ENG 37201 Writing in Communities	3
ENG 30068 Writer's Workshop in Fiction II	3	ENG 39895 Topics in Rhetoric, Composition and Writing	3

Note 3: English historical literature electives (6 credit hours), choose two courses from the following:

ENG 33001 American Literature to 1865	3	ENG 34005 British and Irish Literature from 1900-Present	3
ENG 33002 American Literature from 1865-1945	3	ENG 34055 Shakespeare	3
ENG 33003 American Literature from 1945- Present	3	ENG 34065 Chaucer	3
ENG 34001 Medieval Literature	3	ENG 34095 Topics: Major Author Studies	3
ENG 34002 British Literature from 1500-1660	3	ENG 37001 Classical Rhetoric	3
ENG 34003 British Literature from 1660-1800	3	ENG 39095 Topics in Literary History	3
ENG 34004 British Literature from 1800-1900	3		

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Note 4: English genre studies, cultural studies, literary theory electives (6 credit hours), choose two courses from the following:

ENG 21003 Introduction to LGBT Literature	3	ENG 35101 Literature and Other Disciplines	3
ENG 33011 African American Literature	3	ENG 35201 The Bible as Literature	3
ENG 33012 Modern African-American Literature	3	ENG 35301 LGBT: Critical Perspectives	3
ENG 33013 Pan-African Women's Literature	3	ENG 36001 Literary Criticism	3
ENG 33014 African-American Women's Literature	3	ENG 37101 Critical Rhetoric Studies of Texts in Context	3
ENG 33015 African Literatures	3	ENG 39195 Topics in Drama	3
ENG 34011 World Literature in English	3	ENG 39295 Topics in Poetry	3
ENG 34021 Women's Literature	3	ENG 39395 Topics in Fiction	3
ENG 34031 Short History	3	ENG 39995 Topics in Cultural Studies	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
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.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Sep-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Lifespan Development and Educational Sciences**
College	**EH - Education, Health and Human Services**
Degree	**CER1 - Post-Secondary Certificate <1 year**
Program Name	**Nonprofit/Human Service Management** Program Code **C126**
Concentration(s)	Concentration(s) Code(s)
Proposal	**Inactivate program**

Description of proposal:

This proposal will inactivate the certificate because it is being elevated to a minor in Nonprofit Studies.

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

Current total credit hours: **n/a** Proposed total credit hours **n/a**

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

No impact as all courses in the certificates are offered primarily for degree programs and will be offered in the Nonprofit Studies minor. Students currently enrolled in the certificate will be able to complete plan of study and earn the certificate.

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

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins — 10 / 7 / 11
Department Chair / School Director

_____ — ___/___/___
Campus Dean (for Regional Campuses proposals)

Joanne Arhar — 10 / 28 / 11
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Nonprofit-Human Service Management (Post Secondary)

College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
405 White Hall
Tel: 330-672-2294
E-mail: oss@kent.edu
Web: www.ehhs.kent.edu/lsdes

Each year, national and local non-profit organizations need thousands of new full-time professional staff. Individuals who fill these positions are people-oriented, competent managers and committed to improving their communities and the future. The Nonprofit/Human Service Management certificate provides students with knowledge and competencies in areas such as grant writing and fundraising, mission and vision, advocacy and lobbying, risk management, board committee development, program planning, leadership and ethics, human resource development, youth and adult development, marketing, financial management, and non-profit management. The certificate includes a required 300 contact hour internship at a non-profit organization.

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.

CERTIFICATE REQUIREMENT (20-30 Credits):			
Course		**Title**	**Credits**
ACCT	23020	Introduction to Financial Accounting	3
HDFS	44033	Nonprofit Management I	3
	44034	Nonprofit Management II	3
Approved internship or practicum course*			3-12
Choose from the following:			3
BMRT	11000	Introduction to Business (3)	
CHDS	10002	Introduction to Careers in Education, Health and Human Services (3)	
	37700	Human Relations in a World of Diversity (3)	
CTTE	46029	Training and Development (3)	
HDFS	34031	Cultural Diversity (3)	
	44018	Professional Development in Human Development and Family Studies (3)	
IHS	10000	Careers in health Sciences and Human Services (3)	
MIS	24163	Principles of Management (3)	
POL	30301	Introduction to Public Administration (3)	
Choose from the following:			2-3
HDFS	44032	Nonprofit Fundraising and Grantwriting (3)	
HED	40093	Workshop: Grantwriting (2)	
Choose from the following:			3
GERO	14029	Introduction to Gerontology	
	44030	Adult Development and Aging (3)	
HDFS	24012	Child Development (3)	
	44020	Adolescent Development (3)	
NURS	20950	Human Growth and Development for Health Professions (3)	
PSYC	20651	Child Psychology (3)	
	30651	Adolescent Psychology (3)	
RPTM	36010	Recreation, Leisure and Aging (3)	
		TOTAL	**20-30**

*Completion of 300 contact hour internship at a national or local nonprofit organization. Prior arrangements must be made with the instructor.

Minimum 2.50 GPA required.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 15-Oct-11 Curriculum Bulletin _____

Effective Date Spring 2012 Approved by EPC _____

Department Public Health

College PH - Public Health

Degree BSPH - Bachelor of Science in Public Health

Program Name **Bachelor of Science in Public Health** Program Code **BSPH**

Concentration(s) Pre-Medicine, Health Promotion and Education, Health Care Administration, Global Helath, Evnironemntal and occupational Health Concentration(s) Code(s) PMD, HPED, HCA, GHLH, EVOH

Proposal select one

Description of proposal:

The purpose of this proposal is to finalize the articulation agreement between Lakeland Community College and Kent State University. It is the desire of the College of Public Health to develop pathways for students pursuing associates degrees to transfer to Kent State to complete the Bachelor of Science in Public Health and to develop a partnership with the Holden University Center at Lakeland Community College and Kent State at Ashtabula.

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, tools are already in place at all institutions to support student success.

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

Kent State at Ashtabula

REQUIRED ENDORSEMENTS

Thom W. Brown 10 / 5 / 11

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Ann Almagno 10 / 5 / 11

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Transmittal Memo

Date: October 25, 2011

To: Educational Policies Council (EPC)

From: Dr. Thomas Brewer

Re: Articulation Agreement with Lakeland Community College

The proposal seeks to establish a 2+2 agreement between Kent State's Bachelor of Science in Public Health program and Lakeland Community College's Associate of Science Degree.

The articulation entails a curriculum transition for students from Lakeland Community College to Kent State to earn a Bachelor of Science in Public Health degree from Kent State's College of Public Health. Approved equivalencies are specified in the proposal. It is expected that 20 students will transfer to Kent State annually under this agreement.

Units consulted, to set transfer equivalencies for the program, include Kent State University at Ashtabula.

The action was approved by:
Kent State's College of Public Health Director/faculty, October 24, 2011
College of Public Health Undergraduate Curriculum Committee, October 24, 2011

ARTICULATION AGREEMENT
By and Between
Lakeland Community College
Associate of Science Degree
and
Kent State University
Bachelor of Science in Public Health

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this (day, month and year) (the "Effective Date") by and between Lakeland Community College (the "College"), with an address of 7700 Clocktower Drive, Kirtland, Ohio 44094; 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 Fall Term, 2012 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.

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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 Lakeland Community College:
Dr. Frederick W. Law, Ph.D.
Executive Vice President and Provost
7700 Clocktower Drive
Kirtland, Ohio 44094

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.

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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.

LAKELAND COMMUNITY COLLEGE:

By:_____
Dr. Frederick W. Law, Ph.D.
Executive Vice President and Provost

KENT STATE UNIVERSITY:

By:_____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

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Attachment A
To The
Articulation Agreement Dated [DATE]
By and Between
Lakeland Community College Associate of Science Degree
And
Kent State University, Bachelor of Science in Public Health,

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of an Associate of Science Degree with a minimum overall cumulative 2.0 GPA.

   b. Submission of an official College transcript.

   c. Students who complete the Lakeland Community College Associate of Science Degree outlined in Appendix 1 will receive 64 articulated credits which will be applied to the Kent State University Bachelor of Science in Public Health Degree. A minimum of 57 additional credits must be taken at Kent State University as outlined in Appendix 2. The student may select any one of the following concentrations: Health Promotion and Education, Environmental and Occupational Health, Health Care Administration, or Global Health.

   d. 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 University.

   e. Students are encouraged to contact the Kent State University Public Health Academic Advisor while attending LCC to insure ease of transfer and timely graduation.

2. ***The articulation benefits ("Articulation Benefits") are:***

   a. Facilitate transfer of courses from Lakeland Community College and Kent State University.

   b. Benefitting Ohio by infusing the job market with qualified graduates.

   c. Students with an overall cumulative 3.0 GPA will be eligible to apply for Kent State scholarships.

   d. A student who completes the degree requirements in the Associate of Science from Lakeland Community College will be admitted into Kent State University with junior status.

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APPENDIX 1
ARTICULATION AND TRANSFER TABLE

The following LCC Associate of Science degree courses/requirements will be transferred as courses meeting the KSU Bachelor of Science in Public Health (BSPH) requirements

Articulated credits			
LCC Associate of Science Degree	**Credits**	**KSU Bachelor of Science in Public Health (BSPH),**	**Credits**
LCC Communications (9 credits)		**Kent Core Composition (6 credits)**	
ENGL 1110 English Composition I	3	Equivalent to ENG 11011 College Writing I	3
ENGL 1120 English Composition II	3	Equivalent to ENG 21011 College Writing II	3
SPCH 1000 or SPCH 1100	3	**Meets Kent Core Additional (3 credits)** COMM 15000	3
LCC Math/ Natural Science (20 credits)		**Kent Core Math/Critical Reasoning (3-5 credits)** **Kent Core Basic Sciences (6-7 credits)** **Additional Kent Core (3 credits)** **BSPH General Electives – (5-8 credits)**	
Select course from LCC Transfer Module: Mathematics 3-5 credits; natural sciences 6-7 credits (one course must be a lab science); any additional math/natural science courses 8-11 credits	20	Meets Kent Core 3-5 credit Math requirement; Meets Kent Core 6-7 credit Basic Science requirement; and meets 8-11 credits of BSPH General electives	20
LCC Arts and Humanities (9 Credits)		**Kent Core Humanities or Fine Arts (9 credits)**	
Select courses from LCC Transfer Module Arts and Humanities – 6 credits from group 1 and 3 credits from group 2	9	Meets KSU Kent Core Humanities and Fine Arts requirement -minimum one course each from Fine Arts & Humanities	9
LCC Social and Behavioral Sciences (10 credits)		**Kent Core Social Sciences (6 credits)** **BSPH General Elective (4 credits)**	
SOCY 1150 Prinicples of Sociology	3	SOC 12050 Introduction to Sociology	3
ECON 2600 Priniples of Microeconomics	3	ECON 22060 Principles of Microeconomics	3
Additional course will count as general elective within the KSU BSPH degree.	4	Additional course will count as general elective requirement (additional 4 credits).	4
LCC Computers/Technology (3 credits)		**BSPH General Elective (3 credits)**	
IT IS 1005 or ITS 1000 and MECT 1050 or MECT 1000 and MECT 1050	3	Meets BSPH general elective.	3
LCC Health and Physical Education (2 credits)		**BSPH General Elective**	
Select from LCC Transfer Module Health and Physical Education	2	Meets BSPH general elective requirement.	2
LCC General Electives (11 credits)		**BSPH Advisor Approved Electives (28-41)***	
Student is encouraged to take two semesters of the same foreign language, political science, or urban studies courses	11	Meets BSPH General Electivies; *17 – 21 credits were fulfilled in previous LCC AS degree requirements	11
Total LCC Associate Degree	64		
Total Articulated Transfer Credits	64	**Total credits applied to Bachelor of Science in Public Health Degree**	**64**
		***Remaining credits to be taken at Kent State University 57**	
		*Depending on the Concentration selected some students may need to take additional credits.	

Note: Student must have a minimum of 2.00 overall cumulative GPA to receive articulated transfer credit.

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APPENDIX 2
Degree Requirements upon receiving 64 articulated LCC Associate Degree Credits

Kent State University: Bachelor of Science in Public Health, Concentrations: Health Care Administration, Health Promotion, Environmental and Occupational Health, or Global Health

Student must complete the Public Health Core, and at least 9 credits of upper division general electives and select one concentration from the list below

Course Subject and Title	Credit Hours	Upper Division	Notes
Kent State University Bachelor of Science in Public Health – Public Health Core requirements (36 Hours)			
PH 10001 Introduction to Public Health	3		
PH 10002 Introduction to Global Health	3		
PH 20001 Essentials of Epidemiology	3		
PH 20003 Public Health Policy and Decision-Making	3		
PH 20005 Social and Behavioral Schience Theories in Public Health	3		
PH 20006 Environmental Health Sciences	3		
PH 30002 Introductory Biostatistics	3	■	
PH 30003 Public Health Strategies	3	■	
PH 30004 Public Health Research	3	■	
PH 30007 Prevention and Control of Diseases	3	■	
PH 30012 Communicable Diseases	3	■	
PH 44000 Health Disparities	3	■	Minimum of "C" required.; meets Writing Intensive Requirement
Upper Division General Electives	9	■	
Kent State University Bachelor of Science in Public Health, Health Promotion and Education Concentration (12 Hours)			
HED 21050 Health Education Theories	3		
HED 32565 Marketing in Health Education	3	■	
HED 34050 Program Planning and Evaluation in Health Education	3	■	
HED 42041 Health Counseling	3	■	
Kent State University Bachelor of Science in Public Health, Environmental and Occupational Health Concentration (Choose 12 hours)			
GEOG 21062 Physical Geography	3		
GEOG 41073 Conservation of Natural Resources	3	■	
GEOL 21062 Environmental Geology	3		
HM 13022 Sanitation & Safety Prinicples and Practices	3		
PH 20012 Sanitation & Hazardous Materials Management	3		
POL 40440 U.S. Environmental Politics and Policies	3	■	
Kent State University Bachelor of Science in Public Health, Health Care Administration Concentration(12 hours)			
ECON 42086 Economics of Health Care	3	■	
PHIL 40005 Health Care Ethics	3	■	
POL 30301 Intro to Public Administration	3	■	
SOC 42563 Sociology of Health and Health Care	3	■	

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Course Subject and Title	Credit Hours	Upper Division	Notes
Global Health (Choose 20-22 hours)			
PH 44003 Environmental Issues in Low- and Middle-Income Countries	3	■	
GEOG 42052 Medical Geography	3	■	
Language Requirement	8-10		Elementary I – 4-5 hours; Elementary II – 4-5 hours; can be taken at LCC as part of Associate gree electives
Choose one of the following courses			
ANTH 42086 Culture and Curing	3	■	
COMM 35852 Intercultural Communication	3	■	
ECON 42086 Economic of Health Care	3	■	
HED 34050 Program Planning & Eval in Health Ed	3	■	
NUTR 33512 Nutrition	3	■	
PHIL 40005 Health Care Ethics	3	■	
Choose one of the following courses			
PH 41092 Field Study in Approp. Tech	3	■	
PH 44092 International Health Practicum	3	■	

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	39	36	Kent Core Electives	PH 44000	2.0	2.0

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/kentcore 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.

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Ohio | Board of Regents

University System of Ohio

LETTER OF INTENT

Date of submission: 15 November 2011

Name of institution: Kent State University

Intent: To establish an Agribusiness 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 **Tuscarawas Campus**
- ☐ 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 14 November 2011; full proposal will be reviewed/approved by the Kent State Board of Trustees at later date.

Projected date full proposal will be submitted: March 2012

Projected start date of the proposed program: Fall 2013

1. **Provide a brief description of the request.**
   The proposed Agribusiness major will be designed to provide students with training in a variety of agriculture related areas. This program is concerned with the economic interrelationships affecting individuals, firms and service agencies that are affected by the agriculture sector of the economy. The major will appeal to students desiring to enter the broad range of jobs related to the management of agricultural enterprises and the marketing and sales of agriculture supplies and products. The program involves a broad base of courses, with provisions for related activities along with on-the-job training (e.g., internships). Students will apply business and economic principles, along with problem-solving and decision-making skills to both farming enterprises and related industries.

   Emphasis in the program will be placed on plant, animal and soil sciences, along with training in management techniques in production, marketing and sales. The program relies upon computer agricultural business technology simulations.

2. **Explain the institution's rationale for making the request.**
   Per the U.S. Department of Agriculture, America's largest employer overall, Agribusiness accounts for nearly one-fifth of the U.S. gross national product and employs almost one-fourth of the U.S. labor force. There is a continuing demand for better employees with skills in both management and agricultural sciences.

   Ohio is, first and foremost, a farm products and processing state. Agribusiness is Ohio's largest industry, contributing more than $93 billion to the state's economy. Agribusiness supplies more jobs and contributes more to the state's favorable trade balance than any other single sector (sources: Ohio Department of Agriculture and Ohio Business Development Coalition).

   The Ohio Department of Agriculture also shows the following Ohio statistics:

   - There are 74,900 farms in the state of Ohio
   - Ohio is first in the nation in Swiss cheese production
   - Ohio is second in egg production
   - Ohio is third in fresh and processed tomatoes
   - Ohio is fifth in food processing

   There is a continuing demand for more and better employees in Agribusiness. The local offices for the Department of Agriculture and the Tuscarawas County Soil and Water Conservation District have been instrumental in providing the local support for this degree. Training in agribusiness is becoming increasingly important in today's agricultural industry.

   Below are statistics gathered from the Tuscarawas County Auditor's Report, the Ohio Department of Agriculture and the Ohio Department of Development:

   <u>Tuscarawas County</u>
   - Agriculture contributes nearly $95 million annually to the Tuscarawas County economy, making it one of the largest industries in the county (source: Tuscarawas County Auditor's 2010 Annual Financial Report).
   - There are 950 farms in Tuscarawas County, 98 of them are dairy farms (source: Ohio Department of Agriculture)
   - Tuscarawas County is fourth in the state for milk cow production, fifth in cattle production, eighth in hay production (source: Ohio Department of Agriculture)
   - 88 percent of the farms are sole proprietorships (Ohio Department of Development)

Other surrounding counties report similar statistics:

Carroll County

- Agriculture contributes $54.3 million to the Carroll County economy, making it one of the leading industries in Carroll County (source: Carroll County Department of Economic Development).
- There are 750 farm in Carroll County, 57 of them dairy (source: Ohio Department of Agriculture)
- 91 percent of the farms are sole proprietorships (source: source: Ohio Department of Development)

Holmes County

- Agriculture contributes over $136 million annually to the Holmes County economy (source: Ohio Department of Agriculture)
- There are 1760 farms in Carroll County, 479 of them dairy (source: Ohio Department of Agriculture)
- Holmes County is ranked second in the state for the production of oats and alfalfa hay; third in milk cow production, third in cattle production; and seventh in sheep production (source: Ohio Department of Agriculture)
- 91 percent of the farms are sole proprietorships (source: Ohio Department of Development)

Harrison County

- Agriculture contributes over $16 million annually to the Harrison County economy (source: Ohio Department of Agriculture)
- There are 410 farms in Harrison County (source: Ohio Department of Agriculture)
- Harrison County is ranked second in the state for sheep production (source: Ohio Department of Agriculture)
- 92 percent of the farms are sole proprietorships source: (source: Ohio Department of Development)

Coshocton County

- Agriculture contributes nearly $58 million annually to the Coshocton County economy (source: Ohio Department of Agriculture)
- There are 1,020 farms in Coshocton County, 93 of them dairy farms (source: Ohio Department of Agriculture)
- Coshocton County is ranked fifth in the state for the production of alfalfa hay, and ninth in sheep production (source: Ohio Department of Agriculture)
- 90 percent of the farms are sole proprietorships (source: Ohio Department of Development)

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

New full-time and adjunct faculty will be needed to deliver the program.

Additional staff will not be needed to support the program at this time. The Kent State Tuscarawas Campus has three staff members that assist faculty, and they will continue to be available for the Agribusiness program.

4. **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 administrative and support services at all Kent State regional campuses are sufficient to be able to support the proposed request. Offices of admissions, financial aid, and registrar services are available at all Kent State regional campuses, as well as student services in the areas of advising, tutoring, student success and student life. .

5. **Indicate whether additional library services and resources will be needed to support the proposed request.**
   The Tuscarawas Campus will need to purchase specific resources dedicated to the agribusiness industry.

6. **Indicate whether additional resources (e.g., facilities, technology, etc.) will be needed to support the proposed request.**
   Initially, existing resources will be utilized. As the program expands, there may be a need to purchase specific technology, especially software that might be necessary for the program.

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

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Columbiana County Career and Technical Center
Veterinary Science Program
and
Kent State University
Associate of Applied Science in Veterinary Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into on this 25th day of May 2011 (the "Effective Date") by and between Columbiana County Career and Technical Center (the "High School"), with an address of 9364 State Route 45, Lisbon, Ohio 44432; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Columbiana County Career and Technical Center:
Edna Anderson
Superintendant
9364 State Route 45
Lisbon, Ohio 44432

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 and must be 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.

Columbiana County Career and Technical Center:

By: Edna Anderson
Edna Anderson
Superintendent

KENT STATE UNIVERSITY:

By: 5/26/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Dated [DATE]
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Veterinary Technology
and
Columbiana County Career and Technical Center
Veterinary Science Program

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achieving a "B" or better in the High School College Tech Prep Program.

   c Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits ("Articulation Benefits") are:***

   a. Facilitates articulation of courses between the High School, Veterinary Science Program, and Kent State, Associate of Applied Science, Veterinary Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Veterinary Science
High School: Columbiana County Career and Technical Center
Kent State University: Associate of Applied Science, Veterinary Technology

Columbiana County Career and Tech Center	***KENT STATE UNIVERSITY AAS Veterinary Technology***	***Credits***
Veterinary Science Program	*VTEC 10001 Intro to Veterinary Technology*	*2*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Veterinary Science
High School: Columbiana County Career and Technical Center
Kent State University: Associate of Applied Science in Veterinary Technology

Course Subject and Title	Credit Hours	Min. Grade	
Semester One: [17 Credit Hours]			
VTEC 10001 Intro to Veterinary Technology	2	C	Tech Prep Articulated Credit
VTEC 10002 Veterinary Nursing I	3	C	
VTEC 10204 Clinical Laboratory I	3	C	
BSCI 10100 Anatomy for Veterinary Technicians	5	C	
CHEM 10050 Fundamentals of Chemistry	3	C	
US 10097 Destination Kent State: FYE	1		
Semester Two: [18 Credit Hours]			
VTEC 10205 Veterinary Nursing II	3	C	
VTEC 10206 Pharmacology	2	C	
VTEC 20008 Clinical Laboratory II	3	C	
BSCI 10110 Biological Diversity	4	C	Fulfills Kent Core Basic Sciences
CHEM 10052 Intro to Organic Chemistry	2	C	
CHEM 10053 Inorganic and Organic Laboratory	1	C	
ENG 11011 College Writing I	3	C	Enrollment based on placement tests; fulfills Kent Core Composition
Semester Three: [18 Credit Hours]			
VTEC 20010 Imaging Techniques	3	C	
VTEC 20212 Surgery and Anesthesia	3	C	
VTEC 20213 Nutrition and Disease	2	C	
BSCI 20021 Basic Microbiology	3	C	
BSCI 20022 Basic Microbiology Laboratory	1	C	
Kent Core Humanities or Fine Arts	3		Visit www.kent.edu/catalog and search "Kent Core" for course list
Kent Core Social Sciences	3		
Semester Four: [17 Credit Hours]			
VTEC 20009 Veterinary Nursing III	3	C	
VTEC 20214 Veterinary Nursing and Hospital Procedures	3	C	
VTEC 20392 Veterinary Hospital Practicum	5	C	
COMM 15000 Intro to Human Communication *or* COMM 20001 Interpersonal Communication	3		COMM 15000 fulfills Kent Core Additional
Kent Core Social Sciences	3		Visit www.kent.edu/catalog and search "Kent Core" for course list

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
70	2.0	2.0

Y:KCTP Articulation Agreement.docx1/31/11 approved by Legal Counsel 2/11/2011

Kent College Tech Prep Consortium

Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

FY12 Program of Study Assurance Page

Program of Study approval is contingent upon complying with the following assurances in accordance with Ohio's Perkins IV State Plan.

This program of study was developed through a collaborative effort between the Career-Technical Planning District (CTPD) and the college(s) specified below.
This POS is based on a pathway identified in one of Ohio's Career Field Technical Content Standards.
This POS supports the requirements to earn an Ohio high school graduation diploma as specified in the Ohio CORE.
This POS identifies all required academic and technical coursework from grade 9 through the associate degree (minimally), listed by course name and sequenced by grade level.
This POS identifies recommended academic and technical electives appropriate for the career field.
Courses identified in this POS are aligned to State academic and technical standards and, where applicable, regulatory business and industry standards.
Course descriptions for all courses identified in the POS are available.
This POS identifies articulated and/or dual enrollment/postsecondary credit opportunities as well as matriculation opportunities.
This POS identifies appropriate and obtainable industry/state credential opportunities.
In the implementation of the attached POS, strategies will be employed to assure access and success for special populations.
In the implementation of the attached POS, strategies will be employed to incorporate appropriate adult workforce education transition opportunities.
In the implementation of this attached POS, strategies will be employed to facilitate creative, innovative, artistic and/or designoriented knowledge and skills acquisition.

The signatures below indicate that the attached Program of Study meets the criteria specified in the Ohio State Plan for Perkins IV

REQUIRED SIGNATURES (Perkins IV Recipients)

Edna S, Anderson Printed Name of CTPD Superintendent		Robert G. Frank Printed Name of College President (or indicate if designee) Provost and Sr. VP for Academic Affairs	
Signature CTPD Superintendent		Signature of College President (or indicate if designee)	
Columbaina County Name of CTPD	5/23/11 Date	Kent State University Name of College	5/26/11 Date

ADDITIONAL SIGNATURES

Edna S. Anderson Printed Name of District Superintendent/ School Principal		Jennie Royer Printed Name of Tech Prep Consortium Director	
Signature of District Superintendent/School Principal	5/23/11 Date	Signature of Tech Prep Consortium Director	5/25/11 Date

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Indian Valley High School
Project Lead the Way
and
Kent State University
Associate of Applied Science in Mechanical Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Indian Valley High School (the "High School"), with an address of 253 South Walnut Street PO Box 130, Gnadenhutten, Ohio 44629; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

c. 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 High School if such accreditation ceases to exist.

d. 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 in the High School College Tech Prep Program.

e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Indian Valley High School:
Mr. Robert Fogler
Superintendent
100 North Walnut Street PO Box 171
Gnadenhutten, Ohio 44629

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 and must be 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.

Indian Valley High School:

By: _____ Date: 9-8-11
Robert Fogler
Superintendent

KENT STATE UNIVERSITY:

By: _____ Date: 9/26/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

EPC_____

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Mechanical Engineering Technology
and
Indian Valley High School
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Mechanical Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: Indian Valley High School
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Indian Valley High School	***KENT STATE UNIVERSITY Associate of Applied Science in Mechanical Engineering Technology***	***Credits***
Project Lead the Way Program Hours - hours	*MERT 12000 Engineering Drawing*	*3*
	MERT 12001 Computer Aided Drafting	*3*
	IERT 22010 Computer Integrated Manufacturing	*3*
	CADT 22003 Solid Modeling	*2*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: Indian Valley High School
Kent State University: Associate of Applied Science in Mechanical Engineering Technology

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [16 Credit Hours] Kent State University			
EERT 22003 Technical Computing	3		
MERT 12000 Engineering Drawing	3		**Tech Prep Articulated Credit**
MERT 12004 Manufacturing Processes	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [17 Credit Hours] Kent State University			
MERT 12001 Computer Aided Drafting	3		**Tech Prep Articulated Credit**
MERT 12005 Properties of Materials	3		
MERT 22005 Statistics	3		
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
MATH 11012 Intuitive Calculus	3		
MATH 11022 Trigonometry	2		
Semester Three: [19 Credit Hours] Kent State University			
EERT 22014 Microprocessors and Robotics	4		
IERT 22010 Computer Integrated Manufacturing	3		**Tech Prep Articulated Credit**
MERT 22007 Strength of Materials	3		
MERT 22012 Fluid Power	3		
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [18 Credit Hours] Kent State University			
CADT 22003 Solid Modeling	2		**Tech Prep Articulated Credit**
MERT 22003 Computer Aided Tool Design	3		
MERT 22004 Mechanics and Machine Design	3		
MERT 22009 Robotics and Flexible Automation	3		
PHY 12202 Technical Physics II	4		
Kent Core Social Sciences or Humanities	3		Visit www.kent.edu/catalog and search "Kent Core" for course lists; Tuscarawas students must take EERT 21010 Engineering and Professional Ethics

.Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
70	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Indian Valley High School
Project Lead the Way
and
Kent State University
Associate of Applied Science in Electrical/Electronic Engineering Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into in the 2011-12 Academic Year (the "Effective Date") by and between Indian Valley High School (the "High School"), with an address of 253 South Walnut Street PO Box 130, Gnadenhutten, Ohio 44629; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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.

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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.

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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 High School, an additional copy addressed to "General Counsel":

For Indian Valley High School:
Mr. Robert Fogler
Superintendent
100 North Walnut Street PO Box 171
Gnadenhutten, Ohio 44629

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 and must be 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.

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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.

Indian Valley High School:

By: _____ Date: 9-8-11
Robert Fogler
Superintendent

KENT STATE UNIVERSITY:

By: _____ Date: 9/26/11
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

EPC_____

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Applied Science in Electrical/Electronic Engineering Technology
and
Indian Valley High School
Project Lead the Way

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Passage of national PLTW college credit exam with a score of 70% or higher.

   e. Completion of Kent State University admission process within 15 months of High School graduation.

   f. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Project Lead the Way, and Kent State, Associate of Applied Science in Electrical/Electronic Engineering Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Project Lead the Way High School: Indian Valley High School
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering Technology

Indian Valley High School	***KENT STATE UNIVERSITY Associate of Applied Science in Electrical/Electronic Engineering Technology***	***Credits***
Project Lead the Way Program Hours -	*MERT 12000 Engineering Drawing*	*3*
	EERT 22004 Digital Systems	*4*
	IERT 22010 Computer Integrated Manufacturing	*3*
	MERT 22009 Robotics and Flexible Automation	*3*

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Project Lead the Way
High School: Indian Valley High School
Kent State University: Associate of Applied Science in Electrical/Electronic Engineering Technology

Course Subject and Title	Credit Hours	Upper Division	
Semester One: [17 Credit Hours] Kent State University			
EERT 12000 Electric Circuits I	4		
MERT 12000 Engineering Drawing	3		**Tech Prep Articulated Credit**
EERT 22003 Technical Computing	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
MATH 11010 Algebra for Calculus	3		Fulfills Kent Core Mathematics and Critical Reasoning
US 10097 Destination Kent State: FYE	1		
Semester Two: [18 Credit Hours] Kent State University			
EERT 12001 Electric Circuits II	3		
EERT 12010 Introduction to Electronics	4		
ENG 20002 Introduction to technical Writing *or* ITAP 26638 Business Communications	3		
MATH 11012 Intuitive Calculus	3		Fulfills Kent Core Additional
MATH 11022 Trigonometry	2		
General Studies Elective	3		Select course from Kent Core Social Sciences or Humanities; students on the Tuscarawas Campus must take EERT 21010 Engineering and Professional Ethics
Semester Three: [18 Credit Hours] Kent State University			
EERT 12005 Electrical/Electronic Drawing *or* IERT 12005 Applications in CAD	2		
EERT 22002 Industrial Controls *or* EERT 22005 Instrumentation *or* EERT 22018 PC/Network Engineering and Troubleshooting *or* TECH 33016 PC/Network Engineering and Troubleshooting	3		
EERT 22011 Electronic Systems	2		
EERT 22014 Microprocessors and Robotics	4		
COMM 15000 Introduction to Human Communication	3		Fulfills Kent Core Additional
PHY 12201 Technical Physics I	3		
Semester Four: [17 Credit Hours] Kent State University			
EERT 22004 Digital Systems	4		**Tech Prep Articulated Credit**
EERT 22006 Electrical Machines *or* EERT 22013 Industrial Electronics	3		
IERT 22010 Computer Integrated Manufacturing	3		**Tech Prep Articulated Credit**
MERT 22009 Robotics and Flexible Automation	3		**Tech Prep Articulated Credit**
PHY 12202 Technical Physics II	4		

.Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
69	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

COLLEGE TECH PREP ARTICULATION AGREEMENT
By and Between
Trumbull Career and Technical Center
Cosmetology
and
Kent State University
Associate of Technical Study-Individualized Program, Category A

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into on the 2011-12 Academic Year (the "Effective Date") by and between Trumbull Career and Technical Center (the "High School"), with an address of 528 Educational Highway, Warren, Ohio 44483; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

c. 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 High School if such accreditation ceases to exist.

d. 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 in the High School College Tech Prep Program.

e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Trumbull Career and Technical Center:
Mr. Wayne McClain
Superintendent
528 Educational Highway
Warren, Ohio 44483

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 and must be 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.

Trumbull Career and Technical Center:

By:_____ Date: _____
Mr. Wayne McClain
Superintendent

KENT STATE UNIVERSITY:

By:_____ Date: _____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

Attachment A
To The
Articulation Agreement Entered into in the 2011-12 Academic Year
By and Between
College Tech Prep and Kent State University
Associate of Technical Study-Individualized Program, Category A
and
Trumbull Career and Technical Center
Cosmetology

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, Cosmetology, and Kent State, Associate of Technical Study-Individualized Program, Category A.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Cosmetology High School: Trumbull Career and Technical Center
Kent State University: Associate of Technical Study-Individualized Program, Category A

Trumbull Career and Technical Center	***KENT STATE UNIVERSITY ATS-Individualized Program, Category A***	***Credits***
Cosmetology Program – 1128 Program Hours	*Credit hours awarded are based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours; documentation of certification must be presented to the College Tech Prep Office prior to enrollment into the major*	*30*
Cosmetology License	*Students interested in this program should apply to Kent State University and must meet with an advisor to be admitted to the program. Upon admission to this program, up to 30 credit hours will be held in escrow on the basis of student's accredited certification. These credit hours will be awarded upon successful completion of at least 42 additional credit hours of courses selected in accordance with the following curriculum.*	

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Cosmetology
High School: Trumbull Career and Technical Center
Kent State University: Associate of Technical Study-Individualized Program, Category A

Course Subject and Title	Credit Hours	Upper Division	
Pre – Major: [30 credit hours] Trumbull Career and Technical Center			
Cosmetology License	**30**		**Credit hours awarded are based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours; documentation of certification must be presented to campus prior to enrollment into the major**
Semester One: [16 Credit Hours]			
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
COMM 15000 Intro to Human Communications	3		Fulfills Kent Core Additional
US 10097 Destination Kent State: FYE	1		
Technical Electives	9		Consult with an academic advisor for course selection
Semester Two: [15 Credit Hours]			
ENG 21011 College Writing II *or* ENG 20002 Intro to Technical Writing	3		Only Eng 21011 College Writing II fulfills Kent Core Composition
Kent Core Electives	6		Consult with an academic advisor for course selection
Technical Electives	6		Consult with an academic advisor for course selection
Semester Three: [Credit Hours]			
Semester Four: [Credit Hours]			

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
61	2.0	2.0

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

ARTICULATION AGREEMENT
By and Between
Trumbull Career and Technical Center
College Tech Prep Health Science Academy – Pharmacy Technician
and
Kent State University
Associate of Technical Studies, Allied Health Management Technology

This College Tech Prep ARTICULATION AGREEMENT (the "Agreement") is entered into on this 1st day of May 2011 (the "Effective Date") by and between Trumbull Career and Technical Center (the "High School"), with an address of 528 Educational Highway, Warren, OH 44483; and Kent State University ("Kent State"), with an address of Kent, Ohio 44242. The High School Program is an approved College Tech Prep Program by the Ohio Department of Education and Kent State is an Ohio institution of higher learning and a member of the Ohio University System. The High School and Kent State desire to enter into a contract pursuant to which students of the High School 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 who meet the Articulation Criteria. The articulated credit will be based upon the articulation agreement in place at the time the student applies to KSU.

   c. 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 High School if such accreditation ceases to exist.

   d. 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 in the High School College Tech Prep Program.

   e. Non-Exclusivity. This Agreement is not exclusive, and either party may enter into similar agreements with any other party.

2. ***Term and Termination.***

   a. Term. This Agreement will run from the Effective Date until the end of the last day of the Spring Term, 2013 academic term of the High School, 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, 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.

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 High School, an additional copy addressed to "General Counsel":

For Trumbull Career and Technical Center:
Mr. Wayne McClain
Superintendent
528 Educational Highway
Warren, OH 44483

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 and must be 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.

Trumbull Career and Technical Center:

By: _____
Mr. Wayne McClain
Superintendent

KENT STATE UNIVERSITY:

By: _____
Dr. Robert G. Frank
Provost and Senior Vice President for Academic Affairs

5/3/11

Attachment A
To The
Articulation Agreement Dated May 1, 2011
By and Between
Trumbull Career and Technical Center
College Tech Prep Health Science Academy – Pharmacy Technician
and
College Tech Prep and Kent State University
Associate of Technical Studies, Allied Health Management Technology

Articulation Criteria and Articulation Benefits

1. ***The articulation criteria are:***

   a. Completion of a state approved College Tech Prep Program.

   b. Achievement of "B" or better in the High School College Tech Prep Program.

   c. Completion of Algebra II (minimum).

   d. Completion of Kent State University admission process within 15 months of High School graduation.

   e. Completion of Kent College Tech Prep Articulated Credit Process.

   f. Passage of Pharmacy Technician National Certification.

2. ***The articulation benefits are:***

   a. Facilitates articulation of courses between the High School, College Tech Prep Health Science Academy – Pharmacy Technician, and Kent State, Associate of Technical Studies in Allied Health Management Technology.

   b. Motivates students to pursue postsecondary education as a result of obtaining college credit.

   c. Maintains ongoing communication between high school teachers and college faculty to insure alignment of curricula.

   d. Benefits Northeast Ohio by infusing the job market with graduates who have the skills needed to compete in the 21st century global job market.

APPENDIX 1
ARTICULATION TABLE

College Tech Prep Program: Health Science Academy - Pharmacy Technician
High School: Trumbull Career and Technical Center
Kent State University: Associate of Technical Studies, Allied Health Management Technology

Trumbull Career and Technical Center	***KENT STATE UNIVERSITY ATS Allied Health Management Technology***	***Credits***
Health Science Academy Pharmacy Technician program (720 clock hours)	*Credit hours awarded are based on Council for Adult and Experiential Learning (CAEL) ratio of 1 vocational credit to 30 clock hours; documentation of certification must be presented to the College Tech Prep Office prior to enrollment into the major*	*24*
Passage of Pharmacy Technician National Certification	*Students interested in this program should apply to Kent State University and must meet with an advisor to be admitted to the program. Upon admission to this program, up to 24 credit hours will be held in escrow on the basis of student's accredited certification. These credit hours will be awarded upon successful completion of at least 42 additional credit hours of courses selected in accordance with the following curriculum.*	

SUGGESTED SEMESTER SEQUENCE

College Tech Prep Program: Health Science Academy - Pharmacy Technician
High School: Trumbull Career and Technical Center
Kent State University: Associate of Technical Study in Allied Health Management Technology

Course Subject and Title	Credit Hours	Upper Division	
Pre – Major: [18-27 credit hours] Trumbull Career and Technical Center			
Accredited Certificate	18-27		Credit hours awarded are based on Council for Adult and Experiential Learning (CAEL) ratio of 1 Vocational credit to 30 clock hours; documentation of certification must be presented to campus prior to enrollment into the major
Semester One: [13-16 Credit Hours] Kent State University			
BMRT 11000 Intro to Business	3		
COMT 11000 Intro to Computer Systems	3		
ENG 11011 College Writing I	3		Fulfills Kent Core Composition
US 10097 Destination Kent State: FYE	1		
General Elective	3		
Business Technology Elective	0-3		See note below
Semester Two: [13-16 Credit Hours] Kent State University			
BMRT 11009 Intro to Management Technology	3		
ACTT 11000 Accounting I - Financial	4		
COMM 15000 Intro to Human Communication	3		Fulfills Kent Core Additional
COMT 12000 Personal Productivity Software	3		
Business Technology Elective	0-3		See note below
Semester Three: [13-16 Credit Hours] Kent State University			
ACTT 11001 Accounting II - Managerial	4		
BMRT 21006 Human Resource Management	3		
ENG 20002 Introduction to Technical Writing	3		
MATH 11010 Algebra for Calculus	3		
Business Technology Elective	0-3		See note below

.Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
66	2.0	2.0

Note: This degree program allows for maximum 27 credit hours awarded on the basis of the student's accredited certification. If 27 credit hours are not awarded, the student is required to take additional business technology courses (electives) as necessary to meet total degree requirement of 66 hours.

Kent College Tech Prep Consortium
Articulation Agreement

The following individuals/committees have reviewed this agreement:

Regional Faculty Council
Regional Campus Dean
College Dean
College Curriculum Committee
Educational Policies Council

KENT STATE® UNIVERSITY

OhioCollegeTechPrep
Kent Tech Prep Consortium

Kent State University (KSU)

Associate of Technical Studies, Allied Health Management Technology

&

The Kent College Tech Prep Consortium (KCTPC)

Articulated Credit Application

Trumbull Career and Technical Center

College Tech Prep Health Science Academy – Pharmacy Technician

Student — Please complete the upper portion of this application and forward it to your high school college tech prep instructor so (s)he can complete the middle portion. **Please** ensure that the KCTPC office has a copy of your final high school transcript and Pharmacy Technician National Certification. **Note**: It is the student's responsibility to ensure that all required forms and transcripts are on file in the KCTPC office and at KSU.

Name: _____ Social Security Number: _____-_____-_____

Home High School: _____ Date of Birth: _____

CTP High School: _____ Date of Graduation: _____

KSU Campus Plan to Attend: _____

Student Signature: _____ Date: _____

Previous College/University Attended: _____

Instructor — Please initial below indicating the student has earned at least a "B" in the college Tech Prep Program.

Instructor's Initial	KSU Credit Hours
	24

Sign and return to:

Kent College Tech Prep Office
PO Box 5190
Kent, OH 44242

Instructor's Approval: _____ Date: _____

Verification

KCTPC	
	Application Submitted within 15 months of HS Graduation
	Completed HS CTP Program
	Official HS Transcript
	"B" (3.0) or higher in Tech Prep Program
	Completion of Algebra 2
	Passage of Pharmacy Technician National Certification

Credit Approved_____ Banner ID Number_____

Credit Denied_____ Admit Term: _____

Reason for Denial _____

_____

KCTPC Official Signature: _____Date:_____

Y:/KCTP articulated credit applic.docx
1/19/11
Approved by Legal Counsel 2/11/2011

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agenda for Monday, 23 January 2012
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: 17 January 2012

EPC Undergraduate Council Agenda
EPC Graduate Council Agenda

In the event that any of the action 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 an information or lesser action on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 20 January 2012, to ensure that the materials are available at the meeting for review.

EPC UNDERGRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 14 November 2011.
   Attachment 1

University Requirements Curriculum Committee *(represented by Co-Chair Natalie L. Caine-Bish)*

2. Establishment of temporary Kent Core Mathematics and Critical Reasoning designation—for spring 2012 semester only—to MATH 20095 Special Topics: Precalculus.
   Effective Spring 2012
   Attachment 2

3. Inactivation of the following Kent Core-designated courses: HONR 13197 Colloquium: History of Civilization I; HONR 13297 Colloquium: History of Civilization II; HONR 13397 Colloquium: U.S. History I; HONR 13497 Colloquium: U.S. History II; HONR 15297 Colloquium: American Politics; HONR 15397 Colloquium: World Politics; HONR 15497 Colloquium: Comparative Politics; HONR 21197 Colloquium: Principles of Microeconomics; and HONR 21297 Colloquium: Principles of Macroeconomics.
   Effective Fall 2012
   Attachment 3

4. Establishment of Global Diversity designation to PH 10002 Introduction to Global Health, and Domestic Diversity designation to PH 44000 Health Disparities.
   Effective Fall 2012
   Attachment 4

5. Inactivation of Global Diversity-designated ARCH 45610 Reconstructing Architecture.
   Effective Fall 2012
   Attachment 5

6. Establishment of Writing-Intensive designation to CS 48102 Game Development Practicum, CS 49901 Capstone Project, INS 39001 Insurance Operations, JMC 31002 Advertising Copywriting and JMC 48001 Media Relations and Publicity.
   Effective Fall 2012
   Attachment 6: CS 48102 and 49901 | INS 39001, JMC 31002, JMC 48001

ACTION ITEMS *continued*

University Requirements Curriculum Committee *continued*

7. Establishment of Experiential Learning designation to courses listed in attachment (also listed alphabetically in the "course changes" section at the back of this agenda). Establishment of following policy for considering courses for the Experiential Learning Requirement: *All undergraduate courses with numbers xxx92, xxx98 and xxx99, and all courses with "student teaching" in the course title shall be designated as Experiential Learning*.
   Effective Fall 2012
   Attachment 7

College of the Arts *(represented by Dean John R. Crawford)*

School of Art

8. Establishment of an Accessories [ACES] minor. Minimum total credit hours to program completion are 21.
   Effective Fall 2012
   Attachment 8

9. Establishment of a Textiles [TEXT] minor. Minimum total credit hours to program completion are 21.
   Effective Fall 2012
   Attachment 9

School of Music

10. Establishment of a World Music [WMUS] minor. Minimum total credit hours to program completion are 24.
    Effective Fall 2012
    Attachment 10

School of Theatre and Dance

11. Establishment of four concentrations—Production [PROD], Performance [PRFO], Theatre Management [THMA] and Theatre and Society [THSO]—in the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree. Included in the proposal (and a lesser action item) is revision to the course requirements. Minimum total credit hours to the program completion decrease, from 129 to 121.
    Effective Fall 2012
    Attachment 11

12. Establishment of a Costume Design and Technology [CDT] minor. Minimum total credit hours to program completion are 20.
    Effective Fall 2012
    Attachment 12

13. Establishment of a Lighting Design and Technology [LDT] minor. Minimum total credit hours to program completion are 20.
    Effective Fall 2012
    Attachment 13

14. Establishment of a Scene Design [SDSN] minor. Minimum total credit hours to program completion are 20.
    Effective Fall 2012
    Attachment 14

15. Establishment of a Scenic Technology [STEC] minor. Minimum total credit hours to program completion are 20.
    Effective Fall 2012
    Attachment 15

16. Establishment of a Theatre Management [THMG] minor. Minimum total credit hours to program completion are 20.
    Effective Fall 2012
    Attachment 16

ACTION ITEMS *continued*

College of the Arts *continued*

School of Theatre and Dance continued

17. Establishment of a Theatre Sound [THSN] minor. Minimum total credit hours to program completion are 20.
    Effective Fall 2012
    Attachment 17

College of Arts and Sciences *(represented by Dean Timothy S. Moerland)*

18. Revision of name of the General Studies [GSTU] major within the Bachelor of General Studies [BGS] degree. Name changes to Integrative Studies [IGST] major within Bachelor of Integrative Studies [BIS] degree. Two concentrations are established: Integrative Studies–General [ISG] and Integrative Studies–Three Minors [ISM]. In addition, policies for minimum credit hours are established. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012
    Attachment 18

Department of Biological Sciences

19. Revision of the name and course requirements and establishment of two concentrations in the Conservation [CONS] major within the Bachelor of Science [BS] degree. Major name changes to Environmental and Conservation Biology [ECB]. The new concentrations are Conservation Biology [CBIO] and Environmental Policy and Management [EPM]. Minimum total hours to program completion are unchanged at 121.
    Effective Fall 2012
    Attachment 19

Department of Computer Science

20. Establishment of a Computer Science [CS] major within a Bachelor of Arts [BA] degree. This establishment will complement the existing major within the Bachelor of Science [BS] degree, which is revised, including adding two optional concentrations: Game Programming [GMPR] and Information Security [INSE]. Minimum total hours to program completion are 121 for the BA degree, and are unchanged at 121 for the BS degree.
    Effective Fall 2012
    Attachment 20: New BA Degree Program | Revised BS Degree Program

Department of Modern and Classical Language Studies

21. Revision of name of the French [FR] major—to French Literature, Culture and Translation [FLCT]—within Bachelor of Arts [BA] degree. Proposal includes (lesser action item) is revision of course requirements. Minimum total hours to program completion are unchanged at 121.
    Effective Fall 2012
    Attachment 21

22. Revision of name of the German [GER] major—to German Literature, Culture and Translation [GLCT]—within Bachelor of Arts [BA] degree. Proposal includes (lesser action item) is revision of course requirements. Minimum total hours to program completion are unchanged at 121.
    Effective Fall 2012
    Attachment 22

23. Revision of name of the Russian [RUSS] major—to Russian Literature, Culture and Translation [RLCT]—within Bachelor of Arts [BA] degree. Proposal includes (lesser action item) is revision of course requirements. Minimum total hours to program completion are unchanged at 121.
    Effective Fall 2012
    Attachment 23

24. Revision of name of the Spanish [SPAN] major—to Spanish Literature, Culture and Translation [SLCT]—within Bachelor of Arts [BA] degree. Proposal includes (lesser action item) is revision of course requirements. Minimum total hours to program completion are unchanged at 121.
    Effective Fall 2012
    Attachment 24

ACTION ITEMS *continued*

College of Education, Health and Human Services *(represented by Associate Dean Joanne Arhar)*

School of Foundations, Leadership and Administration

25. Establishment of an Event Planning [EVPL] minor. Minimum total credit hours to program completion are 22.
    Effective Fall 2012
    Attachment 25

School of Lifespan Development and Educational Sciences

26. Establishment of three concentrations—Mild/Moderate Language Arts and Reading [MMLR], Mild/Moderate Mathematics and Reading [MMMR] and Mild/Moderate Social Studies and Reading [MMSR]—in the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Included in the proposal (and a lesser action item) is the inactivation of the Mild/Moderate Education Needs [MLDM] concentration. Minimum total credit hours to program completion change, from 123-127 to 123-134, depending on concentration.
    Effective Fall 2012
    Attachment 26

College of Public Health *(represented by Associate Dean Thomas W. Brewer)*

27. Establishment of two concentrations—Allied Health [AHLT] and Prevention and Preparedness [PRPR]—in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Included in the proposal (and lesser action items) are revision of the course requirements in the major and name of the Health Care Administration [HCA] concentration—to Health Services Administration [HSVA]. Total credit hours to program completion are unchanged at 121.
    Effective Fall 2012
    Attachment 27: New Concentrations | Other Program Revisions

28. Establishment of a Public Health [PH] minor. Minimum total credit hours to program completion are 21.
    Effective Fall 2012
    Attachment 28

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

29. Establishment of an Insurance Studies [INS] major within the Bachelor of Science [BS] degree, to be offered on the Salem Campus. Minimum total credit hours to program completion are 121.
    Effective Fall 2012
    Attachment 29

30. Establishment of optional concentration Athletic Trainers Transition [ATT] in the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree, to be offered on the Ashtabula Campus only [the degree program is also offered on the East Liverpool Campus]. Included in the proposal (and a lesser action item) is revision of course requirements. Minimum total credit hours to program completion are unchanged at 71.
    Effective Fall 2012
    Attachment 30

31. Establishment of four additional concentrations in the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS], offered on the seven regional campuses. The new concentrations are Applied Business [APBU], Fire and Emergency Services Administration [FESA], Industrial Security [IDSE] and Non-Profit Human Services [NPHS]. Included in the proposal (and a lesser action item) is revision to course requirements. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012
    Attachment 31: New Concentrations | Other Program Revisions

INFORMATION ITEMS

College of the Arts

School of Music

1. Suspension of admission to the Music [MUS] major within the Bachelor of Arts [BA] degree. Before or by fall 2015, a decision will be made to revise or inactivate.
   Effective Fall 2012

School of Theatre and Dance

2. Inactivation of the Entertainment Arts and Technologies: Automated Lighting [C129] post-secondary certificate.
   Effective Fall 2012
3. Inactivation of the Entertainment Arts and Technologies: Sound [C130] post-secondary certificate.
   Effective Fall 2012
4. Inactivation of the Entertainment Arts and Technologies: Stage Lighting [C127] post-secondary certificate.
   Effective Fall 2012
5. Inactivation of the Entertainment Arts and Technologies: Stage Scenery [C132] post-secondary certificate.
   Effective Fall 2012

College of Arts and Sciences

Department of Biological Sciences

6. Letter of intent to establish a Sustainable Landscape Site Design major within the Bachelor of Science [BS] degree, to be offered on the Salem Campus.
   Effective Fall 2012

Department of English

7. Revision of course requirements for the Teaching English as a Foreign Language [C134] post-secondary certificate. Minimum total credit hours to program completion are unchanged at 18.
   Effective Fall 2012
8. Establishment of an articulation agreement with Stark State College of Technology, whereby eligible graduates of the college's Associate in Arts degree in Criminal Justice (Corrections option) may, after admittance, articulate into their junior year in the General–Criminology and Justice Studies concentration [GCJS] concentration in the Criminology and Justice Studies [CRJU] major within the Bachelor of Arts [BA] degree. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Spring 2012

Department of Modern and Classical Language Studies

9. Suspension of admission to the French Translation [FRTR] major within the Bachelor of Science [BS] degree. Before or by spring 2016, a decision will be made to revise or inactivate.
   Effective Spring 2013
10. Suspension of admission to the German Translation [GRTR] major within the Bachelor of Science [BS] degree. Before or by spring 2016, a decision will be made to revise or inactivate.
    Effective Spring 2013
11. Suspension of admission to the Russian Translation [RUTR] major within the Bachelor of Science [BS] degree. Before or by spring 2016, a decision will be made to revise or inactivate.
    Effective Spring 2013
12. Suspension of admission to the Spanish Translation [SPTR] major within the Bachelor of Science [BS] degree. Before or by spring 2016, a decision will be made to revise or inactivate.
    Effective Spring 2013

INFORMATION ITEMS *continued*

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

13. Inactivation of the Athletic Coaching [C136] post-secondary certificate.
    Effective Fall 2012

College of Public Health

14. Revision of course requirements for the Public Health [C143] post-secondary certificate. Minimum total credits to program completion are unchanged at 18.
    Effective Fall 2012

Regional College

15. Inactivation of the Mechanical Engineering [MERT] major within the Associate of Applied Science [AAS] degree on the Ashtabula Campus. The degree program is and will continue to be offered at the Trumbull and Tuscarawas campuses. In addition, the major's two concentrations offered at Ashtabula only—Mechtronics [MCTR] and Systems [SYST]—will move to the Tuscarawas Campus.
    Effective Fall 2012
16. Inactivation of the Computed Tomography [C138] post-secondary certificate.
    Effective Fall 2012
17. Inactivation of the Magnetic Resonance Imaging [C204] post-secondary certificate.
    Effective Fall 2012
18. Establishment of a tech prep agreement with Claymont High School (Dennison), whereby eligible graduates of the school's Interactive Media program may, after admittance, earn credit for one course (EERT 22017) applicable toward the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree.
    Effective Spring 2012
19. Establishment of a tech prep agreement with the Mahoning County Career Center (Canfield), whereby eligible graduates of the center's Information Technology Programming and Simulations program may, after admittance, earn credit for two courses (EERT 22003, EERT 22017) applicable toward the Computer Design, Animation and Game Design [CDAG] major within the Associate of Applied Science [AAS] degree.
    Effective Spring 2012
20. Establishment of tech prep agreements with the following centers, whereby eligible graduates of the centers' specified program(s) may, after admittance, earn credit for four courses (COMT 11000, COMT 11005, COMT 11006, COMT 12000) applicable toward the Computer Technology [COMT] major within the Associate of Applied Business [AAB] degree:
    - Buckeye Career Center (New Philadelphia) – Computer Technology/Networking program
    - Mahoning County Career Center (Canfield) – Information Technology Programming and Simulations program
    - Mahoning County Career Center (Canfield) – Information Technology/Information Services and Support program

    Effective Spring 2012
21. Establishment of tech prep agreements with the following centers, whereby eligible graduates of the centers' Cosmetology program may earn 30 credit hours applicable, upon completion of all degree requirements, toward the Individualized Program [IPG] major within the Associate of Technical Study [ATS] degree, category A:
    - Buckeye Career Center (New Philadelphia)
    - Columbiana County Career and Technical Center (Lisbon)
    - Portage Lakes Career Center (Uniontown)

    Effective Spring 2012

INFORMATION ITEMS *continued*

Regional College *continued*

22. Establishment of tech prep agreements with the follow schools and centers, whereby eligible graduates of the Project Lead the Way program may, after admittance, earn credit for five courses (IERT 22010, MERT 12000, MERT 12001, MFGT 13001, MFGT 23001) applicable toward the Manufacturing Engineering Technology [MFET] major within the Associate of Applied Science [AAS] degree: Dover Higher School; New Philadelphia High School; Indian Valley High School (Gnadenhutten); Trumbull Career and Technical Center (Warren); and Tuscarawas Valley High School (Zoarville)
    Effective Spring 2012

23. Establishment of an articulation agreement with the Cleveland Clinic Foundation, whereby eligible graduates of the foundation's School of Diagnostic Imaging Radiologic Technology program may, after admittance, articulate into their second year in the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree. Admission, course and graduation requirements for the degree program are unchanged.
    Effective Fall 2012

College of Technology

24. Inactivation of the Professional Flight Crew Development and Air Transport Operations [C106] post-secondary certificate.
    Effective Spring 2012

25. Establishment of a tech prep agreement with Stow-Munroe Falls High School, whereby eligible graduates of the school's Aviation Careers Academy program may, after admittance, earn credit for three courses (AERN 15000, AERN 15740, AERN 25250) applicable toward the Aeronautics [AERN] major within the Bachelor of Science [BS] degree.
    Effective Spring 2012

26. Establishment of tech prep agreements with the following centers, whereby eligible graduates of the centers' specified program(s) may, after admittance, earn credit for two courses (TECH 31015, TECH 31044) applicable toward the Construction Management [COMA] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree:
    Columbiana County Career and Technical Center (Lisbon) – Construction Technology program
    Trumbull Career and Technical Center (Warren) – Carpentry program
    Trumbull Career and Technical Center (Warren) – Building Trades program
    Effective Spring 2012

LESSER ACTION ITEMS

College of Architecture and Environmental Design

1. Revision of course requirements for the Architectural Studies [ARCS] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 125.
    Effective Fall 2012

2. Revision of course requirements for the Interior Design [ID] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion increase, from 130 to 131.
    Effective Fall 2012

College of the Arts

School of Theatre and Dance

3. Revision of course requirements for the Theatre Studies [THEA] major within the Bachelor of Fine Arts [BFA] degree. Minimum total credit hours to program completion decrease, from 129 to 121 and 124 depending on concentration.
    Effective Fall 2012

4. Revision of the GPA graduation requirement for the Performance [DPER] concentration in the Dance [DANC] major within the Bachelor of Fine Arts [BFA] degree. Minimum total credit hours to program completion are unchanged at 129.
    Effective Fall 2012

LESSER ACTION ITEMS *continued*

College of Arts and Sciences

5. Revision of the foreign language requirements for all the college's Bachelor of Arts [BA] degree programs to include MCLS 20091 as an optional course.
   Effective Fall 2012

6. Revision of course requirements for the Jewish Studies [JWST] minor. Minimum total credit hours to program completion are unchanged at 21.
   Effective Fall 2012

Department of Chemistry and Biochemistry

7. Revision of policy governing the sequencing of CHEM courses with regard to substantial overlap in content.
   Effective Fall 2012

Department of Computer Science

8. Revision of course requirements for the Computer Science [CS] minor. Minimum total credit hours to program completion are unchanged at 20.
   Effective Fall 2012

Department of English

9. Revision of course requirements for the English [ENG] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2012

10. Revision of the course requirements for the English [ENG] minor. Minimum total credit hours to program completion are unchanged at 21.
    Effective Fall 2012

11. Revision of course requirements for the Writing [WRTG] minor. Minimum total credit hours to program completion are unchanged at 23.
    Effective Fall 2012

Department of Geology

12. Revision of course requirements for the Geology [GEOL] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

13. Revision of course requirements for the Geology [GEOL] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

14. Revision of course prerequisite requirements for the Geology [GEOL] minor. Minimum total credit hours to program completion are unchanged at 21.
    Effective Fall 2012

Department of Mathematical Sciences

15. Revision of course requirements for the Applied Mathematics [AMTH] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

16. Revision of course requirements for the Mathematics [MATH] concentration in the Mathematics [MATH] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

17. Revision of course requirements for the Mathematics [MATH] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

LESSER ACTION ITEMS *continued*

College of Arts and Sciences *continued*

Department of Mathematical Sciences continued

18. Revision of course prerequisites for the Applied Mathematics [AMTH] minor. Minimum total credit hours to program completion are unchanged at 24.
    Effective Fall 2012

19. Revision of course prerequisites for the Mathematics [MATH] minor. Minimum total credit hours to program completion are unchanged at 26.
    Effective Fall 2012

Department of Modern and Classical Language Studies

20. Revision of course requirements for the Business French [BFR] minor. Minimum total credit hours to program completion increase, from 21 to 23.
    Effective Fall 2012

Department of Sociology

21. Administration move of the Justice Studies [JUS] major within the Associate of Arts [AA] degree, from the College of Arts and Sciences (Department of Sociology) to the Regional College. The degree program is and will continue to be offered on the Ashtabula, East Liverpool, Salem, Stark, Trumbull and Tuscarawas campuses.
    Effective Fall 2012

College of Business Administration

Department of Management and Information Systems

22. Revision of the course requirements for the Computer Information Systems [CIS] major within the Bachelor of Business Administration [BBA] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

23. Revision of the course requirements for the Computer Information Systems [CIS] minor. Minimum total credit hours to program completion are unchanged at 18.
    Effective Fall 2012

Department of Marketing and Entrepreneurship

24. Revision of course requirements for the Entrepreneurship [ENTR] major within the Bachelor of Business Administration [BBA] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

25. Revision of course requirements for the Entrepreneurship for Business Majors [ENTB] minor. Minimum total credit hours to program completion are unchanged at 18.
    Effective Fall 2012

26. Revision of course requirements for the Marketing [MKTG] major within the Bachelor of Business Administration [BBA] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

27. Establishment of policy for the Marketing [MKTG] minor requirements in regards to students who are also majoring or minoring in Entrepreneurship.
    Effective Fall 2012

LESSER ACTION ITEMS *continued*

College of Communication and Information

School of Journalism and Mass Communication

28. Revision of course requirements for the Advertising [ADV] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2012

29. Revision of course requirements for the Public Relations [PR] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2012

30. Revision of course requirements for the Visual Journalism [VJNL] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2012

School of Visual Communication Design

31. Revision of course requirements for the Design [DSGN] minor. Minimum total credit hours to program completion are unchanged at 21.
    Effective Fall 2012

School of Digital Sciences

32. Revision of course requirements for the Digital Sciences [DS] major within the Bachelor of Arts [BA] and Bachelor of Science [BS] degrees. Minimum total credit hours to program completion for both are unchanged at 121.
    Effective Fall 2012

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

33. Revision of the course requirements for the Hospitality Management [HSPM] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

34. Revision of course requirements for the Recreation Park and Tourism Management [RPTM] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

35. Revision of course requirements for the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

36. Revision of course requirements for the Sport Administration [SPAD] minor. Minimum total credit hours to program completion are unchanged at 21.
    Effective Fall 2012

School of Health Sciences

37. Revision of course requirements for the Exercise Science [EXSI] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

38. Revision of course requirements for the Integrated Health Sciences [IHS] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

LESSER ACTION ITEMS *continued*

College of Education, Health and Human Services *continued*

School of Lifespan Development and Educational Sciences

39. Revision of course requirements for the Integrated Language Arts [INLA] major within the Bachelor of Science in Education [BSE] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

40. Revision of course requirements for the Integrated Mathematics [IMTH] major within the Bachelor of Science in Education [BSE] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2012

41. Revision of course requirements for the Integrated Social Studies [INSS] major within the Bachelor of Science in Education [BSE] degree. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2012

42. Revision of course requirements for the Gerontology [GERO] minor. Minimum total credit hours to program completion decrease, from 24 to 21.
    Effective Fall 2012

College of Nursing

43. Revision of course requirements for Nursing [NURS] major within the Bachelor of Science in Nursing [BSN] degree. Minimum total hours to program completion are unchanged at 122.
    Effective Fall 2012

Regional College

44. Revision of course requirements for the Accounting Technology [ACTT] major within the Associate of Applied Business [AAB] degree to comply with new state general education policy for associate degrees. Minimum total hours to program completion increase, from 60 to 63.
    Effective Fall 2012

45. Revision of course requirements for the Enology [ENOL] major within the Associate of Applied Science [AAS] degree to comply with new state general education policy for associate degrees. Minimum total hours to program completion increase, from 61 to 62.
    Effective Fall 2012

46. Revision of course requirements for the Human Services Technology [HST] major within the Associate of Applied Science [AAS] degree to comply with new state general education policy for associate degrees. Minimum total hours to program completion are unchanged at 67.
    Effective Fall 2012

47. Revision of course requirements for the Information Technology for Administrative Professionals [ITAP] major within the Associate of Applied Business [AAB] degree to comply with new state general education policy for associate degrees. Minimum total hours to program completion are unchanged at 61.
    Effective Fall 2012

48. Revision of course requirement for the Radiologic and Imaging Sciences [RIS] major within the Bachelor of Radiologic and Imaging Sciences Technology [BRIT] degree. Minimum total hours to program completion decrease to or are unchanged at 121, depending on concentration.
    Effective Fall 2012

49. Revision of course requirements for the Radiologic Technology [RADT] major within the Associate of Applied Science [AAS] degree. Minimum total hours to program completion are unchanged at 70.
    Effective Fall 2012

LESSER ACTION ITEMS *continued*

Regional College *continued*

50. Revision of course requirements for the Respiratory Therapy Technology [RTT] major within the Associate of Applied Science [AAS] degree to comply with new state general education policy for associate degrees. Minimum total hours to program completion decrease, from 71 to 70.
    Effective Fall 2012

51. Revision of course requirements for the Viticulture [VITI] major within the Associate of Applied Science [AAS] degree to comply with new state general education policy for associate degrees. Minimum total hours to program completion increase, from 61 to 65.
    Effective Fall 2012

College of Technology

52. Revision of course requirements and sequencing of the Air Traffic Control [ATC] concentration in the Aeronautics [AERN] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 124.
    Effective Fall 2012

Undergraduate Studies

53. Inactivation of the General [GENL] concentration in the Exploratory [EXPL] major, a non-degree [XX] program. In addition, career exploration courses US 20008 and US 20009 are now required for Exploratory students on the Kent Campus only.
    Effective Fall 2012

EPC GRADUATE COUNCIL

ACTION ITEMS

1. Approval of minutes of 14 November 2011.
   Attachment 1

Office of the Provost *(represented by Senior Associate Provost Timothy J. Chandler)*

2. Endorsement of the acquisition of the Ohio College of Podiatric Medicine.
   Link to 2011-2012 Academic Catalog

College of the Arts *(represented by Associate Dean Ralph Lorenz)*

School of Music

3. Inactivation of the Musicology–Ethnomusicology [MUET] major within the Doctor of Philosophy [PHD] degree. Admission was suspended in fall 2010.
   Effective Spring 2012
   Attachment 32

School of Theatre and Dance

4. Inactivation of the Theatre Studies [THEA] major within the Master of Arts [MA] degree. Admission was suspended in fall 2011.The major within the Master of Fine Arts [MFA] degree is and will continue to be offered.
   Effective Fall 2012
   Attachment 33

INFORMATION ITEMS

College of Architecture and Environmental Design

1. Inactivation of the Preservation Architecture [C604] post-baccalaureate certificate.
   Effective Fall 2012
2. Inactivation of the Urban Design [C602] post-baccalaureate certificate.
   Effective Fall 2012

College of the Arts

School of Music

3. Suspension of admission to the Musicology [MSCL] major within the Master of Arts [MA] degree. Before or by fall 2015, a decision will be made to revise or inactivate.
   Effective Fall 2012

College of Arts and Sciences / College of Business Administration

Department of Mathematical Sciences / Department of Finance

4. Suspension of admission to the Financial Engineering [FEM] major within the Master of Science [MS] degree. Before or by fall 2015, a decision will be made to revise or inactivate.
   Effective Fall 2012

College of Communication and Information

School of Library and Information Science

5. Inactivation of the User Experience Design [C615] post-baccalaureate certificate.
   Effective Fall 2012
6. Establishment of an articulation agreement with Cuyahoga Community College, whereby eligible graduates of the college's Midwest Health Information Technology certificate may, after admittance, articulate into the Health Informatics [HI] concentration in the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. Admission, course and graduation requirements for the degree program are unchanged.
   Effective Fall 2012

INFORMATION ITEMS *continued*

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

7. Revision of the name and course requirements for the International Higher Education [C630, C812] post-baccalaureate and post-master's certificates. Name changes to Internationalization of Higher Education [C630, C836]. Minimum total credit hours to program completion are unchanged at 15.
   Effective Fall 2012

School of Lifespan Development and Educational Sciences

8. Inactivation of the Integrating Technology into Education [C613] post-baccalaureate certificate.
   Effective Fall 2012

College of Technology

9. Inactivation of the Sustainable Construction Technology [C620, C832] post-baccalaureate and post-master's certificates.
   Effective Spring 2012

10. Inactivation of the Sustainable Systems [C621, C833] post-baccalaureate and post-master's certificates.
    Effective Spring 2012

LESSER ACTION ITEMS

College of Arts and Science

Department of English

1. Inactivation of the Comparative Literature [COML] concentration in the English [ENG] major within the Master of Arts [MA] degree.
   Effective Fall 2012

Department of Political Science

2. Inactivation of the Justice Politics and Policy [JPP] concentration in the Political Science [POL] major within the Master of Arts [MA] and Doctor of Philosophy [PHD] degrees.
   Effective Fall 2012

College of Communication and Information

School of Communication Studies

3. Revision of admission requirement and clarification of the graduation options (thesis option, coursework-only option, project option or internship option) for the Communications Studies [COMM] major within the Master of Arts [MA] degree. Minimum total credit hours to degree completion are unchanged at 32.
   Effective Fall 2012

School of Library and Information Science

4. Revision of course requirements for the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. Minimum total credit hours to degree completion are unchanged or decrease, from 42 to 36-42, depending on concentration.
   Effective Fall 2012

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

5. Revision of course requirements for the non-degree Teacher Leadership Licensure Endorsement program. Minimum total credit hours to program completion are unchanged at 12.
   Effective Fall 2012

LESSER ACTION ITEMS *continued*

College of Public Health

6. Revision of course requirements for the Biostatistics [BST] and Epidemiology [EPI] concentrations in the Public Health [PH] major within the Master of Public Health [MPH] degree. Minimum total credit hours to degree completion are unchanged at 45.
   Effective Fall 2012

COURSE CHANGES

Course Changes Effective for Spring 2012

ENG	11011	College Writing I (3) [Kent Core]	Revise
ENG	21011	College Writing II (3) [Kent Core]	Revise
MATH	10021	Basic Algebra I (2)	Revise
MATH	10022	Basic Algebra II (2)	Revise
MATH	10023	Basic Algebra III (2)	Revise
MATH	10024	Basic Algebra IV (2)	Revise
MATH	10041	Basic Probability and Statistics (3)	Revise
MATH	11008	Explorations in Modern Mathematics (3) [Kent Core]	Revise
MATH	11009	Modeling Algebra (4) [Kent Core]	Revise
MATH	11010	Algebra for Calculus (3) [Kent Core]	Revise
MATH	11012	Intuitive Calculus (3) [Kent Core]	Revise
MATH	11022	Trigonometry (2)	Revise
MATH	12002	Analytic Geometry and Calculus I (5) [Kent Core]	Revise
MATH	12011	Calculus with Pre-Calculus I (3) [Kent Core]	Revise
MATH	12021	Calculus for Life Sciences (4)	Revise
MATH	14001	Basic Mathematical Concepts I (4) [Kent Core]	Revise
MATH	20095	Special Topics: Precalculus (5) [Kent Core – Spring 2012 only]	Revise

Course Changes Effective for Fall 2012

ACCT	43092	Accounting Internship (3) [Experiential Learning]	Revise
ACTT	11003	Payroll Accounting (2) to: (3)	Revise
ACTT	21092	Internship in Accounting Technology (2-3) [Experiential Learning]	Revise
ADED	32142	Principles of Teaching Adolescents (3) [Writing Intensive]	Revise
ADED	42292	Field Work Practicum (3) [Experiential Learning]	Revise
ADED	42357	Secondary Student Teaching (9) [Experiential Learning]	Revise
AERN	15250	FAA Orientation (3)	Revise
AERN	25350	Fundamentals of Air Traffic Control (3)	Revise
AERN	25351	Fundamentals of Air Traffic Control Laboratory (1)	Revise
AERN	35342	Air Traffic Control I (2) to: Terminal Operations I	Revise

Course Changes Effective for Fall 2012 *continued*

AERN	35343	En Route Air Traffic Control (2) to: En Route I (3)	Revise
AERN	35344	En Route Air Traffic Control Laboratory (1) to: En Route I Laboratory	Revise
AERN	35345	Air Traffic Control I Laboratory (1) to: Terminal Operations I Laboratory	Revise
AERN	45092	Aeronautical Internship/Cooperative Education (1-2) [Experiential Learning]	Revise
AERN	45300	Air Traffic Control Capstone (3)	Revise
AERN	45320	Air Traffic Control II (2) to: Terminal Operations II	Revise
AERN	45321	Air Traffic Control II Laboratory (1) to: Terminal Operations II Laboratory	Revise
AERN	45343	En Route Air Traffic Control II (2) to: En Route II	Revise
AERN	45344	En Route Air Traffic Control II Laboratory (1) to: En Route II Laboratory	Revise
AERN	45099	Aeronautical Studies Capstone (3) [Experiential Learning]	Revise
ANTH	38292	Field Work in Cultural Anthropology (3) [Experiential Learning]	Revise
ANTH	38492 48492	Field Work in Archaeology (3) to: Archaeological Field Methods [Experiential Learning]	Revise
ANTH	48623	Human Variation (3)	New
ANTH	48692	Field Work in Biological Anthropology (3) [Experiential Learning]	Revise
ANTH	58492	Archaeological Field Methods (3)	New
ANTH	68623 58623	Human Variation (3) to: 	Revise
ARCH	30102	Third Year Studio (5) [Experiential Learning]	Revise
ARCH	30112	Third Year Studio II-Florence (5) [Experiential Learning]	Revise
ARCH	45610	Reconstructing Architecture (3) [Diversity Global]	Inactive
ARCH	46992	Field Study (1-3) [Experiential Learning]	Revise
ARCH	55625	Exploring Historic Structures (3)	Revise
ARCS	30022	Urban Design Discourse (3) [Experiential Learning]	Revise
ARCS	30123	Materials and Processes of Making (3)	New
ARCS	30124	Methods and Theories of Representation (3)	New
ARCS	40114	Theory and Criticism of Architectural Media (3)	New
ART	30692	Field Experience in the Visual Arts (1-3) to: Experiential Learning in the Visual Arts [Experiential Learning]	Revise
ART	40092	Field Experience Travel Study in Art (1-3) [Experiential Learning]	Revise
ARTC	35301	Fiber Arts: Screen and Block Printing (3) to: Textile Art: Print Pattern (3)	Revise
ARTC	35304 45304	Textile Arts: Pictorial Weaving (3) to: 	Revise
ARTC	35305	Textile Accessories: Design and Production (3)	New

Course Changes Effective for Fall 2012 *continued*

ARTC	35306	Textile Art: Surface Color and Design (3)	New
ARTC	45092	Field Experience Travel Studies in Crafts (1-3) [Experiential Learning]	Revise
ARTC	45098	Senior Thesis Research and Proposal (1)	New
ARTC	45099	Senior Project: Crafts (4) to: Senior Thesis Exhibition (3) [Experiential Learning]	Revise
ARTC	45300	Textile Art: Jacquard Weaving (3)	New
ARTC	55300	Textile Art: Jacquard Weaving (3)	New
ARTC	55304	Textile Arts: Pictorial Weaving (3)	New
ARTE	41002	Foundations and Concepts Secondary (3) [Experiential Learning]	Revise
ARTE	41092	Field Experience: Travel Study in Art Education (1-3) [Experiential Learning]	Revise
ARTE	41557	Art Education: Student Teaching and Seminar (9) [Experiential Learning]	Revise
ARTF	44092	Field Experience: Travel Study in Fine Arts (1-3) [Experiential Learning]	Revise
ARTF	44099	Senior Project: Fine Arts (3) [Experiential Learning]	Revise
ARTH	42092	Art Museum Internship (3) [Experiential Learning]	Revise
ARTH	42192	Field Experience: Travel Study in Art History (1-3) [Experiential Learning]	Revise
AS	61000	Introduction to Liberal Studies (2)	Revise
ASL	49092	Deaf Residential School Practicum (1-3) [Experiential Learning]	Revise
ATTR	15092	Practicum in Athletic Training I (3) [Experiential Learning]	Revise
ATTR	25092	Practicum in Athletic Training II (3) [Experiential Learning]	Revise
ATTR	35092	Practicum in Athletic Training III (3) [Experiential Learning]	Revise
ATTR	45192	Practicum in Athletic Training IV (3) [Experiential Learning]	Revise
ATTR	45292	Internship in Athletic Training (3) [Experiential Learning]	Revise
ATTR	45392	Internship in Athletic Training II (3) [Experiential Learning]	Revise
BAD	72078	Seminar in International Economics (3)	Inactive
BMRT	11000	Introduction to Business (3)	Revise
BMRT	11009	Introduction to Management Technology (3)	Revise
BMRT	21008	Case Studies in Management Technology (3)	Revise
BMRT	21092	Internship in Management Technology (1-3) [Experiential Learning]	Revise
BSCI	10110	Biological Diversity (4)	Revise
BSCI	20001	Zoological Foundations of Medicine (3)	Inactive
BSCI	20275	Local Flora (4)	Inactive
BSCI	30360	General Ecology (4)	Revise
BSCI	40099	Senior Honors Thesis (1-10) [Experiential Learning]	Revise
BSCI	40192	Internship in Biological Sciences (3-12) [Experiential Learning]	Revise
BSCI	40375	Environmental Biology and Management (4)	New
BSCI	40445	Mammalian Physiology Laboratory II (1)	Inactive
BSCI	50375	Environmental Biology and Management (4)	New
BSCI	70375	Environmental Biology and Management (4)	New

Course Changes Effective for Fall 2012 *continued*

BST	63012	Survival Analysis in Public Health (3)	Revise
BST	63013	Experimental Designs in Public Health Research (3)	Revise
BST	83012	Survival Analysis in Public Health (3)	Revise
BST	83013	Experimental Designs in Public Health Research (3)	Revise
BTEC	40192	Internship in Biotechnology (2-9) [Experiential Learning]	Revise
BUS	20192	Internship in Business (1-3) [Experiential Learning]	Revise
BUS	40192	Internship in Business (1-3) [Experiential Learning]	Revise
CACM	35092	Internship in Conflict Management (3-12) [Experiential Learning]	Revise
CHDS	20092	Field Experience I: Middle Childhood (1) [Experiential Learning]	Revise
CHDS	41791	Seminar: Educational Studies and Helping Professions (3)	Inactive
CHDS	41892	Internship in Educational Studies and Helping Professions (10) [Experiential Learning]	Revise
CHDS	67810	Group Process and Analysis (3)	Inactive
CHDS	67815	Laboratory in Interpersonal Encounter (1)	Inactive
CHDS	67836	Small Group Practicum (3)	Inactive
CHDS	67840	Theories and Methodology of Organization Development (3)	Inactive
CHDS	68000	Guidance of at Risk Youth (3)	Inactive
CHDS	68060	Professional Seminar in School Counseling (3)	Inactive
CHDS	68098	Individual Research in School Counseling (1-9)	Inactive
CHDS	68165	Career Counseling (3)	Inactive
CHDS	68525	Introduction to Family Therapy (3)	Inactive
CHDS	68531	Prepracticum: Marriage and Family Therapy Techniques (3)	Inactive
CHDS	68535	Assessment and Research in Marriage and Family Therapy (3)	Inactive
CHDS	68591	Seminar: Marriage and Family (3)	Inactive
CHDS	74084	Behavioral Science in the Health Professions (1-3)	Inactive
CHDS	77591	Seminar in Counseling and Human Development Services (1-3)	Inactive
CHDS	77698	Individual Research in Community Counseling (1-9)	Inactive
CHDS	77810	Group Process and Analysis (3)	Inactive
CHDS	77815	Laboratory in Interpersonal Encounter (1)	Inactive
CHDS	77836	Small Group Practicum (3)	Inactive
CHDS	77838	Planning and Implementing Organizational Change (3)	Inactive
CHDS	77840	Theories and Methodology of Organization Development (3)	Inactive
CHDS	78000	Guidance of at Risk Youth (3)	Inactive
CHDS	78036	School Counseling Practicum (4)	Inactive
CHDS	78060	Professional Seminar in School Counseling (3)	Inactive
CHDS	78095	Special Topics in School Counseling (1-3)	Inactive
CHDS	78098	Individual Research in School Counseling (1-9)	Inactive
CHDS	78165	Career Counseling (3)	Inactive

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CHDS	78525	Introduction to Family Therapy (3)	Inactive
CHDS	78531	Prepracticum: Marriage and Family Therapy Techniques (3)	Inactive
CHDS	78535	Assessment and Research in Marriage and Family Therapy (3)	Inactive
CHDS	78591	Seminar: Marriage and Family (3)	Inactive
CHDS	87871	Advanced Practicum in Small Group Work (4)	Inactive
CHDS	88180	Research in Counseling Process and Outcomes (3)	Inactive
CHDS	88286	Development of Counselor Education Programs (3)	Inactive
CHDS	88584	Marriage and Family Supervision/Consultation (3)	Inactive
CHEM	20098	Introduction to Chemical Research (1-3) [Experiential Learning]	Revise
CHEM	40099	Senior Honors Thesis (1-10) [Experiential Learning]	Revise
CI	67311	Integrated Language Arts Instruction (3)	Inactive
CI	67316	Criticism of Children's Literature (3)	Inactive
CI	67338	Teaching Basic Writers – Secondary and College (3)	Inactive
CI	67345	Organization and Supervision of Reading Programs (3)	Inactive
CI	77311	Integrated Language Arts Instruction (3)	Inactive
CI	77316	Criticism of Children's Literature (3)	Inactive
CI	77338	Teaching Basic Writers – Secondary and College (3)	Inactive
CI	77345	Organization and Supervision of Reading Programs (3)	Inactive
CLAS	41092	Field Experience in Classics (1-4) [Experiential Learning]	Revise
COMM	21008	Social Media Strategies (3)	New
COMM	45092	Internship in Communication Studies (3-6) [Experiential Learning]	Revise
COMM	46091	Senior Seminar (3) [Experiential Learning]	Revise
COMM	46092	Practicum in Applied Communication (3) [Experiential Learning]	Revise
COMM	61198	Master's Project in Communications Studies (3)	New
COMM	64092	Master's Internship in Communication Studies (3)	New
COMM	65766	Communication in a Global Society (3)	New
COMM	85766	Communication in a Global Society (3)	New
COMT	21036	Web Scripting I (3)	Revise
COMT	21092	Computer Practicum (1-3) [Experiential Learning]	Revise
COMT	21200	Ethical Hacking (3)	New
COMT	36336	Web Scripting II (3)	Revise
COMT	36392	Internship for Computer Technology Students (3) [Experiential Learning]	Revise
COMT	46308	Developing Desktop Applications (3) to: Advanced Visual Basic Programming	Revise
COMT	46309	Developing Distributed Applications (3) to: Visual Basic Web Programming	Revise
CPHY	62248	Liquid Crystal Optics and Photonics (4)	New
CPHY	62335	Advanced Liquid Crystalline and Polymeric Materials (4)	New
CPHY	72248	Liquid Crystal Optics and Photonics (3) to: (4)	Revise

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CPHY	72335	Advanced Liquid Crystalline and Polymeric Materials (3) to: (4)	Revise
CS	23021 13001	Computer Science I: Programming and Problem Solving (4) to:	Revise
CS	33001 23001	Computer Science II: Data Structures and Abstractions (4) to:	Revise
CS	33192	Internship in Computer Science (1-3) [Experiential Learning]	Revise
CS	43005 33007	Introduction to Database System Design (3) to:	Revise
CS	43901 33901	Software Engineering (3) to:	Revise
CS	45201 35201	Computer Communication Networks (3) to:	Revise
CS	45203	Computer Network Security (3)	New
CS	48101	Game Engine Concepts (3)	Revise
CS	48102	Game Development Practicum (4) [Writing Intensive] [Experiential Learning]	Revise
CS	49901	Capstone Project (4) [Writing Intensive] [Experiential Learning]	Revise
CS	49998	Research (1-15) [Experiential Learning]	Revise
CS	53901	Software Engineering (3)	Revise
CS	55201	Computer Communication Networks (3)	Revise
CS	55203	Computer Network Security (3)	New
CS	53005	Introduction to Database Systems Design (3)	Revise
CTTE	46002	In-Service Teaching (3) [Experiential Learning]	Revise
CTTE	46031	Student Teaching in Career Technical Education (9) [Experiential Learning]	Revise
CTTE	46192	Practicum: Occupational (1-6) [Experiential Learning]	Revise
DAN	37192	Dance Practicum (1) [Experiential Learning]	Revise
DAN	47174	Senior Choreography Project (1) [Experiential Learning]	Revise
DAN	47192	Internship in Dance (1) [Experiential Learning]	Revise
DAN	47525	Student Teaching in Dance (9) [Experiential Learning]	Revise
DSCI	49910	Emerging Technologies in Digital Sciences (1-3)	New
DSCI	59910	Emerging Technologies in Digital Sciences (1-3)	New
DSCI	60910	Capstone in Digital Sciences (3)	New
DSCI	69199	Thesis I (2-6)	New
DSCI	69299	Thesis II (2)	New
ECED	40142	Home, School, Community Partnerships in Diverse Contexts (3) [Experiential Learning]	Revise
ECED	40192	Internship in Preschool (6-12) [Experiential Learning]	Revise
ECED	40292	Internship in Kindergarten/Primary (6-12) [Experiential Learning]	Revise
ECET	22140	Student Teaching Seminar (3) [Experiential Learning]	Revise
ECET	22150	Student Teaching (6) [Experiential Learning]	Revise
ECON	32030	International Money, Credit and Banking (3)	Inactive

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ECON	32050	Applied Econometrics (3) [Experiential Learning]	Revise
ECON	42040	Introduction to Econometrics (3)	Inactive
ECON	42083	History of Economic Thought (3)	Inactive
ECON	42292	Internship in Economics (3) [Experiential Learning]	Revise
ECON	52040	Introduction to Econometrics (3)	Inactive
ECON	52083	History of Economic Thought (3)	Inactive
ECON	62078	Seminar in International Economics (3)	Inactive
EDAD	66750	Coaching and Mentoring for Teacher Leaders (3)	New
EDAD	66751	Instructional Leadership for Teacher Leaders (3)	New
EDUC	49526	Student Teaching in Health and Physical Education (12) [Experiential Learning]	Revise
ENG	10101	College English I for Foreign Students (3)	Inactive
ENG	10201	Elementary ESL Writing II (3)	Inactive
ENG	10202	Intermediate ESL Writing I (3)	Inactive
ENG	10203	Intermediate ESL Writing II (3)	Inactive
ENG	10204	Advanced ESL Writing I (3)	Inactive
ENG	10205	Advanced ESL Writing II (3)	Inactive
ENG	10211	Elementary ESL Speaking and Vocabulary II (4)	Inactive
ENG	10212	Intermediate ESL Speaking and Vocabulary I (4)	Inactive
ENG	10213	Intermediate ESL Speaking and Vocabulary II (4)	Inactive
ENG	10214	Advanced ESL Speaking and Vocabulary I (3)	Inactive
ENG	10215	Advanced ESL Speaking and Vocabulary II (3)	Inactive
ENG	10216	Advanced ESL Speaking and Vocabulary III (2)	Inactive
ENG	10221	Elementary ESL Reading II (3)	Inactive
ENG	10222	Intermediate ESL Reading I (3)	Inactive
ENG	10223	Intermediate ESL Reading II (3)	Inactive
ENG	10224	Advanced ESL Reading I (3)	Inactive
ENG	10225	Advanced ESL Reading II (3)	Inactive
ENG	10231	Elementary ESL Listening II (1)	Inactive
ENG	10232	Intermediate ESL Listening I (1)	Inactive
ENG	10233	Intermediate ESL Listening II (1)	Inactive
ENG	10234	Advanced ESL Listening I (2)	Inactive
ENG	10235	Advanced ESL Listening II (2)	Inactive
ENG	10241	Elementary ESL Grammar II (3)	Inactive
ENG	10242	Intermediate ESL Grammar I (3)	Inactive
ENG	10243	Intermediate ESL Grammar II (3)	Inactive
ENG	10244	Advanced ESL Grammar I (3)	Inactive
ENG	10245	Advanced ESL Grammar II (3)	Inactive
ENG	10250	ESL Pronunciation (1)	Inactive

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ENG	10261	ESL: Introduction to American Literature I (3)	Inactive
ENG	10262	ESL: Introduction to American Literature II (3)	Inactive
ENG	10263	ESL: Introduction to Children's Literature (3)	Inactive
ENG	10264	ESL: Introduction to Adolescent Literature (3)	Inactive
ENG	10266	ESL: Introduction to the Culture of North America (3)	Inactive
ENG	10267	ESL: American Institutions (3)	Inactive
ENG	10268	ESL: Images and Icons in TV, Film and Technology (3)	Inactive
ENG	10274	ESL: Language Skills For TOEFL I (3)	Inactive
ENG	10275	ESL: Language Skills For TOEFL II (3)	Inactive
ENG	10284	ESL Technical Writing (3)	Inactive
ENG	10285	ESL Business English (3)	Inactive
ENG	10290	ESL University Orientation (1)	Inactive
ENG	10295	Special Topics In ESL (3)	Inactive
ENG	11001	Introduction to College Writing–Stretch (3)	Revise
ENG	12001	ESL Writing Level I (2)	New
ENG	12002	ESL Writing Level II (2)	New
ENG	12003	ESL Writing Level III (2)	New
ENG	12004	ESL Writing Level IV (2)	New
ENG	12005	ESL Writing Level V (2)	New
ENG	12006	ESL Writing Level VI (2)	New
ENG	12007	ESL Writing Level VII (2)	New
ENG	12008	ESL Writing Level VIII (2)	New
ENG	12009	ESL Writing Level IX (2)	New
ENG	12010	ESL Writing Level X (2)	New
ENG	12095	Special Topics in ESL (1-2)	New
ENG	12101	ESL Reading Level I (2)	New
ENG	12102	ESL Reading Level II (2)	New
ENG	12103	ESL Reading Level III (2)	New
ENG	12104	ESL Reading Level IV (2)	New
ENG	12105	ESL Reading Level V (2)	New
ENG	12106	ESL Reading Level VI (2)	New
ENG	12107	ESL Reading Level VII (2)	New
ENG	12108	ESL Reading Level VIII (2)	New
ENG	12109	ESL Reading Level IX (2)	New
ENG	12110	ESL Reading Level X (2)	New
ENG	12201	ESL Listening Level I (2)	New
ENG	12202	ESL Listening Level II (2)	New
ENG	12203	ESL Listening Level III (2)	New

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ENG	12204	ESL Listening Level IV (2)	New
ENG	12205	ESL Listening Level V (2)	New
ENG	12206	ESL Listening Level VI (2)	New
ENG	12207	ESL Listening Level VII (2)	New
ENG	12208	ESL Listening Level VIII (2)	New
ENG	12209	ESL Listening Level IX (2)	New
ENG	12210	ESL Listening Level X (2)	New
ENG	12301	ESL Speaking Level I (1)	New
ENG	12302	ESL Speaking Level II (1)	New
ENG	12303	ESL Speaking Level III (1)	New
ENG	12304	ESL Speaking Level IV (1)	New
ENG	12305	ESL Speaking Level V (1)	New
ENG	12306	ESL Speaking Level VI (1)	New
ENG	12307	ESL Speaking Level VII (1)	New
ENG	12308	ESL Speaking Level VIII (1)	New
ENG	12309	ESL Speaking Level IX (1)	New
ENG	12310	ESL Speaking Level X (1)	New
ENG	12401	ESL Grammar Level I (2)	New
ENG	12402	ESL Grammar Level II (2)	New
ENG	12403	ESL Grammar Level III (2)	New
ENG	12404	ESL Grammar Level IV (2)	New
ENG	12405	ESL Grammar Level V (2)	New
ENG	12406	ESL Grammar Level VI (2)	New
ENG	12407	ESL Grammar Level VII (2)	New
ENG	12408	ESL Grammar Level VIII (2)	New
ENG	12409	ESL Grammar Level IX (2)	New
ENG	12410	ESL Grammar Level X (2)	New
ENG	12500	ESL Pronunciation (1)	New
ENG	12507	ESL Debate (1)	New
ENG	12508	ESL Public Speaking (1)	New
ENG	12605	ESL American Culture I (2)	New
ENG	12606	ESL American Culture II (2)	New
ENG	12707	ESL Business English I (2)	New
ENG	12708	ESL Business English II (2)	New
ENG	24001	Introduction to Literary Study (3)	New
ENG	30050	Writing and Rhetoric in a Digital Age (3)	New
ENG	30051	Writing, Rhetoric and New Media (3)	New
ENG	30066	Writing in the Public Sphere (3) [Experiential Learning]	Revise

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ENG	30071	Creative Nonfiction (3)	New
ENG	30072	Editing and Publishing: Fiction and Nonfiction (3)	New
ENG	31007	TESL Pedagogy I (3) to: TESL Pedagogy	Revise
ENG	34041	Fairy Tales (3)	New
ENG	36001	Literary Criticism (3) to: Applied Literary Criticism	Revise
ENG	38001	Critical Theory and Reading (3)	New
ENG	38895	Special Topics in Writing (3)	New
ENG	39895	Special Topics in Rhetoric, Composition and Writing (3) to: Special Topics in Rhetoric and Composition	Revise
ENG	41008	TESL Pedagogy II (3)	Inactive
ENG	41009	Student Teaching (9) [Experiential Learning]	Revise
ENG	41092	ESL/EFL Practicum I (3) [Experiential Learning]	Revise
ENG	41094	College Teaching Assistant (1-3) [Experiential Learning]	New
ENG	41098	Guided Research in English (1-3) [Experiential Learning]	New
ENG	41192	ESL/EFL Practicum II (3) [Experiential Learning]	Revise
ENG	41198	Research Assistant in English (1-3)	New
ENG	41292	Teaching English as a Foreign Language Practicum (3-6) [Experiential Learning]	Revise
ENG	42092	Writing Internship (1-3) [Experiential Learning]	New
ENG	42192	Service Learning in English Studies (1-3) [Experiential Learning]	New
ENG	43092	Teaching Poetry in the Schools (3) [Experiential Learning]	New
ENG	63033	Second Language Acquisition (3) to: Theories in Second Language Acquisition (3)	Revise
ENG	66795	Special Topics: Comparative Literature (3)	Inactive
ENG	73033	Second Language Acquisition (3) to: Theories in Second Language Acquisition (3)	Revise
ENG	76201	Nineteenth-Century European Literature (3)	Inactive
ENG	76203	Twentieth-Century European Literature (3)	Inactive
ENG	76795	Special Topics: Comparative Literature (3)	Inactive
ENTR	27065	Entrepreneurial Experience I (3) [Experiential Learning]	Revise
ENTR	27075	Entrepreneurial Experience II (3)	Revise
ENTR	37192	Practicum in Entrepreneurship (1-3) [Experiential Learning]	Revise
ENTR	37195	Special Topics in Entrepreneurship I (1-4)	Revise
ENTR	45096	Individual Investigation in Entrepreneurship (1-3)	New
ENTR	47045	Entrepreneurial Leadership (3) to: Entrepreneurial Leadership I (3)	Revise
ENTR	47046	Entrepreneurial Leadership II (1-3)	New
ENTR	47093	Variable Title Workshop in Entrepreneurship ()	Inact
ENTR	47195	Special Topics in Entrepreneurship II (1-4)	Revise

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ENTR	47292	Entrepreneurial Internship (1-3) [Experiential Learning]	Revise
EPI	63034	Longitudinal Data Analysis (3)	New
EPSY	68902	Psychological Foundations of Education II (3)	Inactive
EPSY	68904	Learning Theories Applied in Education (2)	Inactive
EVAL	45610	Classroom Assessment (3)	New
EVAL	55610	Classroom Assessment (3)	New
EVAL	75610	Classroom Assessment (3)	New
EVHS	20092	Environmental Technology Internship I (3) [Experiential Learning]	Revise
EVHS	20092	Environmental Technology Internship II (3) [Experiential Learning]	Revise
EXPH	75085	Anthropometry and Body Composition in Exercise Sciences (3)	Inactive
EXPR	10295	Selected Topics (1-3)	Inactive
EXPR	20295	Selected Topics (1-3)	Inactive
EXPR	30000	May 4, 1970 and Its Aftermath (3)	Inactive
EXPR	30295	Selected Topics (1-3)	Inactive
EXPR	40295	Selected Topics (1-3)	Inactive
EXSC	43098	Research in Exercise Science [Experiential Learning] (1-3)	Revise
EXSC	45492	Internship in Physical Fitness and Cardiac Rehabilitation (1-8) [Experiential Learning]	Revise
FDM	35080	Fashion in the Media (3)	New
FDM	40099	Senior Fashion Design Thesis I (6) [Experiential Learning]	Revise
FDM	40199	Senior Fashion Design Thesis II (3) [Experiential Learning]	Revise
FDM	45092	Internship in Fashion Design and Merchandising (3) [Experiential Learning]	Revise
FDM	45192	Internship in Fashion Merchandising (3) [Experiential Learning]	Revise
FDM	45292	Internship in Fashion Design (3) [Experiential Learning]	Revise
FDM	45392	Field Experience: Fashion Study Tour (1-3) [Experiential Learning]	Revise
FDM	45492	Field Experience Study Tour for NYC Studio Students (3) [Experiential Learning]	Revise
FDM	45592	Field Experience European Fashion Study Tour for Florence Students (3) [Experiential Learning]	Revise
FESA	31000	Fire and Emergency Services Administration (3)	New
FESA	31003	Analytical Approaches to Public Fire Protection (4)	New
FESA	31006	Community Risk Reduction for the Fire and Emergency Services (3)	New
FESA	31009	Fire Prevention, Organization and Management (3)	New
FESA	31011	Political and Legal Foundations for Fire Protection (3)	New
FESA	31013	Personnel Management for the Fire and Emergency Services (3)	New
FESA	41000	Fire Protection Structures and Systems (3)	New
FESA	41002	Fire Dynamics (3)	New
FESA	41004	Fire Investigation and Analysis (3)	New
FESA	41006	Disaster Planning and Control (3)	New
FESA	41008	Fire Related Human Behavior (3)	New

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FESA	41010	Managerial Issues in Hazardous Materials (3)	New
FESA	41016	Applications of Fire Research (3)	New
FIN	46059	Financial Policy (3) [Experiential Learning]	Revise
FIN	46192	Internship in Finance (3) [Experiential Learning]	Revise
GER	31211	German Composition and Conversation (3)	Revise
GERO	51093	Variable Title Workshop in Gerontology (1-3)	Inactive
GERO	54092	Practicum in Gerontology (3-6)	Inactive
GEOG	40192	Practicum in Geography (1-3) [Experiential Learning]	Revise
GEOG	40292	Field Experience in Geography (1-6) [Experiential Learning]	Revise
GEOG	40392	Practicum in Emerging Geographic Trends (1-6) [Experiential Learning]	Revise
GEOG	46092	Internship in Geography and Planning (3-6) [Experiential Learning]	Revise
GEOG	49098	Research in Geographic Information Technology (1-3) [Experiential Learning]	Revise
GEOG	49198	Research in Cartography and GIS (1-3) [Experiential Learning]	Revise
GEOL	22000	Introductory Geology Seminar (1)	New
GEOL	34061	Invertebrate Paleontology (4) [Writing Intensive]	Revise
GEOL	41092	Summer Field Camp (6) [Experiential Learning]	Revise
GEOL	42067	Introductory Hydrogeology (3)	Revise
GEOL	43042	Environmental Geochemistry (3)	New
GEOL	43044	Environmental Isotopes (3)	New
GEOL	53042	Environmental Geochemistry (3)	New
GEOL	53044	Environmental Isotopes (3)	New
GEOL	73042	Environmental Geochemistry (3)	New
GEOL	73044	Environmental Isotopes (3)	New
GER	31211	German Grammar and Conversation (3)	Revise
GERO	43092	Practicum in Nursing Home Administration I (6) [Experiential Learning]	Revise
GERO	43192	Practicum in Nursing Home Administration II (6) [Experiential Learning]	Revise
GERO	44092	Practicum in Gerontology (3-6) [Experiential Learning]	Revise
HDFS	34013	Development in Infancy (3)	Inactive
HDFS	44019	Intergenerational Experiences (3)	Inactive
HDFS	44031	Intergenerational Family Caregiving (2)	Inactive
HDFS	44092	Practicum in Human Development and Family Studies (3-6) [Experiential Learning]	Revise
HDFS	44192	Internship in Human Development and Family Studies–Case Management I (3-6) [Experiential Learning]	Revise
HDFS	44292	Internship in Human Development and Family Studies–Case Management II (3-6) [Experiential Learning]	Revise
HDFS	54019	Intergenerational Experiences (3)	Inactive
HDFS	54031	Intergenerational Family Caregiving (2)	Inactive
HDFS	55514	The Consumer Family in Today's Society (2)	Inactive

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HDFS	61018	Techniques of Research in Family and Consumer Studies (3)	Inactive
HDFS	64022	Family Life in the Later Years (3)	Inactive
HDFS	64025	Studies in Childrearing (3)	Inactive
HDFS	65516	Family Resource Management (2)	Inactive
HDFS	65517	Work and Family (3)	Inactive
HED	42358	Student Teaching in Health Education (9) [Experiential Learning]	Revise
HED	44092	Internship in Community Health Education (12) [Experiential Learning]	Revise
HED	44095	Special Topics: Health Education and Promotion (1-3)	Inactive
HED	46060	Death Education (3)	Inactive
HED	48092	Field Experience in Health Education and Promotion (1-3) [Experiential Learning]	Revise
HED	54095	Special Topics: Health Education and Promotion (1-3)	Inactive
HED	56060	Death Education (3)	Inactive
HED	64084	Behavioral Science in the Health Professions (1-3)	Inactive
HED	64091	Seminar in Health Education and Promotion (1)	Inactive
HED	74095	Special Topics: Health Education and Promotion (1-3)	Inactive
HED	84084	Behavioral Science in the Health Professions (1-3)	Inactive
HED	84091	Seminar in Health Education and Promotion (1)	Inactive
HIED	66663	Status of Women in Higher Education (3)	New
HIED	66664	Service Learning in Higher Education (3)	New
HIED	76663	Status of Women in Higher Education (3)	New
HIED	76664	Service Learning in Higher Education (3)	New
HIST	31070	History of American Business Enterprise (3)	Inactive
HIST	38095	Selected Topics in History (3) to: Special Topics in United States History	Revise
HIST	38195	Special Topics in Europe Since 1500 (3)	New
HIST	38295	Special Topics in Global History (3)	New
HIST	40092	Internship in History (3) [Experiential Learning]	Revise
HIST	41074	American Economic History (3)	Inactive
HIST	41082	Constitutional History of the United States (3)	Inactive
HIST	51074	American Economic History (3)	Inactive
HIST	51082	Constitutional History of the United States (3)	Inactive
HIST	51083	U.S. Foreign Relations Through World War I (3)	Inactive
HIST	51084	U.S. Foreign Relations from 1920 (3)	Inactive
HIST	51087	Progressive America: The United States 1896–1919 (3)	Inactive
HIST	69894	College Teaching of History (2)	Inactive
HIST	71074	American Economic History (3)	Inactive
HIST	71082	Constitutional History of the United States (3)	Inactive
HIST	71083	U.S. Foreign Relations Through World War I (3)	Inactive

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HIST	71084	U.S. Foreign Relations from 1920 (3)	Inactive
HIST	71087	Progressive America: The United States 1896–1919 (3)	Inactive
HIST	79894	College Teaching of History (2)	Inactive
HM	13022	Sanitation and Safety Principles and Practices (3)	Revise
HM	13023	Techniques of Food Production (5)	Revise
HM	23012	Food Study (3)	Revise
HM	33040	Hotel Convention Group Sales and Services (3) to: Hotel Convention Sales and Services	Revise
HM	33050	Professional Practice in Hospitality Management (1)	Revise
HM	33070	International Cuisine (4)	New
HM	43027	Hospitality Human Resource Management (3)	Revise
HM	43043	Hospitality Meetings Management (4) to: (3)	Revise
HM	43044	Hospitality Meetings Management Laboratory (2)	New
HM	43092	Practicum in Hospitality Management (3-6) [Experiential Learning]	Revise
HM	53027	Hospitality Human Resource Management (3)	Revise
HM	53043	Hospitality Meetings Management (4) to: (3)	Revise
HM	53044	Hospitality Meetings Management Laboratory (2)	New
HONR	13197	Colloquium: History of Civilization I (3) [Kent Core]	Inactive
HONR	13297	Colloquium: History of Civilization II (3) [Kent Core]	Inactive
HONR	13397	Colloquium: U.S. History I (3) [Kent Core]	Inactive
HONR	13497	Colloquium: U.S. History II (3) [Kent Core]	Inactive
HONR	15297	Colloquium: American Politics (3) [Kent Core]	Inactive
HONR	15397	Colloquium: World Politics (3) [Kent Core]	Inactive
HONR	15497	Colloquium: Comparative Politics (3) [Kent Core]	Inactive
HONR	21197	Colloquium: Principles of Microeconomics (3) [Kent Core]	Inactive
HONR	21297	Colloquium: Principles of Macroeconomics (3) [Kent Core]	Inactive
HONR	30497	International Study (1-4)	Inactive
HONR	35097	Colloquium in Political Science (1-4)	Inactive
HONR	40099	Senior Honors Thesis/Project (1-10) [Experiential Learning]	Revise
HONR	40497	International Study (1-4)	Inactive
HORT	36092	Internship in Horticulture (4) [Experiential Learning]	Revise
HORT	46092	Practicum in Horticulture (3) [Experiential Learning]	Revise
HST	21000	Dynamics of Helping Relationship for Human Services Technologist (3) to: Dynamics of Helping Relationships	Revise
HST	21001	Assessment of Client Needs (3)	Revise
HST	21092	Internship in Human Services Technology I (3) [Experiential Learning]	Revise
HST	21192	Internship in Human Services Technology II (3) [Experiential Learning]	Revise
IAKM	60120	User Experience Design Principles and Concepts (3)	New
IAKM	60121	User Experience Design in Practice (3)	New

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IAKM	60302	Documents and Records Management (3) to: Foundations of Document Management	Revise
IAKM	60303	Knowledge Management in Organizations (3) to: Knowledge Assessment and Evaluation	Revise
IAKM	60306	Organizational Culture Assessment (3)	New
IAKM	60307	Organizational Learning (3)	New
IAKM	60313	Strategic Knowledge Management (3) to: Communities of Practice	Revise
IAKM	80302	Documents and Records Management (3) to: Foundations of Document Management	Revise
IAKM	80303	Knowledge Management in Organizations (3) to: Knowledge Assessment and Evaluation	Revise
IAKM	60306	Organizational Culture Assessment (3)	New
IAKM	60307	Organizational Learning (3)	New
IAKM	80313	Strategic Knowledge Management (3) to: Communities of Practice	Revise
ID	14011	Introduction to Interior Design (1)	New
ID	14012	Design and Human Behavior (3)	New
ID	24001	Interior Design Studio I: Space Planning and Human Factors (3)	New
ID	24002	Interior Design Studio II: Detailing and Fabrication (3)	New
ID	24011	Methods and Materials I: Building Systems (3)	New
ID	24012	Codes and Standards for Interior Design (3)	New
ID	24013	History of Interiors I: Ancient to 15th Century (3)	New
ID	24021	Integrated Digital Applications I (3)	New
ID	24022	3D Modeling and Rendering (2)	New
ID	34001	Interior Design Studio III: Large Scale Planning and Documentation (4)	New
ID	34002	Interior Design Studio IV: Global and Historical Context (4)	New
ID	34011	Lighting for Interior Spaces (3)	New
ID	34012	Methods and Materials II: Interior Materials (3)	New
ID	34013	Interior Design Business and Professional Practice (3)	New
ID	34021	Lighting for Interior Space Laboratory (1)	New
ID	34022	Methods and Materials II: Interior Materials Laboratory (1)	New
ID	34023	Personal Branding and Image Making (3)	New
ID	44001	Interior Design Studio V: Specialized Focus and Populations (5)	New
ID	44002	Interior Design Studio VI: Community Engagement (5)	New
ID	44011	Integrated Design Practice and Project Management (2)	New
ID	44014	History of Interiors II: 16th through 19th Century (3)	New
ID	44015	History of Interiors III: 20th Century to the Present (3)	New
ID	44041	Current Issues in Interior Design (1)	New

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ID	44592	Practicum in Interior Design (2-10) to: Professional Interior Design Internship (1-4) [Experiential Learning]	Revise
ID	44611	Interior Design Research and Programming (2)	New
ID	44612	Interior Specifications and Cost Analysis (3)	New
ID	44631	Inquiry for Evidence-Based Design (1)	New
IHS	44092	Practicum in Integrated Health Studies (3-10) [Experiential Learning]	Revise
ILS	21092	Integrated Life Sciences Seminar II (2) [Experiential Learning]	Revise
ILS	30392	Psychological Helping Skills for Medicine (3) [Experiential Learning]	Revise
ILS	32092	Integrated Life Sciences Seminar IV (2) [Experiential Learning]	Revise
ILS	32592	Sociological Perspectives in Public Health (3) [Experiential Learning]	Revise
ILS	40392	Practicum in Medical Psychology (3) [Experiential Learning]	Revise
ILS	42592	Medical Sociology Practicum (3) [Experiential Learning]	Revise
INS	29000	Introduction to Insurance and Risk (3)	New
INS	39000	Insurance Law, Finance and Risk Management (3)	New
INS	39001	Insurance Operations (3) [Writing Intensive]	New
INS	49000	Life and Health Insurance (3)	New
INS	49001	Property Insurance (3)	New
INS	49002	Liability Insurance (3)	New
INS	49092	Practicum in Insurance (3) [Experiential Learning]	New
ITAP	26613	Machine Transcription (3)	Inactive
ITAP	26692	Internship for Administrative Professionals (1-3) [Experiential Learning]	Revise
ITEC	67415	Utilizing Television in the Classroom (2)	Inactive
ITEC	70093	Workshop in Educational Media (1-4)	Inactive
ITEC	67415	Utilizing Television in the Classroom (2)	Inactive
JMC	21008	Social Media Strategies (3)	New
JMC	31002	Advertising Copywriting (3) [Writing Intensive]	Revise
JMC	33032	Audio Studio Production (3)	Revise
JMC	33033	Audio Field Production (3)	Revise
JMC	33042	Video Studio Production (3)	Revise
JMC	33043	Video Field Production (3)	Revise
JMC	33092	Radio-Television Operations (1-3)	Revise
JMC	34050	Promotions Electronic Media (3)	Inactive
JMC	40011	Ethical Issues in Integrated Communication (1)	New
JMC	40092	Internship (1) [Experiential Learning]	Revise
JMC	40095	Special Topics in Journalism Mass Communication (3)	Revise
JMC	40192	Radio-Television Internship (1) [Experiential Learning]	Revise
JMC	40295	Special Topics in Computer Laboratory (1-3) to: Selected Topics in Journalism and Mass Communication (1-3)	Revise
JMC	41111	Fashion Publishing (3)	New

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JMC	42001	Sports Photography (3)	New
JMC	42092	Practicum in Photography (1-3) [Experiential Learning]	Revise
JMC	44042	Live Sports Production (3)	Revise
JMC	44043	Sports Field Production (3)	Revise
JMC	46055	Entrepreneurial Documentary Photography (3)	New
JMC	48001	Media Relations and Publicity (3) [Writing Intensive]	Revise
JMC	68008	Public Relations and Return on Investment (3)	New
JUS	25092	Field Placement (1-6) [Experiential Learning]	Revise
JUS	46792	Internship (3-12) [Experiential Learning]	Revise
JUS	46798	Research in Justice Studies (3-12) [Experiential Learning]	Revise
KBT	22092	Practicum I: Design/Technology (3) [Experiential Learning]	Revise
KBT	22192	Practicum I: Performance (3) [Experiential Learning]	Revise
KBT	41992	Theatre Production Internship (1-6) [Experiential Learning]	Revise
KBT	42092	Practicum II: Design Technology (3) [Experiential Learning]	Revise
KBT	42192	Practicum II: Performance (3) [Experiential Learning]	Revise
LEGT	21092	Internship (2) [Experiential Learning]	Revise
LIS	10010	Information Fluency for College Students (3) to: Information Fluency	Revise
LIS	60632	Technologies for Digital Preservation and Web Archiving (3)	Revise
LIS	60633	Digital Curation (3)	Revise
LIS	60668	International and Comparative Librarianship (3)	New
LIS	60701	Museum Collections (3)	Revise
LIS	60703	Museum Users (3)	Revise
LIS	60704	The Museum System (3)	New
LIS	80601	Information Sources and Reference Services (3)	Revise
LIS	80602	Cataloging and Classification I (3)	Revise
LIS	80603	Cataloging and Classification II (3)	Revise
LIS	80608	The Public Library (3)	Revise
LIS	80611	Government Information Sources and Services (3)	Revise
LIS	80615	The Academic Library (3)	Revise
LIS	80616	The Special Library (3)	Revise
LIS	80621	Social Sciences Information Sources and Services (3)	Revise
LIS	80622	Science and Technology Information Sources and Services (3)	Revise
LIS	80623	Business and Finance Information Sources and Services (3)	Revise
LIS	80628	Humanities Information Sources and Services (3)	Revise
LIS	80631	Introduction to Digital Preservation (3)	Revise
LIS	80632	Technologies for Digital Preservation and Web Archiving (3)	Revise
LIS	80633	Digital Curation (3)	Revise

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LIS	80637	Metadata Architecture and Implementation (3)	Revise
LIS	80639	Implementation of Digital Libraries (3)	Revise
LIS	80640	Library Automation (3)	Revise
LIS	80641	Information Storage and Retrieval Systems (3)	Revise
LIS	80642	Implementation of Information Storage and Retrieval Systems (3)	Revise
LIS	80643	Online Reference Systems (3)	Revise
LIS	80649	Indexing and Abstracting (3)	Revise
LIS	80650	Information Policy (3)	Revise
LIS	80651	Digital Image Processing and Collection Management (3)	Revise
LIS	80661	Technical Services (3)	Revise
LIS	80666	Ethical Concerns of Library and Information Professionals (3)	Revise
MATH	19099	Field Experience in Mathematics Instruction (1) [Experiential Learning]	Revise
MATH	49998	Research (1-15) [Experiential Learning]	Revise
MCED	30092	Field Experience II: Middle Childhood (1) [Experiential Learning]	Revise
MCED	42357	Student Teaching Middle Childhood/Gifted Education (5) [Experiential Learning]	Revise
MCED	42358	Student Teaching in Middle Childhood (9) [Experiential Learning]	Revise
MCLS	40657	Student Teaching of a Second Language (3-9) [Experiential Learning]	Revise
MCLS	60661	Second Language Acquisition (3) to: Theories in Second Language Acquisition (3)	Revise
MIS	24053	Introduction to Computer Applications (3)	Revise
MIS	24060 34068	Systems Analysis I (3) to: Systems Analysis and Design	Revise
MIS	24065	Web Programming (3)	Revise
MIS	24163	Principles of Management (3)	Revise
MIS	34033 44033	Computer Programming for Business II (3) to: Advanced Computer Programming for Business	Revise
MIS	34036	Large Systems Technology (3) to: Enterprise Systems	Revise
MIS	34060	Operations Management (3)	Revise
MIS	34070	Principles of Systems Development (3) to: Programming Theory and Applications	Revise
MIS	34092	Practicum in Career Development (3) [Experiential Learning]	Revise
MIS	34165	Dynamics of Leadership (3)	Revise
MIS	34175	Learning to Lead (3)	Revise
MIS	34180	Human Resource Management (3)	Revise
MIS	44007	Project Management and Team Dynamics (3)	New
MIS	44042	Network Theory and Applications (3)	Revise
MIS	44043	Database Management Systems (3)	Revise
MIS	44045	Information Systems Management (3)	Revise
MIS	44048	Software integration (3) [Experiential Learning]	Revise

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MIS	44049	Network Management (3) to: Network Management and Systems Administration	Revise
MIS	44062	Supply Chain Management (3)	Revise
MIS	44192	Internship in Management (3) [Experiential Learning]	Revise
MIS	44292	Internship in Information Systems (3) to: Business Experience and Internship [Experiential Learning]	Revise
MIS	44293	Workshop in Professional IS Certification (3)	Revise
MIS	44295	Special Topics in Information Systems (3)	New
MIS	44392	Business Consulting and Practicum (3) [Experiential Learning]	Revise
MIS	64026	Global Supply Chain Management and Sustainable Strategies (3)	New
MIS	64028	Global Supply Chain Models (3)	New
MIS	64029	Supply Chain and Vendor Management Strategies (3)	New
MIS	64041	Operations Management (3) to: Operations and Supply Chain Management	Revise
MKTG	40093	Variable Title Workshop in Marketing (1-6)	Inactive
MKTG	45045	Advertising and Promotion Management (3)	Revise
MKTG	45047	Advanced Professional Selling (3)	Revise
MKTG	45082	Service, Retail and Web-Based Marketing (3)	Revise
MKTG	45084	Marketing Policies and Strategies (3) [Experiential Learning]	Revise
MKTG	45095	Special Topics in Marketing (1-4)	New
MKTG	45096	Individual Investigations in Marketing (3) to: (1-3)	Revise
MKTG	45091	Marketing Seminar (3) to: (1-4)	Revise
MKTG	45292	Marketing Internship (3) to: (1-6) [Experiential Learning]	Revise
MKTG	75054 85054	International Marketing (3) to:	Revise
MKTG	75060 85060	Marketing Strategy and Planning (3) to:	Revise
MMTG	45040	Integrated Marketing Strategy (3) [Experiential Learning]	Revise
MUS	21114	Music Production II (3)	Revise
MUS	21221	Audio Recording I (3)	Revise
MUS	21222	Audio Recording II (3)	Revise
MUS	21341	Commercial Music Theory and Composition (3)	Revise
MUS	23241	Music Teaching as a Profession (2)	Revise
MUS	25312	World Music Ensemble (1)	New
MUS	27111	Piano Class (2)	Revise
MUS	31113	Music Production III (3)	Revise
MUS	31114	Music Production IV (3)	Revise
MUS	31221	Audio Recording III (3)	Revise
MUS	31222	Audio Recording IV (3)	Revise
MUS	33211	Elementary and Secondary General Music (3)	Revise

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MUS	33212	Teaching Skills in Music Education: General/Instrumental (1)	Revise
MUS	33213	Teaching Skills in Music Education: Choral/Instrumental (1)	Revise
MUS	33231	Elementary and Secondary Choral Music (3)	Revise
MUS	40092	Music Technology Internship (2) [Experiential Learning]	Revise
MUS	41113	Music Production V (3)	Revise
MUS	41114	Music Production VI (3)	Revise
MUS	41199	Senior Project: Music Theory (3) [Experiential Learning]	Revise
MUS	41221	Audio Recording V (3)	Revise
MUS	41222	Audio Recording VI (3)	Revise
MUS	41299	Senior Project: Music Composition (2) [Experiential Learning]	Revise
MUS	43211	Secondary Instrumental Methods (3) to: Instrumental Methods II	Revise
MUS	42357	Student Teaching and Seminar (9) to: Student Teaching [Experiential Learning]	Revise
MUS	43231	Elementary and Middle School Instrumental Method (3) to: Instrumental Methods I	Revise
MUS	48598	Music Research (2-3) [Experiential Learning]	Revise
MUS	49525	Inquiry into Professional Practice (3) to: Seminar for Student Teaching	Revise
MUS	52181	Popular World Music (3)	New
NURS	40010	Nursing of the Critically Ill (4)	Revise
NURS	40030	Psychiatric Nursing and Mental Health Nursing Care (4)	Revise
NURS	40045	Integration of Leadership and Management in Nursing (6) [Experiential Learning]	Revise
NUTR	43515	Community Nutrition (3) [Experiential Learning]	Revise
NUTR	41092	Practicum in Nutrition (2-4)	Inactive
NUTR	41093	Workshop in Nutrition (1-3)	Inactive
NUTR	51093	Variable Title Workshop in Nutrition (1-3)	Inactive
NUTR	61091	Seminar in Nutrition (2-3)	Inactive
PAS	31092	Practicum in African Theatre Arts (3-6) [Experiential Learning]	Revise
PAS	41192	Practicum in African American Affairs (1-12) [Experiential Learning]	Revise
PEB	10101	Scuba Diving (1)	New
PEB	10504	Sand Volleyball (1)	New
PEB	11633	Ju-Jitsu (1)	New
PEB	11663	Beginning Yoga (1)	New
PEB	11665	Zumba (1)	New
PEB	11666	Beginning Spinning (1)	New
PEB	13028	Introduction to Kayaking (1)	New
PEB	13030	Beginning Rock Climbing (1)	New

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PEP SPAD	35065	History and Philosophy of Sport and Physical Activity (3) to:	Revise
PEP SPAD	45021	Organization and Administration of Athletics (3) to:	Revise
PEP	45092	Internship in Physical Education (2-8) [Experiential Learning]	Revise
PEP	45392	Internship in Mainstreamed Physical Activity (1-12) [Experiential Learning]	Revise
PEP	45692	Internship in Athletic Coaching (2-4) [Experiential Learning]	Revise
PEP	49526	Student Teaching in Physical Education (12) [Experiential Learning]	Revise
PH	10002	Introduction to Global Health (3) [Diversity Global]	Revise
PH	30002	Introductory Biostatistics (3)	Revise
PH	30003 49000	Public Health Strategies (3) to: Capstone Experience in Public Health	Revise
PH	30004	Public Health Research (3)	Revise
PH	30015	United States Health Care System (3)	New
PH	30040	Public Health Laboratory Safety, Security and Emergency Preparedness (3)	New
PH	30195	Special Topics in Public Health (1-3)	New
PH	40020	Disaster Preparedness (3)	New
PH	40040	Forensic Epidemiology (3)	New
PH	40050	Public Health and First Responder Linkages (3)	New
PH	40191	Seminar in Public Health (1-3)	New
PH	40092	International Health Practicum (6) [Experiential Learning]	Revise
PH	41092	Field Experience in Meeting the Basic Health and Human Needs (3) [Experiential Learning]	Revise
PH	44000	Health Disparities (3) [Diversity Domestic] [Writing Intensive]	Revise
PH	44005	Legal Aspects of Health Services Management (3)	New
PH	44010	Public Health Planning and Finance (3)	New
PH	44015	Public Health Management (3)	New
PH	44092	Internship in Public Health (3-6) [Experiential Learning]	Revise
PHIL	49999	Senior Honors Project (2-3) [Experiential Learning]	Revise
PHY	40092	Internship in Physics (1-3) [Experiential Learning]	Revise
PHY	40099	Senior Honors Thesis (1-10) [Experiential Learning]	Revise
PLST	36792	Internship in Paralegal (3-12) [Experiential Learning]	Revise
POL	39592	Geneva Internship (3) [Experiential Learning]	Revise
POL	40992	Public Service (1-3) [Experiential Learning]	Revise
PSYC	31498	Undergraduate Research (1-6) [Experiential Learning]	Revise
PSYC	41492	Internship in Psychology (1-6) [Experiential Learning]	Revise
PSYC	41498	Individual Investigation (1-6) [Experiential Learning]	Revise
RIS	44019	Computed Tomography Procedures I (1)	New
RIS	44022	Computed Tomography Imaging Procedures (3)	Inactive

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RIS	44024	Physical Principles of Computed Tomography (3)	Inactive
RIS	44030	Physical Principles of Computed Tomography I (2)	New
RIS	44039	Computed Tomography Procedures II (2)	New
RIS	44098	Research in Medical Imaging (3)	Revise
RPTM	36092	Practicum in Therapeutic Recreation (1) [Experiential Learning]	Revise
RPTM	36192	Practicum in Leisure Services Management (1) [Experiential Learning]	Revise
RPTM	45031	Sport Tourism (3)	New
RPTM	46092	Internship in Recreation (6-12) [Experiential Learning]	Revise
RPTM	46080	Legal Issues in Sport and Recreation Management	Inactive
RTT	11000	Introduction to Respiratory Therapy (2)	Revise
RTT	11002	Cardiopulmonary Diseases (3)	Revise
RTT	11004	Therapeutics (6)	Revise
RTT	11006	Introduction to Clinical Respiratory Care (3)	Revise
RTT	11008	Blood Gas Analysis (2)	Revise
RTT	21000	Critical Care (5) to: (4)	Revise
RTT	21001	Mechanical Ventilation (5)	Revise
RTT	21010	Respiratory Therapy Capstone Course (3)	Revise
RTT	21012	Basic Research Development and Analysis (2)	Revise
SBS	50002	Quantitative Methods in Social and Behavioral Sciences (3)	Revise
SBS	50030	Seminar in Public Health Prevention (3) to: Seminar in Social and Behavioral Sciences	Revise
SOC	42092	Internship in Sociology (3) [Experiential Learning]	Revise
SPA	43492	Clinical Preparation in Audiology (2) [Experiential Learning]	Revise
SPA	44492	Clinical Preparation in Speech-Language Pathology (2) [Experiential Learning]	Revise
SPAD	25092	Practicum I in Sport Administration (1-3) [Experiential Learning]	Revise
SPAD	25192	Practicum in Professional Golf Management I (1) [Experiential Learning]	Revise
SPAD	35092	Practicum II in Sport Administration (1-3) [Experiential Learning]	Revise
SPAD	35192	Practicum in Professional Golf Management II (1) [Experiential Learning]	Revise
SPAD	45029	History and Current Issues in Collegiate Athletics (3)	New
SPAD	45031	Sport Tourism (3)	New
SPAD	45032	Sales Management in Sport and Entertainment (3)	New
SPAD	45092	Internship in Sport Administration (6-12) [Experiential Learning]	Revise
SPAD	45192	Internship in Professional Golf Management (2) [Experiential Learning]	Revise
SPAD	46028	Sport in Film (3)	New
SPAD	46080	Sport and the Law (3) to: Legal Issues in Sport and Recreation	Revise
SPAN	38231	Translation Practice: Spanish (3) to: (1)	Revise
SPAN	68231	Translation Into Spanish (3)	New
SPED	43092	Deaf Residential School Internship (1-3) [Experiential Learning]	Revise

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SPED	43192	Practicum in Educational Interpreting (1-3) [Experiential Learning]	Revise
SPED	43392	Practicum: Deaf Education (1-3) [Experiential Learning]	Revise
SPED	43981	Student Teaching in Special Education (4-9) [Experiential Learning]	Revise
SPED	43992	Field Experience in Special Education (2-4) [Experiential Learning]	Revise
SPED	44092	Field Experience for Mild/Moderate Intervention Specialist (2-3) [Experiential Learning]	Revise
SPED	44192	Field Experience for Moderate/Intensive Intervention Specialist (2-3) [Experiential Learning]	Revise
SRM	55029	History and Current Issues in Collegiate Athletics (3)	New
SRM	55031	Sport Tourism (3)	New
SRM	55032	Sales Management in Sport and Entertainment (3)	New
SRM	56028	Sport in Film (3)	New
SRM	56080	Legal Issues in Sport and Recreation (3)	Revise
SRM	65040	Sport Economics (3)	New
SRM	65048	Intramural and Club Sport Program Administration (3)	New
TECH	46031	Student Teaching (9) [Experiential Learning]	Revise
TECH	63411	Wireless and Telecommunication Systems Requirements Engineering (3)	New
TECH	65330	Advanced Visual Basic Programming in Engineering Technology (3)	New
THEA	11100	Making Theatre: Culture and Practice (2)	New
THEA	11521	Graphics for the Theatre (3)	New
THEA	11722	Fundamentals of Production I: Scenery, Stagecraft and Sound (2)	New
THEA	11723	Fundamentals of Production Laboratory I: Scenery (1)	New
THEA	11724	Fundamentals of Production Laboratory II: Props and Scenic Art (1)	New
THEA	11732	Fundamentals of Production II: Costumes, Lighting and Projections (2)	New
THEA	11733	Fundamentals of Production Laboratory III: Costumes (1)	New
THEA	11734	Fundamentals of Production Laboratory IV: Lighting, Sound and Projections (1)	New
THEA	13092	Bachelor of Fine Arts Freshman Practicum: Design and Technology (3) [Experiential Learning]	New
THEA	20202	Music Theory for Musical Theatre I (3)	New
THEA	20203	Music Theory for Musical Theatre II (3)	New
THEA	21111	Script Analysis (3)	Revise
THEA	21521	Theatrical Drafting (3)	Revise
THEA	21736	Stage Management (3)	New
THEA	21892	Entertainment Arts and Technology Internship I (5)	Inactive
THEA	22092	Practicum I: Design/Technology (3) [Experiential Learning]	Revise
THEA	22192	Practicum I: Performance (3) [Experiential Learning]	Revise
THEA	22292	Practicum I: Theatre Management (3) [Experiential Learning]	Revise
THEA	23092	Bachelor of Fine Arts Sophomore Practicum: Design and Technology (3) [Experiential Learning]	New

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THEA	31110	History of Theatre and Drama I (3)	Revise
THEA	31111	History of Theatre and Drama II (3)	Revise
THEA	31522 21522	Lighting Design (3) to:	Revise
THEA	31524 21524	Costume Design (3) to:	Revise
THEA	31525 21523	Costume Technology (3) to:	Revise
THEA	31622 21622	Scene Design (3) to:	Revise
THEA	33092	Bachelor of Fine Arts Junior Practicum: Design and Technology (3) [Experiential Learning]	New
THEA	41134	Theatre and Drama in America II (3)	Inactive
THEA	41308	Musical Theatre Audition (2)	New
THEA	41499	Musical Theatre Showcase (2) [Experiential Learning]	Revise
THEA	41521	Advanced Lighting Technology (3) to: Advanced Lighting Technology I	Revise
THEA	41526	Advanced Lighting Technology II (3)	New
THEA	41530	Automated Stage Lighting Programming (3)	Inactive
THEA	41736	Production and Stage Management (3)	Revise
THEA	41892	Entertainment Arts and Technology Internship II (5) [Experiential Learning]	Revise
THEA	41900	Capstone Project (1-3) [Experiential Learning]	New
THEA	41992	Theatre Production Internship (1-6) [Experiential Learning]	Revise
THEA	42092	Practicum II: Design/Tech (3) [Experiential Learning]	Revise
THEA	42192	Practicum II: Performance (3) [Experiential Learning]	Revise
THEA	42292	Practicum II: Theatre Management (3) [Experiential Learning]	Revise
THEA	43092	Bachelor of Fine Arts Senior Practicum: Design and Technology (3) [Experiential Learning]	New
THEA	51134	Theatre and Drama in America II (3)	Inactive
THEA	51308	Musical Theatre Audition (2)	New
THEA	51521	Advanced Lighting Technology (3) to: Advanced Lighting Technology I	Revise
THEA	51526	Advanced Lighting Technology II (3)	New
THEA	51530	Automated Stage Lighting Programming (3)	Inactive
THEA	51736	Production and Stage Management (3)	Revise
THEA	65192	Teaching Practicum (3)	Revise
US	30202	Destination Kent State: Student Success Leader Seminar (2)	Revise
VCD	40092	Internship I: Graphic Design/Illustration (1) [Experiential Learning]	Revise
VCD	40192	Internship II: Graphic Design/Illustration (1-6) [Experiential Learning]	Revise
VCD	45000	Graphic Design Perspectives (3) [Writing Intensive]	Revise
VCD	48092	Practicum in Photography (1-3) [Experiential Learning]	Revise

Course Changes Effective for Fall 2012 *continued*

VCD	49098	Senior Research Proposal: Graphic Design and Illustration (1) [Experiential Learning]	Revise
VCD	49198	Senior Research Paper: Graphic Design/Illustration (2) [Experiential Learning]	Revise
VCD	49199	Senior Project: Graphic Design/Illustration (3) [Experiential Learning]	Revise
VCD	60120	User Experience Design Principles and Concepts (3)	New
VCD	60121	User Experience Design in Practice (3)	New
VIN	11392	Winter Viticulture Practicum (2) [Experiential Learning]	Revise
VIN	11492	Spring Viticulture Practicum (2) [Experiential Learning]	Revise
VIN	11592	Summer/Fall Viticulture Practicum (2) [Experiential Learning]	Revise
VIN	25792	Fall Wine Production Internship (3) [Experiential Learning]	Revise
VIN	25992	Cellar Operations Internship (2) [Experiential Learning]	Revise
VTEC	20392	Practicum in Veterinary Hospital (5) [Experiential Learning]	Revise
WMST	40992	Practicum in Women's Studies (3) [Experiential Learning]	Revise

Educational Policies Council
Minutes of the Meeting
Monday, 14 November 2011

Undergraduate and Graduate Council

Ex-Officio Members present: Faculty Senate Chair Paul A. Farrell; Deans James K. Bracken, John R. Crawford, John Graham, Douglas L. Steidl, Mary Ann Stephens, Wanda E. Thomas, Donald R. Williams; Associate Deans Joanne M. Arhar, Thomas W. Brewer, Jonathan P. Fleming, Ralph Lorenz, Barbara F. Schloman, John R. Stalvey; Director Robert A. Walker; Dean representatives: Assistant Dean Mary Ann Haley for Timothy S. Moerland, Associate Dean LuEtt J. Hanson for Stanley T. Wearden

Ex-officio Members not present: Sonia J. Alemagno, Nancy E. Barbour, Gail E. Bromley, Laura Cox Dzurec, Robert G. Frank, Isaac Richmond Nettey, Frederick W. Schroath, Kathryn S. Wilson

Faculty Senate-Appointed Representatives present: Richard Feinberg, Thomas Janson, Erica B. Lilly, Robin L. Lashley, Michael Mikusa, Jonathan V. Selinger, William C. Ward III, Linda L. Williams

Faculty Senate-Appointed Representatives not present: Tracy A. Laux, James A. Tyner

Council Representatives present: Paul J. Albanese, Gregory M. Blase, Jessie Carduner, Pamela K. Evans, John A. Marino, Davison M. Mupinga, R. Scott Olds, Adil M. Sharag-Eldin, Timothy D. Smith, Robin S. Vande Zande, Stephen M. Zapytowski for Yuko Kurahashi

Council Representatives not present: Donald A. Coates, Diana L. Fleming, Richard L. Mangrum, Eric M. Mintz, Kristen A. Riegelmayer, Angela L. Ridgel, Cynthia G. Roller, John H. Thornton, Jonathan B. VanGeest

Observers present: Lindsay L. Ayers

Observers not present: Brittinie Jermon

Consultants and Guests present: Kathleen A. Bergh, Stephane E. Booth, Linnea A. Carlson-Stafford, Lisa N.H. Delaney, Julie A. Gabella, Tina L. Kandakai, Beverly A. Neiderman, Rhonda A. Richardson, Jennifer Sandoval, Therese E. Tillett

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Associate Provost Stephane E. Booth called the meeting to order at 3:21 p.m., Monday, 14 November 2011, in room 310AB of the Kent Student Center.

Action Item 1: Approval of the minutes of 17 October 2011.

Associate Provost Booth called for approval of the minutes. Program Coordinator Lisa N.H. Delaney asked for an amendment of the minutes stating that Council Representative Associate Professor Davison M. Mupinga was inadvertently reported as not present when he was, in fact, present at the meeting. Associate Professor Linda L. Williams moved for approval of the minutes as amended which was seconded by Associate Dean Joanne M. Arhar. The item passed unanimously.

Action Item 2: Revision of the Academic Forgiveness Policy.

Associate Provost Booth explained that with attempting implementation of this policy, some concerns arose. She explained that the provided documentation shows the explanation for the additions and deletions to catalog copy; and impact on students. Associate Professor Pamela K. Evans moved for approval of the item which was seconded by Assistant Professor Gregory M. Blase and passed unanimously.

Action Item 3: Establishment of an Architectural History [ARHS] minor.
Action Item 4: Establishment of a Historic Preservation [HPRS] minor.

Dean Douglas L. Steidl explained that the College of Architecture and Environmental Design has been investigating how they can become more a part of the University. He said that these two minors are the next two in the series started last year with the Architectural Studies minor. He added that these are probably the last. Dean Steidl further expounded that these minors are intended for those who wish to go on for a master's degree.

Associate Professor Williams asked if there would be a minor in interior design as she believes there would be great student interest. Associate Professor Evans explained that because it is a professional program a minor would most likely not be offered. She likened it to a getting a minor in nursing. She did however agree that there would probably be student interest. Hearing no further questions or comments, Dean Steidl moved for approval of the items, which was seconded by Associate Professor Evans and passed unanimously.

Action Item 5: Inactivation of the Latin [LAT] major within the Bachelor of Arts [BA] degree.

Assistant Dean Mary Ann Haley explained that this major was being inactivated due to the reorganization of the Classics [CLSS] major (Lesser Action Item 5). The Latin major is being folded into the Classics major as a Latin concentration. She moved for approval of the item, which was seconded by Associate Professor Robin S. Vande Zande.

Associate Professor Williams asked if the concentration in Latin, as opposed to a Latin major, is acceptable for graduate schools. Associate Professor Jessie Carduner said that the graduate level was not addressed because the main concern was teacher licensure which is what many students pursue. Associate Dean Arhar asked if the education minor was attached to the Latin major. Associate Professor Carduner answered in the affirmative and added that if a student wanted to get licensed they would now get the Classics major with a concentration in Latin and declare the education minor. Associate Dean Arhar asked if the students were instructed to declare the education minor with that new major. Associate Professor Carduner said that in other language majors it points to the minor so I will see how the others are done and ensure it is parallel. The item passed unanimously.

Action Item 6: Inactivation of the Institute for Social and Cultural Informatics.

Associate Dean LuEtt J. Hanson explained that due to several changes in personnel and funding the duties of the institute have been redistributed among different members and is no longer needed. She moved for approval of the item which was seconded by Dean Steidl and passed unanimously.

Action Item 7: Establishment of a Global Communication [GLBL] minor.

Associate Dean Hanson explained that since creating the Global Communication concentration there has been more student interest and therefore the College of Communication and Information decided to create a minor. She moved for approval of the item which was seconded by Associate Professor Williams, and passed unanimously.

Action Item 8: Revision of the name of the News [NEWS] major—to Journalism [JNL]—within the Bachelor of Science [BS] degree. In addition, names of all concentrations change: Broadcast Journalism [BJRN] to Broadcast News [BNEW]; Magazine Journalism [MJRN] to Magazine [MAGA]; and Newspaper Journalism [NJRN] to Multimedia News [MNEW]. Proposal also contained minor course requirement revisions.

Associate Dean Hanson explained that the name of the major is changing from News to Journalism, as well as concentration name changes. She added that the minimum credit hours to graduate are maintained at 124. Associate Dean Hanson moved for approval of the item which was seconded by Assistant Professor Blase, and passed unanimously.

Action Item 9: Inactivation of School Health Education [SHED] major within the Master of Education [MED] degree.

Associate Dean Arhar said that there has been no enrollment in the major for the past four years because most students are interested in licensure, and in that case enroll in the School Health Licensure [SHLI] concentration in the Health Education and Promotion [HEDP] major within the Master of Education [MED] degree. She moved for approval of the item which was seconded by Associate Professor Mupinga, and passed unanimously.

Action Item 10: Establishment of a Human Development and Family Studies [HDFS] minor.

Associate Dean Arhar introduced Professor Rhonda Richardson explained that it was believed that this minor might be of interest to students in who desire to work with people. Associate Dean Arhar moved for approval of the item which was seconded by Associate Professor Evans, and passed unanimously.

Action Item 11: Establishment of a Nonprofit Studies [NPST] minor.

Lecturer Kathleen A. Bergh explained that there had been a certificate for 9 years and it was suggested by the Office of the Provost to elevate it to a minor. Associate Dean Arhar moved for approval of the item which was seconded by Associate Professor Michael Mikusa. Assistant Dean Haley asked how taking something from a certificate to a minor is elevating it when it is not displayed as prominently on the transcript. She also asked if non-degree students are enrolled in the certificate. Lecturer Bergh replied in the negative, that only degree seeking students are enrolled. Director Therese E. Tillett clarified that the one of the requirements of the certificate was that the student be degree-seeking where therefore made it a minor. Assistant Dean Haley asked if there were concerns from other units. Associate Dean Arhar stated that there are letters of support in the back of the proposal. With no further questions the motion carried.

Action Item 12: Inactivation of the Diagnostic Medical Sonography [DMSO] major within the Associate of Technical Study [ATS] degree, offered at the Salem Campus only.

Action Item 13: Inactivation of the Nuclear Medicine Technology [NMTC] major within the Associate of Technical Study [ATS] degree, offered at the Salem Campus only.

Action Item 14: Inactivation of the Radiation Therapy Technology [RATT] major within the Associate of Technical Study [ATS] degree, offered at the Salem Campus only.

Executive Dean and Associate Provost Wanda E. Thomas asked that Action Item 12 through 14 be considered together. She explained that the three degree areas were set up or individuals that went through a hospital-based program, then the licensing body mandated that in order to gain licensure students must have an associate's degree. She added that if a student were to have hospital-based credentialing there are other pathways the student can articulate into. She moved for approval of the item which was seconded by Associate Professor Williams, and approved unanimously.

Discussion Item 1: Clarification of the Experiential Learning Requirement.

Dean Donald R. Williams said members may recall that last year this body approved the Experiential Learning Requirement [ELR] proposal that was then forwarded to Faculty Senate that approved a revised version of the proposal. He said in attempting to implement the requirement, questions have come up. The ELR subcommittee and University Requirements Curriculum Committee [URCC] have discussed it but it was suggested that we go back to EPC to get advise as to how to handle the issues.

He explained that there are 4 ways a student can fulfill the ELR, one way is through taking a course that has been designated with the ELR status. He added that there are over 40 of these on the URCC agenda for Friday. Another way is through the “plus 1 credit” option, where students make a contract through someone in the Office of Experiential Education and Civic Engagement [OEECE] and that 1 hour then counts as an ELR. The third option is where the student completes a non-course related activity, such as community service, study abroad and others, and the student completes the learning outcomes of the activities, assess the learning and a faculty member would assess if the student accomplished was proposed and it would then be approved by the college. He wanted to know which college should approve this option.

Dean Williams said there were a couple of places in the proposal in which the three options were clearly defined, however there is a fourth option that was not as clear. He said the URCC has interpreted this as a component of a course that is not designated as an ELR, but if a faculty member teaches a section that has service learning components, that if a student takes that section they can fulfill the ELR with approval of that faculty member and college. He said this component was not included at all in one paragraph and only hinted at in another and that is why there is a struggle. He asked if saying there are four options, the course, the “plus 1 credit” option, the something on their own option and the ad hoc section of a course was a legitimate interpretation of the proposal. He added that the ELR must appear on the students transcript so we have to be able to keep track of non-course activities. He asked the Council to verify if the URCC’s interpretation of the fourth element is legitimate and if so, which college signs off on the requirement, where the course is coming out of or the student’s college? He added that the URCC has said internally that it should be the students’ college for everything but the ad hoc section, that should be the course’s college.

Professor Jonathan V. Selinger asked if there are different sections of a course and only one section requires extra work, should the student receive credit for the extra work. He also asked if you don’t have to go to URCC to get that section approved then can the instructor or college make all sections count without bothering to take courses to the URCC. Dean Williams replied to the second question first saying that that could happen but he didn’t think it would. To the first question he replied, it does not need to be extra work, but a different kind of work; one of the ways to get there is through this engagement or research or whatever, but if it is extra work then maybe it should be the “plus 1 credit” option.

Professor Thomas Janson said he was involved as a member of the Faculty Senate Executive Committee and that most students cannot afford an extra credit, therefore the committee strongly urged a non-credit option. He added that two of these options could be considered identical, a non-course activity or a non-course activity within a section of a course. Either way, the student gains without having to pay more. Associate Professor Williams said that what she thought the Faculty Senate didn’t want the student to have to follow the instructor around. She added that she was under the impression that the departments would have to decide if they are going to have a component in it and drop the notion to follow a particular instructor with a section in particular; in other words, the course is either an ELR or it is not. Dean Williams said that one thing expressed to him was that there are some courses where there are so many sections or on the regional campuses, that there is no way to designate the entire course as an ELR, but if a faculty member felt it should be included then their section could be.

Associate Dean John R. Stalvey asked if there is a way to designate just a section in Banner. Director Tillett stated that a designation could be added to Banner at the section level. Dean Williams agreed, adding that there is an Honors designation at the section level that appears on the transcript. He added that there has been debate with the Registrar's Office about whether or not it needs to appear on the transcript. He said that it appears that the decision is leaning toward not appearing, but with a course it would be easy to do. He added that it is not as important for the requirement to appear on the transcript as it is for it to be in the Graduation Planning System (GPS) for clearing for graduation. Associate Professor Williams asked if Banner could then follow around an instructor. Dean Williams said that every time the section was taught the instructor would have to put an indicator in Banner. Director Tillett said that when a section has an ELR designation the degree audit (GPS) could pick that up, but only the Registrar's Office can add a section designation so they would need to be notified. Dean Williams said that the dean's offices' would communicate with the Registrar's Office. Assistant Dean Haley said that, on the part of the student, if the section is designated as an ELR and takes the student out of the classroom at a specific time, the student needs to be notified up front. She added it needs to be really clear to students what they are signing up for.

Professor Richard Feinberg said the principles should be operative if the student can get the ELR credit for something done outside of a course, there should be a mechanism for something done in a course. He added that the University has been saying roadblocks need to be removed so that necessitates giving students the benefit of the doubt when it comes to the ELR.

Dean Williams said that he did not hear strong disapproval of the interpretation of the fourth element and approval for the college approval process. Associate Dean Stalvey pointed out an analogous situation in which a student wants to take a graduate level course but is not enrolled in a combined program, the form must be signed by the faculty member, school/department director and the dean and then it is sent to the Registrar's Office. Dean Williams clarified that if a student is an exploratory major the Undergraduate Studies Dean would approve. He added that the URCC considered using the same form for both methods, the difference would be who approves it. Associate Professor Williams asked for clarification that if a student declared or changed their major the ELR would still count. Dean Williams replied in the affirmative.

Associate Professor Vande Zande asked if a student were to take study abroad through a college, which was not their own, would their college have to approve the experience as well. Dean Williams provided the example of the Geneva program in which a student would need to receive their own college's approval. Associate Professor asked about the designating travel courses as ELRs. Dean Williams asked how long do you have to be abroad to have it count; there are no guidelines for that therefore it is up to the units. Associate Professor Carduner asked Dean Williams to clarify if the college approves the experience does the faculty member need to as well. Dean Williams suggested that someone within an office can do it. She also asked who writes the learning outcomes. Dean Williams replied that the students and faculty members do it together.

Assistant Dean Haley said that the ELR is a valuable opportunity but again, we are getting into logistics. For example, study abroad, study abroad for 10 days is better than no days. She cited the geography study abroad experience and said that a student has to write apiece about what they think they will experience and then what they gained after the experience. She cautioned that the requirement begins for fall 2012 and while freshman will have 4 years to complete it, transfer students will not and there needs to be a viable plan in place. Associate Provost Booth said at this point Dr. Tina Kandakai and Ms. Ann Gosky have been working to get agencies lined up for the community service component and have amassed over 150 agencies. She added that if the members knew of agencies to contact Dr. Kandakai and get them added to the list. She said that the hope is to have all of the particulars in place in the beginning of the spring semester. She indicated that there is a request to hire another person to work on community contacts and ELR paperwork.

Director Robert A. Walker asked what the workload implications are for option 4 as opposed to 1-3; option 4 has a real workload implication. Associate Provost Booth indicated that this is a handbook issue similar to independent study. Dean Williams said this issue has been raised and it appears that every department intends to have a course approved within their major; for others though, there may be a workload issue. He said he agrees, but does not have the answer. Associate Professor Williams posed the scenario that if a student has satisfied the ELR but wants to have one of these types of experiences it is creating more work for the faculty. Dean Williams responded that presumably it will benefit the student.

Professor Janson stated that he was surprised by Associate Provost Booth's desire to hire another person because Faculty Senate never wanted to spend money on this; if this had been known he didn't believe it would have been approved. Associate Provost Booth replied that with over 4,000 students it would take more than the current staffing level to manage it.

Discussion Item 2: An update on federal integrity rules.

Associate Provost Booth indicated that this discussion would be a recitation of last month's federal certificate guidelines; the federal government puts through many regulations with which we must comply. She said that many associations are lobbying to try to get rid of some of these but they are not being particularly successful. She indicated that one of the things mandated was for distance learning (DL), any course that can be taken by any students outside of Ohio, we must seek permission to offer DL in those other states. She said that all 50 states and territories have been contacted because we have students in all of them. All but 5 have responded, but some of the answers have been "we don't know yet, we will get back to you" or some are "yes, but you have to fill out the paperwork". She added that a couple of higher education groups are trying to get reciprocity agreements and that there is a lawsuit pending about whether or not the federal government has jurisdiction but it was determined that this is a procedural issue rather than a jurisdiction issue. She said if the state just requires paperwork that is fine, someone can fill that out, but some states are requiring money. We have to be very circumspect about where we are going and how we do that. She said that we have to tell students from Massachusetts "glad to have you but you can't have financial aid because we are not approved in your state". Some states have annual fees, some require a physical presence. She said that if we advertise, have interns or student teachers, someone teaching the DL courses there for some it counts as a physical presence but of course no state is like another state. That is why we keep asking you here your students are. She added that right now we are seeking permission from our top 15 states. Associate Dean Hanson asked what Ohio is saying to other states. Associate Provost Booth said they are saying they don't know yet. Professor Janson said that is appears that a student can take the course if the student pay for it themselves, but if they want financial aid it could be a problem. He asked if Embanet, the company that handles online degree payments, has been notified. Associate Provost Booth said that no one has been told not to admit students to our programs. Professor R. Scott Olds asked which were our top states. Associate Provost Booth said that Pennsylvania, New York, Michigan, Wisconsin, Kentucky, West Virginia—the big cohorts that are around us. She added that the 15 have been identified based on DL enrollment or where they are placed.

The next item discussed by Associate Provost Booth was awarded credit hours. She said that credit hours must be awarded based on the attainment of learning objectives, not seat time, but seat time is not being done away with either. She said that many are going through the exercise reporting this for courses, it is all tied to financial aid because the concern is are students getting what the federal government is paying for. She said the regional accreditors will do a random sample of the course syllabus, activities in and out of the classroom which all has to lead to the accomplishment of learning outcomes. She added that they will be looking across sections too to make sure that the same amount of work is being done for the same hours of credit. Comparisons across departments will be done as well. She explained this is why everyone has been filling out basic data sheets so that they can be implemented into the new system. Assistant Dean Haley reminded Associate Provost Booth about

guidance regarding independent study courses and the like. Associate Provost Booth said there is a hope to be able to put those in en masse.

Associate Provost Booth also discussed what the new guidelines are for repeated courses. She said that if a student takes a course, gets a D, opts to try to increase the grade and gets and F; the first and second time the federal government will pay for but if the student takes it a third time they will not because the student passed the course the first time with a D. However, they can continuously fail the course and the government will pay for it.

Discussion Item 3: Gainful employment regulations and the definition of a certificate at Kent State.

Associate Provost Booth indicated that this item too was tied to financial aid, particularly the for-profit institutions, because we are being mandated with the same types of requirements; except so far, we are only required to report on certificates. She said at this point in time, for certificates, we have to be able to show gainful employment; after the students leave are they getting jobs. She said that the reporting was done over this past summer and a request was put to you to review your certificates; are you using them, are they necessary, or could they be a minor? She posed the question, what should a certificate be at Kent State University. Director Tillett said that the last gainful employment meeting she attended was messy and long, the biggest problem is students are declaring the certificate at the same time they are applying for graduation. Someone notices that the student qualifies for a certificate so they just put that through as well. She stated that something needs to be put in place so that that scenario does not happen. She explained that every semester we must report who is enrolled in the certificate programs and many time we don't know they are enrolled until they graduate, to the point where now we are trying to determine the students' intention. We have to match student up to their coursework and ask when the student took the courses and are they enrolled in the certificate or not. Another scenario she pointed to was advisors processing exceptions where the courses students took do not match that is in the catalog, the approved certificate, but the students are being granted certificates. She said there are several certificates that have no or very low enrollment but they must continue to be reported. Associate Provost Booth said there about 150 certificates on the books but only 30-40 that have legitimate enrollment. She implored the members to really look at if it is an operable certificate. Director Tillett said that the certifications have not been internally regulated or reviewed and questioned the definition of a certificate at Kent State. Is it extra credentialing for the student? She added that the original intention was for them to be a stand-alone credential and that it would give them financial aid for not being enrolled in a degree program but it is also a good bridge to an associate degree program. She added that the Associate and Assistant (A&A) Deans Committee are reviewing the admissions and graduation requirements for certificates.

Discussion Item 4: Master's degree programs comprising coursework only (i.e., no required culminating experience).

Dean Mary Ann Stephens explained that for those who do not sit on the graduate council, our work is guided by the best practices publication by the Council of Graduate Schools (CGS) made up of over 800 graduate schools in the United States, Canada and Western Europe. CGS is made up of graduate deans who are very thoughtful individuals and they have put out a number of publications, but the one being drawn from today in on master's education and how to build a strong viable master's program. She said that she would like the council's thoughts on what Kent State expects or how a master's degree is defined; what are the elements that help decide a program is meeting Kent State standards. The only criterion we have now is 30 minimum hours of graduate credit. She said that based on a survey of 300 master's programs the listing in the handout (attachment) is typical requirements of different masters programs in the U.S. and Canada; the typical requirements fall into two categories, either a research scholarship or an applied/career-oriented degree. She explained that the master's for research and scholarship is for teaching in a community college or as part of a doctoral program; this is the traditional thesis track. The applied programs are the ones that prepare student for work in non-profit, government,

business or for licensure in regulated fields. She said she is open to hearing what the council had to say because the University never specified what a master's degree is. She asked them to consider coursework only master's degree.

Associate Professor Mikusa said that this should be defined by individual colleges because they do so based on accrediting agencies and specific things. He asked if this was an attempt to standardize the master's degree. Dean Stephens said that it is an attempt to specify whatever is required that would meet the criterion of a culminating experience. Associate Professor Mikusa said that he believed that it was a standardization attempt otherwise it would be left up to the colleges. Dean Stephens gave the example of the ELR and other undergraduate requirements that are not required for the master's degree, in that sense it is standardization, but not dictating what is required. If it were decided to have other elements there would be flexibility as to how it is met. Associate Professor Mikusa said he is against it because master's degree students are attracted based on faculty, if there is a problem getting students, then the program should be examined. It is just one more burdensome element to slap on faculty. Associate Dean Stalvey asked if this is different from the Ph.D. requirement of a culminating experience; it is not dictated what the experience is. He said he believed what was being asked is if in addition to the 30 hours there should be a culminating experience or just leave it at 30 hours. Dean Stephens replied in the affirmative but clarified that the culminating experience could be within the 30 hours. Professor Feinberg asked if there are currently any master's programs that do not have a culminating experience. Dean Stephens answered that there were a few that are coursework only programs. Dean Williams said that Economics has a coursework only or thesis option and in 30 years only 2 students have chosen to do the thesis. Director Walker said that Computer Science also has that option; 32 credit hours of which 6 are thesis or extra coursework. Chair Paul A. Farrell said that he agreed with Associate Professor Mikusa fearing that it would create incredible bureaucracy. He added that he was reluctant to go ahead with the idea and specify a culminating experience because it detracts from part-time students and adding criteria like that would make us uncompetitive.

Dean Stephens said she had been viewing it from the student's perspective as enhancing their education. Associate Professor Vande Zande said the sheet provided (attachment) looks reasonable, if you look at it from the students' experience, but you wouldn't be able to measure these. She asked if an exam would become part of it. Dean Stephens replied that departments could create their own rationale to meet the culminating experience. She added that it could be a series of three courses but it will vary by discipline. Professor Selinger said it depends on how the degree is fitting into the student's life, it could be someone on the way to Ph.D. where the culmination is dissertation but there could also be someone already in the field enhancing their qualifications. He said that we should not try to fit in culminating requirements for a self-contained master's program.

Associate Professor Adil M. Sharag-Eldin pointed out that the master's degree could be a culmination itself. Professor Janson said since offering the music program online there is only a capstone course, but the final exam for that should qualify. Associate Dean Stalvey said that Professor Selinger's comment made him think of the Physics Department where they apply for the master's degree on the way to getting their Ph.D. Professor Selinger said that another group of student to consider are those who enroll in the Ph.D. but are unsuccessful because they do not finish their dissertation; we can give them a master's degree instead. Professor Olds said that the College of Public Health is supportive of a culminating experience.

Discussion Item 5: Course hold policy.

Chair Farrell introduced the item by reminding the members that this policy was an issue at the September Faculty Senate meeting. He said that it was an information item prompted by an email from Director Tillett regarding the implementation of a course hold policy. He added that there were significant concerns, particularly because we are not filling vacant positions. The view of Faculty Senate was there should be a more formal approach for notification. Professor Janson said that the Faculty Senate felt that

departments needed to be enlisted for notification of when the courses go on hold. He added that his problem with the policy is that we have not been able to hire faculty and some courses are waiting for that, others have been combined because there aren't enough faculty. Associate Professor Williams said that the current process is if they discover a course hasn't been taught it automatically goes on hold. Departments should be given a little leeway to say "wait". She added that the current policy doesn't seem to do that. Director Tillett said that the hold policy is activated when a course has not been offered in 5 consecutive years; the whole philosophy is that the University Catalog should accurately reflect what is being offered. The courses are put on hold for 3 year, during those 3 years the course can be offered, all it requires is someone contacting my office and saying we are offering it, and then we take it off hold. If nothing is done then 8 years have gone by and it hasn't been offered. Director Tillett explained that the Deans' offices were notified this summer and since then 6 to 10 units have requested we remove courses and we immediately took them off hold. We have also had departments say they will not be offered again and they put workflows through to inactivated them, or they allow us to go ahead and inactivate them.

Chair Farrell said one of the ambiguities with the policy is that the hold is place on after 5 years, or 10 years for courses offered in alternate years. He said with RCM people have move to offering courses every two years. He also asked about how the policy affects cross-listed courses. Director Tillett explained that only the courses that are not being offered are place on hold; they are two separate courses, if everyone is registering for one and the other one hasn't been schedule then it would be put on hold and the other would be left open. Associate Dean Hanson said she is concerned with the possible loss of data. She said that if a new faculty member were hired and they looked at the course listing and doesn't see the courses they might assume that it doesn't exist. She added that a student might also be deterred if they don't see those courses there. Professor Feinberg said that his concern is if the course is visible on the books, then students can see them and they can ask for it to be taught, this way they don't know the course exists and can't ask for it to be taught. Associate Provost Booth said that she would like to see the data for how many students ask for courses as opposed to those who are frustrated by seeing what is not being offered. Associate Professor Mikusa said that would only happen with general electives because they are not in programs; and for the most part students are looking at the Schedule of Classes. He added he is not in favor of courses being automatically inactivated, that the departments should have to do that. Director Tillett explained that there were 1600 courses on the list of what has not been offered; years ago the Associate Provost Gayle Ormiston asked for what was suggested by Associate Professor Mikusa and he got no response.

Associate Professor Carduner said that she has noticed student putting courses in their degree audit that will probably not be offered. She said she is also concerned about student who come to Kent State because of courses they see but are not offered. She said she has mixed feelings about the policy. Director Tillett pointed out that if a course had not been offered in 10 years most likely it would need to be revised, and the same course number can be used if they are equivalent. Chair Farrell concluded by saying that if departments were notified they might be more comfortable which would garner a better response.

The meeting adjourned at 5:28 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

Attachment

Master's Education

Outcomes

The master's degree is awarded to students who demonstrate a level of academic accomplishment and subject mastery substantially beyond that required for the baccalaureate degree.

Graduates from master's degree programs should have developed the ability to:

- Think logically and consistently;
- Integrate and synthesize knowledge;
- Access up-to-date knowledge and information within the discipline;
- Communicate in a clear, consistent and logical manner, both orally and in writing;
- Understand the interrelationships between their discipline and others;
- Be aware of and prepared to deal with ethical dilemmas within their profession;
- Apply their knowledge of the discipline to real-life situations; and
- Adapt to the dynamic requirements of their profession and their workplace.

Classifications (Ford Foundation survey; N=333 master's programs)

1. Research/Scholarship Based (classical/traditional master's)

   Prepares students for doctorate, community college teaching or awarded en route to a PhD

   Typical requirements:
   Course work
   Research/scholarly project
   Thesis/non-thesis capstone project

2. Practitioner/Career Focused (applied master's or professional master's)

   Prepares students for business, government, nonprofit careers, or licensure in regulated field

   Typical requirements

Applied master's	Professional master's
Coursework	Coursework
Field observation of application	External advisory board/presenters
Capstone course or project	Team work on real-world project
Internship	Development of high-level communications and professional skills
	Internship

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: December 20, 2012

The University Requirements Curriculum Committee has approved the following course on a temporary (one semester) basis for use in the Kent Core, effective Spring 2012:

MATH 20095, Special Topics, 5 cr.

Cc: Therese Tillett, Curriculum Services
Mary Ann Haley, A&S
URCC

From: TILLETT, THERESE
Sent: Thursday, November 10, 2011 1:45 PM
To: WILLIAMS, DONALD
Subject: temporary approval for Kent Core math course
Attachments: 12001_ALEKS_ Syllabus_SP_2012.doc

Hello, Don,

I am requesting that the URCC consider a conditional, temporary approval for MATH 20095 Special Topics: Pre-calculus to satisfy the Kent Core Mathematics and Critical Reasoning area for one semester only – Spring 2012.

The Department of Mathematical Sciences is offering this 5-credit pilot course that will combine MATH 11010 Algebra for Calculus and MATH 11022 Trigonometry into one semester-long course. The department will be submitting paperwork to make this a regular course for fall 2012 and will follow the usual steps for approval for that course.

As you know, MATH 11010 is an approved Kent Core course. MATH 11022 is not an approved Kent Core course; however, it is approved for Kent State's Ohio Transfer Module. (As we've discussed previously, we have the unusual circumstance of having two courses in our OTM that are not in the Kent Core – this is one of those courses.)

I know that the URCC has done this in the past (in 1999, the URCC approved a math special topics course for LER designation for one semester), so I am not asking for any precedent-making decision. My request is being made so as to not disadvantage students who may benefit from taking this one course—rather than the two separate courses—but will lose their Kent Core credit by doing so.

Since students are currently registering for spring 2012, I respectfully ask that the URCC consider this in a timely matter as students and advisors need to know whether this can count toward the Kent Core; student schedules may depend on that answer.

Attached is the syllabus for MATH 20095: Special Topics: Pre-calculus. Assistant Professor Bev Reed will be teaching the course.

Please 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 University Library | 1125 Risman Dr | Kent, OH 44242
Tel: 330-672-8558 | Fax: 330-672-2645 | ttillet1@kent.edu | http://www.kent.edu/
Curriculum Services: www.kent.edu/provost/curriculum

MATH 20095 - ALEKS Pre-Calculus Spring 2012

INSTRUCTOR: Beverly M. Reed **OFFICE**: 334 MSB
PHONE: (330) 672-9092 **E-MAIL:** breed1@kent.edu
OFFICE HOURS: ; Other times by appointment.

MEETING TIMES: 11:00 – 11:50 MW in the Emporium Lab on the second floor of the library and 11:00 – 12:15 in a regular classroom.

COURSE GOALS: The purpose of this course is to develop conceptual understanding and fluency with algebraic techniques and manipulations necessary for success in Calculus. We will study elementary functions and graphs, including polynomial, rational, exponential, logarithmic and trigonometric functions; complex numbers; the conic sections and arithmetic and geometric sequences and series.

COURSE PREREQUISITE: You are expected to have successfully completed (with a grade of C or better) MATH 10024 here at Kent or have an appropriate placement score on the university placement exam. If you do not satisfy these prerequisites, the Registrar may de-register you from this course.

TEXT: ALEKS is sophisticated, artificially-intelligent software that will guide your learning in this course. It provides step-by-step explanations of problems and an electronic version of our text. This e-book is interactive and provides videos, animations, and the technology for highlighting text. Please see the separate ALEKS handout for more information and registration details. You need NOT purchase a hard-cover book.

CALCULATOR: **Only** the calculator provided by ALEKS will be permitted on any work on ALEKS, including ALL assessments. You may need a graphing calculator for the group homework assignments**.** I will periodically be using a TI*83 plus or TI*84 plus for in-class demonstrations.

VISTA website: We have a Vista site for this course, which you can enter via flashline under the "My Courses" tab.

ATTENDANCE POLICY: Regular attendance is necessary and expected.

CLASSWORK: During each 75 minute Tuesday and Thursday class, you will complete a set of Classwork problems with your group. Each problem set is worth 4 points and is graded on completeness, effort, and accuracy.

TEAM HOMEWORK: You will have one team homework assignment due before each exam. Each of these consists of 5 problems from the ebook, and needs to be completed outside of class. Each assignment is worth 20 points and is graded on completeness, accuracy, and presentation.

ASSESSMENTS and EXAMS. All assessments and exams will be taken on ALEKS at the Emporium Lab on the second floor of the library. Some assessments occur automatically in ALEKS; others are instructor-generated. ALEKS automatically generates an initial assessment, periodic progress assessments, and the final comprehensive assessment. Your instructor has created (on ALEKS) five chapter exams.

1) **Initial Assessment** . When you first login to ALEKS, the software will ask you to complete this assessment. After you complete it, ALEKS will show a pie chart indicating the topics you have mastered and those you need to learn. Average time is 90 minutes for 25-35 questions. You may take this assessment outside of the Emporium Lab. HOWEVER, you need to complete it WITHOUT reference to notes, textbook, calculator, or other outside assistance. If you obtain outside help, ALEKS will NOT be able to accurately assess your knowledge. This assessment does NOT count towards your course grade.

2) **Progress Assessments.** After you spend 5 hours AND master of 20 topics OR after you spend 10 hours on ALEKS, an automatic progress assessment occurs. Time required to complete these varies between 25 to 75 minutes, though none should take longer than the initial assessment. These assessments need to be taken in the Emporium Lab, but will NOT count toward your grade.

The pie chart is redrawn after each of the above assessments.

3) **Comprehensive Final Assessment**. If you finish 100% of the topics, this assessment will occur early. Otherwise, all students will take this assessment during the regularly-scheduled final exam period. The average completion time for this exam is 90 minutes. The exam has at most 35 questions. This comprehensive assessment MUST be taken in the Emporium Lab and counts as your final exam.

4) **Chapter Exams.** Your instructor has created five chapter exams on ALEKS. Each exam will cover the topics indicated on the tentative day-by-day schedule. These exams must be completed on the designated day in the Emporium Lab during our regular lab time. If you do not meet the following benchmarks for **percentage of topics mastered before midnight of the day before each exam**, your instructor **will deduct 10 points** from your exam score.

Exam	Benchmark
I	**20%**
II	**30%**
III	**40%**
IV	**50%**
V	**60%**
Final Exam	**70%**

MAKE-UP EXAMS: Given only under extraordinary circumstances with written verification of a university-accepted excuse (documented illness, death in immediate family, university-sponsored event). Please notify me IN ADVANCE, if possible, if an exam is to be missed.

GRADING:

5 Exams @ 100 points apiece	**500**
Classwork @ 4 points apiece	**100**
Group HW assignments @ 20 points each	**100**
Comprehensive assessment	**300**
Total Points Possible	**1000**

Grading Scale

				A	93 – 100	A–	90 – 92
B+	87 – 89			B	83 – 86	B–	80 – 82
C+	77 – 79			C	73 – 76	C–	70 – 72
D+	67 – 69			D	60 – 66	F	0 – 59

There will be NO CURVE

In order to pass the course with a grade of C or better, you need to **score at least 73% on the comprehensive assessment** and **master at least 80% of the topics**. If you do not meet either of the above criteria the highest grade you will earn for the course is a C-.

In order to continue on to MATH 11012 (Intuitive Calculus) or MATH 12002 (Analytic Geometry and Calculus I), you need to earn a grade of C or better in this course.

CHEATING AND PLAGIARISM: 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/chap3/3-01-8.cfm and/or ask.

STUDENTS WITH DISABILITIES: University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

CELL PHONES: Out of courtesy to your classmates and to me, please turn your cell phones OFF during class. If you are expecting an emergency call, please set it to *vibrate*.

REGISTRATION REQUIREMENT: The official registration deadline for this course is
. 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.

WITHDRAWAL DEADLINE: The official withdrawal deadline for this course is .

COMMUNICATON: Please check your university kent.edu email on a regular basis.

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposals for EPC Action

Date: November 22, 2011

The University Requirements Curriculum Committee has approved the inactivation of the following Kent Core courses, effective Fall 2012:

HONR 13197 History of Civilization I, 3 cr.
HONR 13297 History of Civilization II, 3 cr.
HONR 13397 US History I, 3 cr.
HONR 13497 US History II, 3 cr.
HONR 15297 American Politics, 3 cr.
HONR 21197 Principles of Microeconomics, 3 cr.
HONR 21297 Principles of Macroeconomics, 3 cr.
HONR 35097 Colloquium in Political Science, 3 cr.
HONR 15397 World Politics, 3 cr.
HONR 15497 Comparative Politics, 3 cr.

Cc: Therese Tillett, Curriculum Services
Victoria Bocchicchio, Honors
URCC

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

From: Donald R. Williams, Dean

Subject: Course inactivation request

Date: November 22, 2011

The Honors College requests inactivation of the course numbers listed below. With the exception of HONR 30496 and HONR 40497, these courses are redundant and are offered with their own departmental course numbers. For example, HONR 21297 is the Honors section of Econ 22061 (Introduction to Macroeconomics). These Honors specific course numbers were created several decades ago when the University was considering a departmental Honors program model. In consultation with the departments involved, we stopped using these course numbers over two years ago.

HONR 30697 and Honors 40697 (International Study) were designed about a decade ago with a particular plan for preparing students for study-abroad experiences. Due to the changes in the Office of Global Education (at that time the Office of International Affairs), these courses have never been taught.

HONR 13197 History of Civilization I
HONR 13297 History of Civilization II
HONR 13397 US History I
HONR 13497 US History II
HONR 15297 American Politics
HONR 21197 Principles of Microeconomics
HONR 21297 Principles of Macroeconomics
HONR 35097 Colloquium in Political Science
HONR 15397 World Politics
HONR 15497 Comparative Politics
HONR 30497 International Study
HONR 40497 International Study

Interdepartmental Correspondence
THE HONORS COLLEGE
Kent State University

To: Donald R. Williams, Co-Chair, URCC

From: Victoria Bocchicchio, Senior Special Assistant to the Dean

Date: November 8, 2011

Subject: Large Scale Course Inactivation

Attached is a proposal for a large-scale curriculum proposal to inactivate many HONR courses. Nine of the twelve courses have Kent Core status. Those nine are listed below.
This proposal was approved by the Honors College Policy Council on November 7, 2011. Email support from affected departments is also attached.

HONR 13197 History of Civilization I
HONR 13297 History of Civilization II
HONR 13397 US History I
HONR 13497 US History II
HONR 15297 American Politics
HONR 21197 Principles of Microeconomics
HONR 21297 Principles of Macroeconomics
HONR 15397 World Politics
HONR 15497 Comparative Politics

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Nov-11** Curriculum Bulletin _____

Effective Date **Spring 2012** Approved by EPC _____

Department	**Honors**
College	**HC - Honors**
Proposal	**Large-Scale Change to Courses**
Course Subject	**HONR** Course Number **See attached proposal**
Course Title	**See attached proposal**

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
- ☐ Kent Core
- ☐ Writing-Intensive (WIC)
- ☐ Diversity
- ☒ Other **Inactivation**

Describe impact on other policies, programs 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):
History, Political Science, Economics

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

_____ 11/4/11
College Dean (or designee)

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Inactivation of HONR course numbers
Fall 2011

We propose the inactivation of the course numbers listed below. With the exception of HONR 30496 and HONR 40497, these courses are redundant and are offered with their own course departmental course numbers. For example, HONR 21297 is the Honors section of Econ 22061(Introduction to Macroeconomics). These Honors specific course numbers were created several decades ago when the University was considering a departmental Honors program model . In consultation with the departments involved, we stopped using these course numbers over two years ago.

HONR 30697 and Honors 40697 (International Study) were designed about a decade ago with a particular plan for preparing students for study-abroad experiences. Due to the changes in the Office of Global Education (at that time the Office of International Affairs), these courses have never been taught.

HONR 13197 History of Civilization I
HONR 13297 History of Civilization II
HONR 13397 US History I
HONR 13497 US History II
HONR 15297 American Politics
HONR 21197 Principles of Microeconomics
HONR 21297 Principles of Macroeconomics
HONR 35097 Colloquium in Political Science
HONR 15397 World Politics
HONR 15497 Comparative Politics

HONR 30497 International Study
HONR 40497 International Study

BOCCHICCHIO, VICKI

From: Kent, Richard
Sent: Friday, November 04, 2011 2:41 PM
To: BOCCHICCHIO, VICKI
Subject: RE: HONR courses

Yes, the Economics Department supports the inactivation of these two course numbers.

Dick

Richard J. Kent
Professor of Economics and Chair
Kent State University
(330) 672-1084
rkent@kent.edu

From: BOCCHICCHIO, VICKI
Sent: Friday, November 04, 2011 1:53 PM
To: Kent, Richard
Subject: HONR courses

Dear Dick,

You may recall that we stopped using the HONR course numbers for Honors sections of Economics courses a few years ago. The course numbers were redundant and presented problems once the university moved to the Timetabling scheduling system. I would like to submit a request to URCC to inactivate these course numbers:
HONR 21197 Principles of Microeconomics
HONR 21297 Principles of Macroeconomics

May we ask for your support in this request?

Victoria Bocchicchio
Senior Special Assistant to the Dean
Honors College
Kent State University
330-672-2312

BOCCHICCHIO, VICKI

From: BINDAS, KENNETH
Sent: Friday, November 04, 2011 2:11 PM
To: BOCCHICCHIO, VICKI
Subject: Re: HONR courses

Vicki,
You have my support.

Ken
Dr. Kenneth J. Bindas
Professor & Chair
Department of History

From: "BOCCHICCHIO, VICKI" <vbocchic@kent.edu>
Date: Fri, 4 Nov 2011 13:49:37 -0400
To: "BINDAS, KENNETH" <kbindas@kent.edu>
Subject: HONR courses

Hi Ken,

You may recall that we stopped using the HONR course numbers for Honors sections of History courses a few years ago. The course numbers were redundant and presented problems once the university moved to the Timetabling scheduling system. I would like to submit a request to URCC to inactivate these course numbers:
HONR 13197 History or Civilization I
HONR 13297 History of Civilization II
HONR 13397 US History I
HONR 13497 US History II

May I ask for your support in this request?

v

Victoria Bocchicchio
Senior Special Assistant to the Dean
Honors College
Kent State University
330-672-2312

BOCCHICCHIO, VICKI

From: HOOK, STEVEN
Sent: Friday, November 04, 2011 2:07 PM
To: BOCCHICCHIO, VICKI
Subject: RE: HONR courses

That's fine, Vicki.

Best from Bowman Hall,
Steve

Steven W. Hook
Professor and Chair
Department of Political Science
Kent State University
Kent OH 44242 USA
(330)672-8928 (office)

From: BOCCHICCHIO, VICKI
Sent: Friday, November 04, 2011 1:51 PM
To: HOOK, STEVEN
Subject: HONR courses
Importance: High

Hello Steve,
You may recall that we stopped using the HONR course numbers for Honors sections of Political Science courses a few years ago. The course numbers were redundant and presented problems once the university moved to the Timetabling scheduling system. I would like to submit a request to URCC to inactivate these course numbers:
HONR 15297 American Politics
HONR 35097 Colloquium in Political Science
HONR 15397 World Politics
HONR 15497 Comparative Politics

May I ask for your support in this request?

Victoria Bocchicchio
Senior Special Assistant to the Dean
Honors College
Kent State University
330-672-2312

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposals for EPC Action

Date: November 23, 2011

The University Requirements Curriculum Committee has approved the following courses for Diversity Course status, effective Fall 2012:

PH 10002, Introduction to Global Health, (Global status), 3 cr.
PH 44000, Health Disparities, (Domestic status), 3 cr.

The CCUs have been submitted through the workflow. The Diversity Course Proposal Questionnaires and sample course evaluations are attached.

Cc: Therese Tillett, Curriculum Services
Thomas Brewer, Public Health
URCC

Diversity Course Proposal Questionnaire

Please review the Diversity Requirement Objectives and Criteria before completing and submitting the questionnaire to the University Requirements Curriculum Committee accompanied by a Certification of Curriculum Proposal (CCP), Basic Data Sheet (BDS) and a typical course syllabus.

Department/School: College of Public Health

Course Number: PH 10002 **Credit Hours:** 3

Course Title: Introduction to Global Health

Diversity Category: Global

Prerequisite(s): None

Your responses should reflect the needs and resources of the integrated eight-campus system.

1. Explain how the course addresses specific diversity requirement objectives and criteria as a primary purpose. Please be explicit and concrete; this is the heart of the proposal.

   Introduction to Global Health provides "[a]n overview of the biological, social and environmental contributors to health and diseases in populations around the world, including case studies of selected infectious diseases, nutritional deficiencies and health effects of environmental change." As such, the current trends in morbidity and mortality due to various causes among diverse populations/countries around the world and between various sub-populations (e.g., by levels of socioeconomic status, gender, race/ethnicity, immigrant and/or refugee status) within countries are explored in this course. Various factors contributing to disparities in morbidity and mortality among diverse global populations and sub-populations are discussed in this course. Contributions of diverse biological, cultural, socioeconomic, environmental, and health policy factors to health and disease in various populations around the world are discussed. In addition, the role of various governmental, bi- and multi-lateral agencies, and non-governmental organizations and international collaboration in alleviating health problems in the global and local context is explored. After taking Introduction to Global Health students will have an understanding and appreciation of the health issues facing different populations around the world and contribute to making them an educated global citizen.

   The primary purpose of this course, as stated in the diversity guidelines, is the "study of diversity" [Guidelines--Emphasis] in health and health status among populations in low-, middle- and high-income countries.

   This course addresses the "diversity [or disparities in health] issues" [Criteria 1] among and within these countries. The issue of health disparities, i.e. differences in disease and deaths in various population, explored in the course is fundamentally the study and understanding of "unequal and/or discriminatory treatment" [Criteria 1] in health and health care access by socioeconomic status, race/ethnicity, gender, and other population characteristics. Society and culture play dominant roles (positive and negative) on individual and population health, and

their influence on the health of various populations are explored in this course [Criteria 2, 8, 9, 10, 11, 12]. For example: understanding of health and disease from the western and non-western perspectives (various ethnocentric perspectives) and their implications for health are discussed; similarly, influence of gender roles and their implications for health of mothers and children are explored. As the name Introduction to Global Health clearly suggests, the course "encourages global awareness and sensitivity" (Criteria 3). In addition to society and culture, physical, political and economic environments have important roles in population health. As such, global physical and political geography and economic landscape are introduced in the course. The ultimate purpose of public health/global health is to improve population health and reduce health disparities. This involves understanding of global health disparities (as discussed above) and developing and communicating the solutions for the diverse populations. The course requires students to learn about developing and communicating the solutions to deal with global health disparities (Criteria 7). For example, exploring culturally appropriate ways to reduce maternal mortality in a patriarchal society. This not only involves the understanding of the cultural and social context of the problem but also being able to develop solution and communicate about it with the members of that patriarchal community to get a "buy-in".

This course ultimately will "help the students to live and [work] in a world of diverse communities" with a focus on reducing global health disparities. This course is "intended to promote awareness of ...global differences [in health], to identify shared values [and solutions to the global health problems through] the understanding of one's own culture and [global diversity in cultures, beliefs, economics, and geographic and political situations (Objective).

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 by the College of Public Health since Fall 2010 both as Honors and traditional sections. Two regional campuses have also offered the course. To date, there has been a total of 11 sections offered with a combined enrollment of 389 (μ=35.4). The course has been been in demand and has been very well received (see the summary of student evaluations attached). Because the course focusses on global heath issues, we have always believed that the course was ideally suited course to fulfill the global diversity requirement. The course objectives have always been understanding and appreciating health issues among diverse global populations, which perfectly align with objectives of a global diversity course. Therefore, we have not changed the course objectives to meet the diversity requirements.

3. For what audience would this be a particularly good diversity course? Explain.

This course would be a a good diversity course for undergraduates with global interest but particularly of interest and relevance for majors in political science, international relations, pre-health (medicine, public health, nursing, allied health), pre-veterinary, journalism, communication and media relations, environmental science, anthropology, sociology, biology, and economics. All of the listed areas of studies have influences in impacting global health and therefore can contribute to shared solutions to global health problems.

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 was developed by a group of tenure-track faculty trained in global health. Dr. Mark James is the Director of the College's Global Health initiative and he oversees the continued development and maintenance of the course, along with a group of full-time and part-time

faculty. Part-time faculty who teach the course are vetted by the College and receive mentorship from full-time faculty.

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?

   Our current online enrollment cap is 60 students per section. In-class section enrollment is dictated by class size but generally does not exceed 60. We plan on offering four sections at the Kent campus when/if the course achieves diversity status. This would be 2 in-class sections (one during the day and one in the evening) and 2 online sections (one 15 week section and one half-semester section). We currently have sufficient faculty and staff resources to offer this number of sections.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   The teaching and learning in this course will be evaluated through student presentations, participations in discussions, written assignments, and examinations. Written students presentations, written assignments and discussions are specifically designed to evaluate students understanding of the issues of diversity in morbidity and mortality among various populations and possible solutions. In accordance with the newly-adopted undergraduate accreditation criteria set forth by the Council on Education in Public Health, the course will be undergoing a fairly significant revision during summer 2012. The core tenets of the course will remain in tact, and strengthened, the changes will revolve around more rigorous assessment of course objectives and learning outcomes. To prepare for this, the College has become an institutional member of the Global Health Education Consortium which provides extremely valuable resources for the course.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   This course primarily addresses global diversity issues. However, domestic diversity (local) issues are also discussed when making global comparison. For example, when comparing disparities in infant mortality by various countries, issues of disparities in infant mortality within various socioeconomic and racial/ethnic sub-groups in the U.S. is also discussed.

Name of person preparing form: Madhav P. Bhatta, MPH, PhD Submission date: 11/4/11

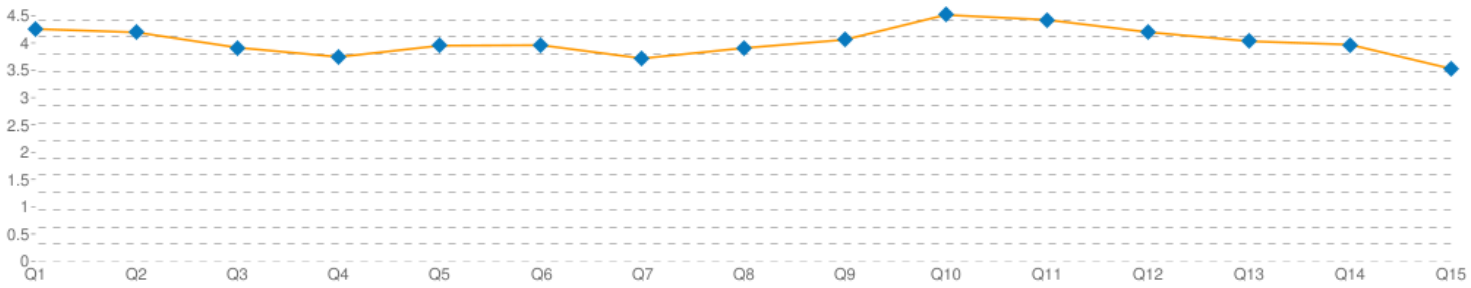
Thom W. Brown 11-9-11

Signature of chair/director verifying curriculum committee approval Date

View Student Survey of Instruction

SSI Summary for PH-10002 Introduction to Global Health

Number of Students that took the survey: 111



Student Items

	I am taking this course for:	Major	Minor	LER	Elective	Other	Omitted	Section Mean	Std Dev
		62.2%	5.4%	7.2%	12.6%	12.6%	0%	3.92	1.52
	How many classes did you miss?	0	1-2	3-5	6-8	9+	Omitted	Section Mean	Std Dev
		67.6%	21.6%	9%	0.9%	0%	0.9%	4.532	0.7
	The grade I expect to receive in this course	A	B	C	D	F	Omitted	Section Mean	Std Dev
		55%	37.8%	6.3%	0%	0%	0%	4.451	0.62
	What is your current KSU Grade Point Average?	0.0-1.9	2.0-2.5	2.6-3.0	3.1-3.6	3.7-4.0	Omitted	Section Mean	Std Dev
		0.9%	5.4%	34.2%	34.2%	23.4%	1.8%	2.205	0.92

Student Commitment and Learning

Q1	I did the required preparations for each class	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		44.1%	42.3%	9%	4.5%	0%	0%	4.257	0.81
Q2	I learned valuable information/skills from this course.	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		37.8%	48.6%	9%	4.5%	0%	0%	4.194	0.79

Instructor Items Course organization

Q3	Expectations were clear to me throughout the course	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		38.7%	36%	7.2%	15.3%	1.8%	0.9%	3.915	1.13
Q4	The structure/organization of the course helped me learn.	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		31.5%	35.1%	14.4%	15.3%	2.7%	0.9%	3.744	1.14
Q5	The courses material/activites helped me learn	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		31.5%	46.8%	10.8%	8.1%	1.8%	0.9%	3.951	0.98

Evaluation Practices

Q6	The assignments and tests allowed me to demonstrate what I learned	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		34.2%	42.3%	12.6%	8.1%	1.8%	0.9%	3.96	1
Q7	I received feedback about my progress throughout the course	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		34.2%	31.5%	13.5%	13.5%	7.2%	0%	3.717	1.28

Instructor Characteristics

Q8	The instructor gave clear written/oral explanations	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		36.9%	35.1%	11.7%	14.4%	1.8%	0%	3.906	1.11
Q9	The instructor motivated me to think about the subject	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		37.8%	39.6%	13.5%	9%	0%	0%	4.059	0.93
Q10	The instructor demonstrated knowledge of the subject manner.	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		63.1%	26.1%	9.9%	0.9%	0%	0%	4.514	0.71
Q11	The instructor showed respect for the students	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		61.3%	27%	6.3%	3.6%	1.8%	0%	4.424	0.92
Q12	The instructor was available for individual consultation	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		51.4%	23.4%	19.8%	4.5%	0.9%	0%	4.199	0.98

Physical Facilities, Equipment and Technology

Q13	The classroom and physical facilities support the learning activities in this course	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		37.8%	31.5%	27%	3.6%	0%	0%	4.032	0.9
Q14	Equipment and technology used supported the learning activities in this course	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		31.5%	38.7%	26.1%	2.7%	0.9%	0%	3.969	0.88

Summary Question

Q15	Overall, how would you rate your learning experience in this course?	Excellent	Very good	Good	Fair	Poor	Omitted	Section Mean	Std Dev
		21.6%	32.4%	26.1%	17.1%	2.7%	0%	3.528	1.1

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: College of Public Health

Course Number: PH 44000 **Credit Hours:** 3

Course Title: Health Disparities

Diversity Category: Domestic (U.S.)

Prerequisite(s): Students must have achieved upper division status (junior or senior level) in an accredited undergraduate program.

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.

   This course surveys health disparities in racial/ethnic minority populations with an emphasis on African Americans, Hispanic/Latino, American Indian/Alaska Native, and Asian/Pacific Islanders. A health disparity as defined by the United States Surgeon General in the document, Healthy People 2010 (The United States Department of Health & Human Services. Healthy People 2010. National Promotion and Disease Prevention Objectives (conference edition in 2 volumes). Washington, D.C. 2000.) is the "unequal burden of disease, morbidity, and mortality rates experienced by ethnic /racial groups as compared to the dominant group" in a society. The course promotes an awareness of the historical background, cultural preferences, and knowledge of cultural competency in the context of understanding and addressing health disparities within minority groups. The field of Public Health is both a discipline and a professional practice. This course imparts tools for students in professional public health practice after graduation to be utilized in the mitigation of health disparities within minority populations. Also included are populations who are impacted by disparities related to place, such as, rural Americans and low socioeconomic groups, predominantly members of minority populations, living in poor urban areas. Within this context, specific course objectives will be articulated below using the criteria of the Kent State University Diversity requirements.

   (1) To develop an awareness of the body of knowledge surrounding health disparities in the community and in healthcare settings that pertain to race/ethnicity, socioeconomic status, and the built environment. Diversity criteria addressed: "Address diversity issues, particularly those involving unequal and/or discriminatory treatment"; and "Examine patterns and trends of diversity in the United States." Course material and lectures present an overview of major health disparities through incidence and prevalence within minority populations living in the United States. Assignment #1 requires students to select a health disparity within a specific minority population to research through peer reviewed journals and government websites, and compose an essay that: (a) defines the problem; (b) discusses its scope in epidemiological

measures (incidence/prevalence, morbidity/mortality); (c) describes why the problem exists contextually (social, psychological, cultural, economic, environmental, or service sector issues); and (d) describes a minimum of three examples of culturally tailored approaches that have been used to address this health disparity.

(2) To learn and apply basic strategies of how to conduct a review of the scientific literature (specifically journal articles) to access information about health disparities. Diversity criteria addressed: "Address diversity issues, particularly those involving unequal and/or discriminatory treatment; "Examine patterns and trends of diversity in the United States"; "Explore ways to communicate and participate constructively in a diverse community"; "Learn systematic approaches to understanding cultural differences and commonalities"; "Learn systematic techniques for dealing constructively with problems arising out of cultural differences". Students are taught through a special tutorial, and required to conduct a review of the scientific literature about a health disparity in a minority population. The literature review is the foundation for researching and writing two assignments; assignment #1 provides students with an overview of key issues surrounding the scope of the disparity and why it exists, while assignment #2 provides students with an in depth comparison / contrast and critique of two culturally tailored interventions designed to address the health disparity. From their research, students are required to discuss which approaches hold the best promise to mitigate the selected health disparity and why. Through the process of conducting the health disparities literature review and writing these assignments, students are required to engage in the above identified diversity criteria.

(3) To become familiar with using theoretical frameworks for the purpose of examining multiple factors associated with health disparities. Diversity criteria addressed: "Address diversity issues, particularly those involving unequal and/or discriminatory treatment; and "Examine patterns and trends of diversity in the United States". Several theories are presented in the course text related to the origin and explanation of health disparities. Three such theories promote understanding of the multifactoral origins and impacts of health disparities, and guide the development of future interventions in public health research and practice: the Physiognomy Model of Race & Health, (explains how race and ethnicity affects the development of health disparities [La Viest, Thomas A. (2005). Conceptual issues in race, ethnincity and health, pp. 15-29. In: Minority Populations and Health: An Introduction to Health Disparities in the United States. Jossey-bass: San Francisco]); the Framework for Healthy Communities (promotes understanding of the link between social, economic, physical and service conditions in the built environment and health outcomes [Blue Cross Blue Shield, PolicyLink, 2009); and the Life-CourseTheory of Health Disparities (promotes understanding of the impact of health disparities related to unique age-related developmental vulnerabilities in the life span [Alwin, D.F. & Wray, L.A. (2005). A life-span developmental perspective on social status and health. Journals of Gerontology: series B, 60B 9Special Issue II): 7-14.]). Students are required to post weekly essays in which they discuss the strengths and weaknesses of the frameworks and identify the practical application of these theories in the mitigation of health disparities within minority populations.

(4) To become acquainted with national standards for cultural and linguistic competence in healthcare organizations. Diversity criteria addressed: "Address diversity issues, particularly

those involving unequal and/or discriminatory treatment; "Explore ways to communicate and participate constructively in a diverse community";"Learn systematic approaches to understanding cultural differences and commonalities"; and "Learn systematic techniques for dealing constructively with problems arising out of cultural differences." Students learn the definition for cultural and linguistic competence, its importance in mitigating health disparities in health care organizations as well as key features of the United States Culturally and Linguistically Appropriate Standards (CLAS); these standards consist of a framework for implementing programs to promote responsiveness to the cultural and linguistic needs of diverse populations within health care organizations. Students post a reflective essay about the features of a culturally competent health care organization.

(5) To identify common cultural practices within members of specific minority groups as they relate to healthcare preferences, and health disparities pertaining to healthcare access. Diversity criteria addressed: "Engage issues of racial or ethnic perceptions, attitudes and stereotypes"; "Explore ways to communicate and participate constructively in a diverse community";"Learn systematic approaches to understanding cultural differences and commonalities"; and "Learn systematic techniques for dealing constructively with problems arising out of cultural differences." Students read assigned material, participate in lectures, write reflective essays and discuss the unique cultural preferences within minority populations, along with the importance of cultural competence by professionals in order to promote effective communication and meet the needs of these group members.

6) To gain an understanding about the relationship between cultural competence and disparities in the delivery of healthcare. Diversity criteria addressed: "Compare positive and negative implications of parochial and centric perspectives." Students learn the framework for cultural competency in minority groups by Campinha-Bacote (Campinha-Bacote, J. & Campinha-Bacote, D. (1999). A Framework for Providing Culturally Competent Health Care Services in Managed Care Organizations. Journal of Transcultural Nursing, 10(3), 291-292.), which includes the components of self awareness and awareness of the beliefs of others; knowledge of other cultures; skill in providing services through engaging in effective communication; competence in serving cultural encounters; and a desire to achieve cultural competence. Students discuss this framework utilize it in critiquing a vignette that exemplifies mixed components of cultural competence.

(7) To learn the tenets of community-based participatory research and recognize this approach as a gold standard to address health disparities. Diversity criteria addressed: "Explore ways to communicate and participate constructively in a diverse community;"Learn systematic approaches to understanding cultural differences and commonalities"; "Learn systematic techniques for dealing constructively with problems arising out of cultural differences"; "Foster application of aesthetic dimensions of other traditions and cultures; and "Participate in special programs that promote understanding other peoples." Community-Based Participatory Research (CBPR) is a "collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities" (Minkler, M. (2004). Ethical challenges for the "outside" researcher in community-

based participatory research. Health Education and Behavior, 31(6): 684-697). The process charges community members as experts in understanding the everyday conditions in their lives that are community assets and barriers pertaining to health. As such, it enables researchers to form collaborative relationships with citizens and community leaders to gain an "emic" or insider perspective of relevant factors to improve local conditions. This approach has become a national gold standard for addressing health disparities. Students learn the principles of CBPR and its importance in professional public health practice and research. In this way, they are prepared to join CBPR groups as professionals after graduation. The principles of CBPR utilized in professional public health practice promote the above diversity criteria.

(8) To learn a framework for cultural competence in professional practice. Diversity criterial addressed: "Compare positive and negative implications of various parochial or centric perspectives"; Engage issues of racial or ethnic perceptions, attitudes and stereotypes; Explore ways to communicate and participate constructively in a diverse community;"Learn systematic approaches to understanding cultural differences and commonalities"; and "Learn systematic techniques for dealing constructively with problems arising out of cultural differences"; "Foster application of aesthetic dimensions of other traditions and cultures; and "Participate in special programs that promote understanding other peoples"; and "Understand how one's own culture shapes one's perceptions, ideology and values." The tenets of CLAS and the cultural competence framework promote meeting the above diversity criteria. Assignments #1, #2, and required reflective essay and discussion pertaining to addressing socioeconomic, racial and ethnic disparities in health care meet these diversity criteria.

Course requirements that support these objectives are as follows.

(1) Students select a health disparity within a specific minority population to research through peer reviewed journals and government websites, and compose an essay that: (a) defines the problem; (b) discusses its scope in epidemiological measures (incidence/prevalence, morbidity/mortality); (c) describes why the problem exists contextually (social, psychological, cultural, economic, environmental, or service sector issues); and (d) describes a minimum of three examples of culturally tailored approaches that have been used to address this health disparity. Students will turn in a draft of this essay to receive ungraded feedback before submitting their final essays.

(2) Students will select two culturally relevant interventions that have been implemented to mitigate this health disparity from peer reviewed journal articles,compare and contrast the approaches and methods and make recommendations for future interventions.

(3) Students observe and discuss vignettes from the U.S. public health documentary about health disparities, "Unnatural Causes," in weekly lectures. In addition, they discuss issues in health care disparities among members of racial/ethnic groups and groups that are disadvantaged by place of residence, from a policy perspective that includes the healthcare delivery system and individual behavior choices.

(4) Students observe a vignette that features a cultural dilemma in the delivery of care between

physicians who are non-Hispanic White and a Hmong patient and her family; they discuss and critique the vignette while applying a framework for cultural competency, and distinguish between the terms of healthcare "availability," "acceptability," and "accessibility" from a perspective of cultural competence and healthcare disparities. Students learn the importance of these distinctions, since, although healthcare may be available, unless it is culturally acceptable, it is not accessible

.

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?

   This course has been offered as an experimental course in Spring 2010; as PH 44000 in fall 2010, Spring 2011, and Summer 2011. The course has been well received as reflected by positive student evaluations.

   The topic of this course is about health disparities among racial/ethnic groups and groups with health disparities due to place of residence. As such, the course content has not been modified to meet the diversity requirements, since diversity, cultural awareness, and cultural competency are integral and pervasive elements of this course. With that said, the objectives of the course have become more explicit to reflect expected learning outcomes related to existing diversity content.

3. For what audience would this be a particularly good diversity course? Explain.

   This course would be apppropriate for all upper division, undergraduate majors at Kent State University, and for others who have attained upper division status elsewhere and would like to take this course for college credit online over the Internet. The course is especially relevant for public health and allied health majors, since it contains an applied component for professional practice.

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 lead course instructor is Dr. Maggie Stedman-Smith; Dr. Stedman-Smith has a Ph.D and an M.P.H. in environmental health, and an M.S. in Nursing with a clinical background in perinatal nursing. Dr. Stedman-Smith has served members of diverse ethnicities for more than two decades in clinical settings and through community-based participatory research and public health practice.

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?

   Since this course also satisfies the writing intensive requirement in public health, enrollment is capped at 25 students.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   Student learning is evaluated by the instructor through student weekly discussions, the health disparity essay, and the health disparity intervention assignments. Teaching and learning is also evaluated by student evaluations.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   This course addresses domestic diversity issues.

Name of person preparing form: Maggie Stedman-Smith, Ph.D., M.P.H., M.S., R.N. Submission date: 6/19/2011

Thom W. Brewer

Signature of chair/director verifying curriculum committee approval

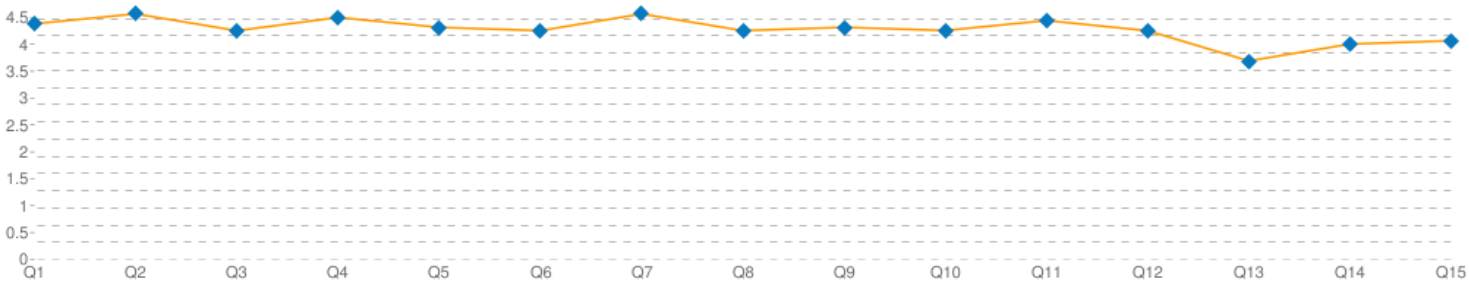
11-9-11

Date

View Student Survey of Instruction

SSI Summary for PH-44000 Health Disparities - Writing Intensive

Number of Students that took the survey: 16



Student Items

	I am taking this course for:	Major	Minor	LER	Elective	Other	Omitted	Section Mean	Std Dev
		93.8%	6.3%	0%	0%	0%	0%	4.942	0.25
	How many classes did you miss?	0	1-2	3-5	6-8	9+	Omitted	Section Mean	Std Dev
		93.8%	0%	6.3%	0%	0%	0%	4.879	0.51
	The grade I expect to receive in this course	A	B	C	D	F	Omitted	Section Mean	Std Dev
		62.5%	31.3%	6.3%	0%	0%	0%	4.566	0.62
	What is your current KSU Grade Point Average?	0.0-1.9	2.0-2.5	2.6-3.0	3.1-3.6	3.7-4.0	Omitted	Section Mean	Std Dev
		0%	6.3%	18.8%	50%	25%	0%	2.066	0.84

Student Commitment and Learning

Q1	I did the required preparations for each class	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		56.3%	31.3%	6.3%	6.3%	0%	0%	4.382	0.88
Q2	I learned valuable information/skills from this course.	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		62.5%	31.3%	6.3%	0%	0%	0%	4.566	0.62

Instructor Items Course organization

Q3	Expectations were clear to me throughout the course	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		50%	31.3%	12.5%	6.3%	0%	0%	4.253	0.92
Q4	The structure/organization of the course helped me learn.	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		50%	50%	0%	0%	0%	0%	4.5	0.5
Q5	The courses material/activites helped me learn	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		50%	37.5%	6.3%	6.3%	0%	0%	4.315	0.87

Evaluation Practices

Q6	The assignments and tests allowed me to demonstrate what I learned	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		43.8%	37.5%	18.8%	0%	0%	0%	4.254	0.75
Q7	I received feedback about my progress throughout the course	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		75%	12.5%	6.3%	6.3%	0%	0%	4.565	0.89

Instructor Characteristics

Q8	The instructor gave clear written/oral explanations	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		56.3%	25%	6.3%	12.5%	0%	0%	4.254	1.04
Q9	The instructor motivated me to think about the subject	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		56.3%	25%	12.5%	6.3%	0%	0%	4.316	0.94
Q10	The instructor demonstrated knowledge of the subject manner.	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		56.3%	18.8%	18.8%	6.3%	0%	0%	4.257	0.98
Q11	The instructor showed respect for the students	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		56.3%	31.3%	12.5%	0%	0%	0%	4.442	0.71
Q12	The instructor was available for individual consultation	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		50%	31.3%	12.5%	6.3%	0%	0%	4.253	0.92

Physical Facilities, Equipment and Technology

Q13	The classroom and physical facilities support the learning activities in this course	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		25%	18.8%	56.3%	0%	0%	0%	3.691	0.84
Q14	Equipment and technology used supported the learning activities in this course	Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree	Omitted	Section Mean	Std Dev
		31.3%	37.5%	31.3%	0%	0%	0%	4.004	0.79

Summary Question

Q15	Overall, how would you rate your learning experience in this course?	Excellent	Very good	Good	Fair	Poor	Omitted	Section Mean	Std Dev
		43.8%	31.3%	12.5%	12.5%	0%	0%	4.067	1.03

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: December 20, 2011

The University Requirements Curriculum Committee has approved inactivation of the following Diversity Course, effective Fall 2012:

ARCH 45610, (Re)constructing Architecture, 3 cr.

The CCU has been submitted through the workflow.

Cc: Therese Tillett, Curriculum Services
Pamela Evans, AED
URCC

Name: Therese E Tillett Submission Date: 1/13/2012

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU002956 **Date:** 19-OCT-11

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

Inactivate a Course
Change type: Inactivate
Faculty member requesting inactivation: Jonathan Fleming
Requested Effective Term: 201210
Campus: Kent
College: AE-Architecture and Environmental Design
Department: ARCH-Architecture
Course Subject: ARCH-Architecture
Course Number: 45610
Course Title: RECONSTRUCTING ARCHITECTURE
Title Abbreviation: RECONSTRUCTING ARCHITECTURE
Slash Course and Cross-listed Information: ARCH45610+ARCH55610
Course Level: Undergraduate
Is course part of the LER, Writing-Intensive or Diversity requirements? Yes
Course Attributes: **1.** Diversity Course-Global - **2.** - **3.** -
Will this inactivation affect program requirements within or outside of your unit? No
If yes, explain:
Reason for Inactivation: Course has not been offered in many years. Faculty teaching the course requested deactivation.

Curriculum Services Information:	
Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Level:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
12/18/2011	Donald R Williams	Approved by URCC 12-9-11.

History:

Date	User	Status
12/18/2011	Donald R Williams	Approved

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposal for EPC Action

Date: November 23, 2011

The University Requirements Curriculum Committee has approved the following courses for Writing Intensive Course (WIC) status, effective Fall 2012:

INS 39001, Insurance Operations, 3 cr.
JMC 31002, Advertising Copywriting, 3 cr.
JMC 48001, Media Relations and Publicity, 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
LuEtt Hanson, CCI
Wanda Thomas, Regional College
URCC

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: INS 39001 **Credit Hours:** 3 **Effective Term:** Fall 2012

Course Title: Insurance Operations

☒ **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 course explores the operational areas of the insurance industry which includes government regulation, marketing, risk, claims, international operations and strategy. The writing requirment will be rigorous and diverse and will include student opinion, legal briefs, case study analysis and in-depth analysis of strategies requiring a well developed research paper.

Legal briefs will require the student to view a recent court case and give an opion based on current case law. This requires the student to critically think about the law and its interpretation. The student will then measure their response against the actual legal finding to see how their conclusion faired against the actual decision. This assignment will teach the student how to write concisely maximizing the facts and defending their argument.

Case study research will require the student to examine what the industry was trying to accomplish and what the outcomes were. Insurance case studies are an excellent tool to teach the students how service product ideas are formed, developed, brought to market and whether they positively affected the marketplace. This type of writing assignment requires the student to find and present the cause and affect of insurance industry decisions.

The strategic paper will be written towards the end of the course and will require revisions prior to grading. The student can select a particular area such as life, health, auto, home, business or other insurance area to develop their strategy. The paper must include research on current strategies in insurance. Then the student must select one area of insurance strategy and develop a new strategy that would expand or enhance the insurance business. This area could be in office operations (claims, legal, government, etc), marketing, sales or other as approved by the instructor. The research on current strategies will be handed in for revisions before the student can select their strategic area of study. The new strategy will also be handed back for revision to help strengthen the students understanding of strategy.

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 insurance discipline, as with all business disciplines, has a lot of marketing, sales and strategic components. The insurance industry is more highly regulated than almost any industry

in the world. The student needs to learn how to interpret and write legal briefs and short concise arguments based on laws and court decisions. They also need to develop comprehnsive writing skills based on previous industry decisions and future planning. The course content has a plethora of governmental regulations and court decisions, case studies on the industry and the integration of basic business strategy to insurance. These written assignment will reflect the coursework and the needs of the industry.

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 student will learn to write legal briefs based on examples and current laws. They will be instructed on how to develop an argument and how to acknowledge counter-arguments. They will learn how to argue facts and ask the court for a conlcusion (relief).

The student will be instructed on how to find the stengths and weaknesses in an organization and how to gather and analyze information and make recommendations. The instructor will provide a step by step instruction on case study analysis

The research paper will be a comprehnsive assignment requiring major feedback and revision for completition. The instructor will use APA or other format for referencing and guidance

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

The strategic paper will be written towards the end of the course and will require revisions prior to grading. The research on current strategies will be handed in for revisions before the student can select their strategic area of study. The new strategy will also be handed back for revision to help strengthen the students understanding of strategy.

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)

Legal brief instruction, journal style scientific writing for research papers and A stepped approach to case study analysis

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

Quality of Content, Sentence Variety, Clarity of Thesis, Tone, Organization, Emphasis and Rhythm, Development, Grammar and Sentence Clarity, Unity and Coherence, Punctuation and Mechanics, Word Choice, Reader Adaptation

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)

Legal Briefs 10%, Case studies 20%, Strategy paper 25%

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)

20 or below

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

This area of study has a full time Program Director and they will be responsible for communicating expectations and standards as they are developed or revised by the faculty

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

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: JMC 31002 **Credit Hours:** 3 **Effective Term:** f 12

Course Title: Advertising Copywriting

☒ **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)

1. Eight to 10 individual (almost weekly) assignments, analyzing ads and then (mid- to later in the semester) writing their own ads for different clients and media. The final assignment is a complete, multi-media ad campaign (at least four ads for one client). These assignments represent 90% of the final grade in the course.

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)

Obviously, a course in advertising copywriting should require students to write ads. Class lectures and discussion cover the basics of the business and involve analyzing and evaluating ads in different media, so students can begin to see for themselves what "works" and what doesn't; that is, why some ads are likely to be more effective than others. The students, then, can apply those concepts to the advertising materials they write during the semester.

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)

Instructors provide actual examples of advertising in a variety of media, explain how those ads were developed and why they look/sound the way they do. Students are expected to actively participate in those discussions, to demonstrate that they understand and can apply those concepts to develop their own portfolio of advertising materials. This class is a prerequisite for Ad majors' senior-level classes, where they will continue to apply the writing skills they develop in this class.

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

Rewriting is a given for copywriters. Rarely (if ever!) is the first version of an ad or campaign approved by the client without some changes, so students have to get used to being asked to revise their work. Students submit two versions of an assignment that aren't graded and then rewrite and resubmit the assignment (within one week), for a grade. All rewrites have to demonstrate substantive changes/improvements, not merely cosmetic corrections. In addition, the students' final campaign assignment is based on earlier assignments. The students select one of the "clients" they developed one ad (assignment) for earlier in the semester, revise that ad and add to it with at least three additional ads in different media, to demonstrate the message consistency over multiple media platforms.

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)

Instructors make detailed comments/corrections/suggestions on students' assignments. The instructor completing this document encourages students to bring their assignments to her office, to allow for more in-depth discussion of the issues/problems that were identified in each assignment. The grading rubric described below (Item #6) provides additional information about grading.

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

The grading rubric this instructor uses in the class evaluates the following elements: complete assignment/overall content = 50% of the assignment grade; the creativity of the concept and execution = 25% of the assignment grade; writing skills (grammar, spelling, punctuation, homonym errors, style and general "readability," typos/proofreading) = 25% of the assignment grade.

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)

60% of the final course grade is based on the average of students' grades on individual/almost-weekly assignments. The number of assignments fluctuates from semester to semester, depending on the calendar (e.g., holidays/snow days). Generally, students complete between eight and 11 individual assignments. The average of those grades represents 75% of their semester grade. Their final, end-of-semester campaign assignment represents 15% of their semester/course grade. Therefore, 90% of the final course grade is based on students' individual writing assignments. The last 10% is based on unannounced quizzes, to make sure students are completing the reading assignments and staying current with the course material. With assignments and rewrites student write between 20 to 30 pages a semester.

8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

Our accreditation standards permit no more than 20 students in a skills class, which is what this class is considered because it's designed to teach and improve students' skill as advertising copywriters.

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?

Because copywriting is a "creative" endeavor, and because adjuncts who teach the class are professional copywriters (at Cleveland-area ad agencies), they know what the business requires of its entry-level hires. Fulltime faculty worked in the business, prior to joining the JMC faculty, so we share the same general standards/expectations for our students. We share syllabi and use the same textbooks, if we need more than one section of the course per semester, to maintain consistency, so students entering their senior-level classes will have had the same basic

preparatory experience.

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

JMC 31002 -- ADVERTISING COPYWRITING

Monday & Wednesday, 12:30 - 1:45 p.m.

Room 213 Franklin Hall

SPRING 2011 "POLICY MANUAL"

PROFESSOR: Fran Collins, 305B Franklin Hall, 330-672-8294, fcollins@kent.edu

OFFICE HOURS: Monday & Wednesday, 2:00 - 3:00 p.m.
Tuesday & Thursday, 10:45 – 12:00 and 2:00 - 3:00 p.m.
other times by limited appointment only

REQUIRED TEXTS:
- *Advertising Concept and Copy*, 2nd edition, by George Felton, W.W. Norton & Company, 2006, ISBN 978-0-73159-0
- *Advertising Age, ADWEEK* and/or a marketing magazine/journal
- At least one reputable, daily news source (other than *The Daily Kent Stater*)
- Additional class handouts as assigned
- Your strategic thinking and writing skills

LATE COURSE REGISTRATION: Students who are not officially registered may not attend classes. If you do not officially register by the deadline for course registration, you will not receive credit for this course.

STUDENTS WITH DISABILITIES: University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations in this course, please contact me at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these accommodations through Student Accessibility Services, in the DeWeese Health Center (672-3391; www.kent.edu/sas).

["Foxtrot" cartoon]

SOME THOUGHTS ON CREATIVITY AND COPYWRITING

"Ideas are the trash of the business. Execution is everything."

-- Peter Roth, FOX TV

"You should never accept being creative to the detriment of being strategic. You should be both."

-- Jean-Marie Dru, *Beyond Disruption: Changing the Rules in the Marketplace*, 2002, p. 24

"The difference between the right word and the almost-right word is like the difference between lightning and the lightning bug."

-- Mark Twain

"Before you can break the rules effectively, you have to know them."

-- Jerry Jewler & Bonnie Drewniany, *Creative Strategy in Advertising*, 7th ed., 2001, p. 9

"Many believe the process of creativity is one of assembling thoughts and concepts, but highly creative people will tell you that the idea, the song, the image was in them, and their task was to get it out, a process of discovery, not design. This was said most artfully by Michelangelo when asked how he created his famous statue of David. He said, 'It is easy -- you just chip away the stone that doesn't look like David.'"

-- Gavin DeBecker, *The Gift of Fear: Survival Signals That Protect Us from Violence*, 1997, p. 85

"As an artist the writer is responsible for creating certain effects and conveying certain meanings. As a craftsperson the writer is responsible for knowing how to use the tools. That's how the art gets created."

-- James Marra, Professor, Temple University

As Prof. Marra points out, a copywriter is both an artist and a craftsperson. That's because copywriting is both creative and precise. No one can teach you to be creative. What we can do, however, is look at the results of your and others' creative efforts, analyze and evaluate those results, to help you enhance your own creative abilities.

(continued)

SOME THOUGHTS ON CREATIVITY AND COPYWRITING (continued)

Professional copywriting also requires you to develop and follow precise strategies and tactics, designed to meet your client's or your company's marketing objectives -- reaching the appropriate target audience(s) with the appropriate message(s). Your precision tool is language -- the words you choose to convey those messages. Mark Twain was right. Begin now to always look for the right words to electrify your copy.

But be aware that the "right words" for one audience may not mean much to another. And, while this is a copywriting class not a design class, you still will have to consider the images that will accompany your copy. Will your target audience(s) identify with the images you recommend? How will you know?

If you don't already do this, begin now to look critically at advertising -- in all media. We'll be doing that a lot in this class. Who are the potential audiences for a particular ad? How do you know? How does the ad communicate its message(s) to those audiences? Does it communicate effectively? Does it alienate any potential audiences? Could you rewrite/redesign the ad to be more effective in reaching all of the product's or service's potential audiences? How?

But -- what if you're not planning to become a copywriter? That's okay. If you're on the receiving end of a copywriter's output (as an account executive or in the corporate communications department of a company), you may be in the position of having to decide to accept or reject that output. How will you evaluate it? How will you defend it -- or not -- to your boss?

WHAT THIS COURSE IS ABOUT

Expected course outcomes include an understanding and demonstration of:

- separating "creativity for creativity's sake" from directed creativity, to solve marketing problems and achieve marketing and/or advertising goals through your ad copy;
- understanding and applying market-research techniques to develop your ad copy;
- communicating ideas clearly, as well as "creatively" ;
- generating quality, targeted advertising copy for multiple audiences and media;
- demonstrating college-level writing skills;
- developing and making effective presentations, and
- working and playing well with others.

This is a junior-level, skills course. In order to do well, you must put significant effort into the course assignments, be prepared for every class, pay attention, and apply the course concepts to different strategic marketing situations and copy development throughout the semester.

(continued)

ATTENDANCE/LATENESS

Attendance is mandatory. However, if you find that you must miss a class, it is your responsibility to (1) notify me in advance and (2) arrange to get the notes from someone else before the next class. I will answer your questions about missed class content but only after you've obtained notes and reviewed the missed information yourself.

The only excused absence is for a medical or other emergency that is documented in writing by your physician or other appropriate (emergency) source, preferably in advance.

Individual assignments will be due almost every Monday. If you are unable to submit an assignment on time, I will accept it for a grade no more than one class meeting later. Basically, that buys you an extra 48 hours. If you do not have an acceptable, documented excuse for missing the original deadline, the grade on the assignment will be reduced one full letter grade (10 points). If you do not submit the assignment within 48 hours of the original due date and time (the beginning of the next class), and you do not have an acceptable, documented excuse, your grade for that assignment will be zero (0). If you do not submit the assignment at all, you will fail the course. (See page 7, GRADING.)

NOTE: Taking extra time off before and/or after University-scheduled holidays does not constitute an "emergency," nor is it an excused absence.

If you must miss class to attend a funeral, the absence will be excused only if you provide documentation of the service. Sound cruel and heartless? No more so than a student falsely using that excuse when another student is legitimately trying to deal with such a loss.

Some class sessions may involve working in teams. If you're not here, your team suffers, as will your semester grade, if the absence is unexcused because your final grade will be adversely affected by missed work or late assignments, due to such absences. Arriving to class late is disruptive. You're late if I've started class before you get here.

["late" cartoon]

If you miss a quiz (without a documented excuse), you will not be able to make it up, and your grade for that quiz will be zero (0). And again -- you must notify me of such a situation **in advance**.

(continued)

ATTENDANCE/LATENESS (continued)

Students who can't be bothered to show up or to show up on time demonstrate a clear lack of respect for both the instructor and for the other students, whose time is wasted reviewing material for those who missed the information when it was initially presented, or for the other students on your team who have to work harder because you aren't working hard enough.

For those of you who subscribe to the theory that "we're adults; we can decide whether we need to come to class," or "we're paying to be here; it's our money, and if we want to miss class we will," I'll simply remind you of University policy regarding class attendance. The following is reprinted from the University *Digest of Rules and Regulations*:

"3342-3-06 CLASS ATTENDANCE AND CLASS ABSENCE
A. Class Attendance. Regular attendance in class is expected of all students at the University. The individual instructor has both the responsibility and the prerogative for managing student attendance. The instructor's policy regarding attendance for each course should be written in the course syllabus and communicated to students during the first week of the term. The policy may take alternate forms within the bounds of appropriate instructional techniques.

B. Class absence. While classes are conducted on the premise that regular attendance is expected, the University recognizes certain activities and events as legitimate reasons for absence from class. These include, for example, illness, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in University disciplinary hearings. Even though any absence can potentially interfere with the planned development of a course, and the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner, instructors will, without prejudice, provide students returning to class after a legitimate absence with appropriate assistance and counsel about completing missed assignments and class material."

In past semesters, I subtracted two points from students' semester average for each unexcused absence, thereby reducing their end-of-semester averages and grades. I eliminated that penalty when we adopted plus/minus grading because (1) I thought the plus/minus distinctions would level the playing field, and (2) frankly, I was tired of all the student whining the policy caused. BUT -- because so many students started missing so many classes, without legitimate excuses and/or without contacting me at all, I reinstated that policy in fall '09. So -- **every unexcused absence will cost you two points, subtracted from your semester average.**

Don't blame me; blame the students who abused my good nature.

(continued)

GRADING

The grading scale in this class is as follows:

90%-100%	A: professional-level work that is on strategy, demonstrating excellent understanding and application of course content; few, if any, errors, misspellings, and/or grammatical mistakes;
80%-89%	B: good work that is on strategy, demonstrating above-average understanding and application of course content; minimal errors, misspellings, and/or grammatical mistakes;
70%-79%	C: average work that may not be on strategy, demonstrating average understanding and application of course content; numerous errors, misspellings, and/or grammatical mistakes;
60%-69%	D: below-average work that is not on strategy, demonstrating below-average understanding and application of course content; a significant number of errors, misspellings, and/or grammatical mistakes;
59% and below	F: demonstration of little or no understanding and/or application of course content; unacceptable level of errors, misspellings, and/or grammatical mistakes;

[spelling cartoon]

Your semester grade will be based on the following designations within each grade range:

A	93%-100%	B+	87%-89.999%
A-	90%-92.999%	B	83%-86.999%
		B-	80%-82.999%
C+	77%-79.999%	D+	67%-69.999%
C	73%-76.999%	D	60%-66.999%
C-	70%-72.999%		

F below 60%

(continued)

GRADING (continued)

Be advised: (1) According to University policy, A+ and D- grades are not available, and (2) the University has set the following GPA equivalencies for each grade designation:

A	(4.0)	Denotes excellent scholarship
A-	(3.7)	
B+	(3.3)	
B	(3.0)	Denotes good performance
B-	(2.7)	
C+	(2.3)	
C	(2.0)	Denotes fair or average performance
C-	(1.7)	
D+	(1.3)	
D	(1.0)	Denotes poor (unsatisfactory but passing) performance
F	(0)	Denotes failure

The School of Journalism and Mass Communication's procedure for handling student academic complaints conforms to the Student Academic Complaint Policy and procedures set down as University Policy 3342-16 in the *University Policy Register*. For information concerning the details of the academic grievance procedure, please see Prof. Greg Blase, Associate Director, or Prof. Jeff Fruit, Director of the School of Journalism and Mass Communication.

Your final grade in this course will be based on the following:

Weekly exercises and copywriting assignments (average of all scores)	60%
Unannounced course-content/"pop culture" quizzes (average of all scores)	10%
Idea Journal and Analyses (average of all scores)	15%
Semester campaign	15%

There's no final exam in this class.
Your Idea Journal/Analyses and Semester Campaign represent your final exam.

You must complete and submit all required work and course assignments to pass this course. Remember, for a JMC major or minor, passing is a (minimum) C-minus.

(continued)

GRADING (continued)

[Tony Danza story]

(continued)

PAGE 9

GRADING (continued)

Those of you who have been in my class(es) before know just how relentless I am, in making sure I correct every writing-skill error on every quiz, test and assignment and providing content-related corrections and suggestions as well. Although many students seem to ignore those corrections and suggestions(!), I continue to be "irrationally committed" to noting them, in the hope that -- eventually -- each student will understand their importance. You will be allowed to submit a first draft that is not graded but grammar issues will be circled. The second draft should have all these corrected, as well as correcting any problems with the creative concept.

In his book *Creative Interviewing: The Writer's Guide to Gathering Information by Asking Questions* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977, p. 14), Ken Metzler wrote of his own journalism-teaching experience:

". . . and I have a bad reputation I guess for making detailed and sometimes blunt critical responses to [students'] written work. I make them in writing. It's a lot of work, and sometimes I think the only people who seem to appreciate it are the very good students and the very bad, maybe 20 percent of the total. The good because they're at a level where they can take criticism and the bad because it's the first time anyone's tried to analyze exactly what's wrong with their writing. (underlined emphasis mine)

Therefore, I'll grade your work very critically for grammatical, spelling, punctuation, and typo-graphical errors, in addition to its creativity and content. In a real agency (or corporate communications department), people are fired for making such errors more than once or twice. So, learn from your mistakes, and don't repeat them. If you must make mistakes, make new ones!

The misuse of most words on the course's Homonyms List will cost you five (5) points per error. The misuse of any of the following homonyms on the list means you cannot earn higher than a C-range grade on that assignment:

accept/except
ad/add
affect/effect
are/our
its, it's, and its' (which isn't even a real English word but appears regularly in student work)
than/then
there/their/they're
to/too/two
your/you're

In addition, if you misspell (even if it's "just a typo") your client's name, you'll earn no higher than an F (50%) on the assignment. How can your clients or colleagues take your work seriously, if you can't even spell corporate names correctly?)

GRADING (continued)

from *The Plain Dealer*, 12/29/10, p. A9 (editorial)

Piling up puffed-up A's doesn't help anyone

If an A ever meant anything certain in a classroom, it means less today. And it means much less than it did 20 years ago.

Grades have become more and more important to getting into the right college or getting the right job. Students know it, parents know it and when a disappointing grade is posted, many of them are quick to let teachers know it -- and to demand an upward revision.

The result is a tide of grade inflation that is drowning the credibility not just of lower schools, but of colleges and universities.

Over the weekend, *The New York Times* told of Andrew Perrin, a sociology professor at the University of North Carolina, Chapel Hill, who is trying to swim against the tide.

He and like-minded university-level educators around the country are casting about for other information to include on student transcripts to indicate the difference between a hard-won A and a freebie. Good luck to them.

Americans' long-growing obsession with grades -- and the failure of educators to resist the pressure from students and their parents to be overly generous in grading -- is penalizing true excellence and camouflaging mediocrity.

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(continued)

WHAT THIS COURSE IS NOT ABOUT (continued)

This course is not about you. It's not about making sure you're "happy." And contrary to an all-too-prevalent student mindset, your tuition is not "paying for a service." Your tuition entitles you to access to the course content and the opportunity to develop your intellectual curiosity, insights about advertising, and promotional-writing skills. How well you develop those skills is completely up to you.

Your tuition does not entitle you to the grade of your choice or the grade that will raise your GPA to the level you need to stay in the Advertising major or minor. This is not a large-lecture, bubble-test, it-really-doesn't-matter-if-I-show-up-or-not course. If you don't want to be here, if you don't want to work at your craft, if you don't take pride in your work and in doing a good job, then maybe being an Advertising major or minor is not for you.

Longtime adman Jerry DellaFemina once remarked that "advertising is the most fun you can have with your clothes on." But to have fun -- in advertising or in any other business -- you have to know what you're doing and you have to make the effort. As former Chicago Bulls basketball coach Phil Jackson told his players: "You can't control if you win or lose. You can only control your effort."

It's not my job to pat you on the back and tell you it's okay that you didn't complete an assignment on time, or you just didn't feel like coming to class. Unfortunately, many high school teachers -- and some college instructors -- encourage that sort of irresponsible behavior and attitude, in the name of making you feel comfortable and building your self-esteem.

By definition, self-esteem means (positively) "belief in oneself; self-respect" and (negatively) "undue pride in oneself; conceit" (*Webster's New World Dictionary*, College Edition, 1986). Your self-esteem depends on you. It can't be given to you (or taken away) by someone else. And your self-esteem won't get you an internship or a job.

[self-esteem cartoon]

(continued)

WHAT THIS COURSE IS NOT ABOUT (continued)

In a story about Simon Cowell (of "American Idol" fame), *TIME* magazine (4/26/04) noted that he "has led a rebellion against the tyranny of self-esteem that is promoted on talk shows and in self-help books -- the notion that everyone who tries deserves to win. At bottom, people are booing Cowell for gleefully confronting us with a fundamental truth: some are more deserving than others." So, think of me as the Simon Cowell of higher education. It's my job to help you progress through our program and develop the skills you will need to get -- and keep -- your first job. But I cannot do that without your cooperation.

You also need to understand that the amount of time you spend is not the same as the quality of that time. If you don't pay attention, take good notes, follow directions, and, basically, if you don't know what you're doing, then whatever you're doing is likely to take a lot longer and produce disappointing results.

This also is not a course in remedial English grammar. While professional advertising copy doesn't always follow strict English grammar rules, you still have to know the difference between breaking the rules for stylistic effect and simply making mistakes. As noted on page 3, this is a junior-level, advertising skills class. By this stage in your college "career" -- in a communications-oriented program -- your writing skills should be approaching professional-level. If they aren't, you'll need to work on improving them. How? Come see me, and we'll talk about it. When you have questions, ask them. When you need help, ask for it. In short, you will get out of this (or any class) no more than what you put into it.

[grad cartoon]

My favorite evaluative statement on the end-of-semester Student Evaluations of Instruction has always been: "Instructor shows respect for students." The problem is, faculty never get to address the statement: "Students show respect for instructor."

Students constantly amaze me with behavior they think is not only appropriate and acceptable but behavior that I should reward with the grade they want (or "need" because of a grade-point deficit).

(continued)

WHAT THIS COURSE IS NOT ABOUT (continued)

This list represents the behavior that I expect to be associated with this class and that, I believe, shows respect for the instructor and for your peers.

1. Follow directions.

2. Come to every class on time and don't leave before class is over. I know that conflicts sometimes arise. Let me know in advance if you have a commitment for another class (off campus), team sport, or some kind of emergency.

3. Do not come to class, get comfortable, and then go to sleep, spend the entire class with your eyes closed, even if you're not actually asleep, spend class time reading *The Stater*, IM-ing your friends or surfing the web, while pretending to take class notes on your laptop. If your laptop is open during class, I'll assume you're taking relevant notes. Therefore, at the end of class, you'll have to show me those notes.

4. Do not allow your cell phone to ring, vibrate or notify you of an incoming call during class. This applies to pagers as well. And do NOT answer your cell phone or check messages during class! As actress America Ferrera told *TIME* magazine (11/22/10, p. 94): "I've been in meetings where everyone has their phone on the table. We've all accepted that we're only going to give each other this much of our attention because this much is reserved for something that might happen. **It's rude.**" (Boldface emphasis mine.)

[cell-phone cartoon]

5. Don't accuse me of grading your work or treating you differently than others in the class because you are dissatisfied with the grade you earned on a quiz or assignment. To be as fair and impartial as possible, I require that all quizzes and assignments be submitted with your Banner ID Number only. (Pages 19 and 20 provide a worksheet and explanation of how to keep a running tally of your average in this class.)

6. If I've made a mathematical error in calculating a grade, please let me know right away, so I can correct it. However, do not try to "nickel and dime" me for extra points on a quiz or assignment. It is extremely disheartening to have a student badger us for one or two more points, so he/she can maintain a specific grade-point average. I've got a news flash for you: A prospective employer is much less interested in your GPA than in what you know and what you can do. Which leads me to . . .

(continued)

WHAT THIS COURSE IS NOT ABOUT (continued)

7. If you are close to or below the GPA you need as a JMC major or minor, it won't do you any good to tell me that you "need" a specific grade in this class. I cannot wave a magic wand or reduce the course requirements just for you, so that this one 3-credit course can somehow make up for past semesters of below-average performance.

The following is reprinted from the University *Digest of Rules and Regulations*. I am including it so you will see that my expectations do no more than reflect the University's expectations of you when you were admitted to KSU.

Student Responsibility Guidelines -- Expectations for Students

- Be attentive and alert to learning.
- Be civil to faculty and address them appropriately.
- Perform assignments in a timely manner.
- Come to class on time and leave only at the conclusion of the class.
- Attend class on a regular basis.
- Demonstrate honesty and intellectual integrity in academic pursuits.
- Be courteous to fellow students.
- Contribute to classroom discussion.
- Take levels of classes appropriate to skills.
- Maintain basic skills at the college level.
- Do not come to class under the influence of a substance.
- Take advantage of office hours and keep appointments when you make them.
- Think critically and creatively.
- Alert the instructor to physical disabilities which might affect class work or performance.
- Take responsibility for self-discipline and motivation.
- Make up all missed work.
- Act responsibly.
- Develop effective oral and written communication skills.
- Familiarize yourself with the syllabus.
- Keep questions or comments pertinent to class discussions.
- Do not come to class if your illness will affect others.
- Seek help as needed.
- Do not disrupt class or harass the teacher.
- Tolerate diversity.
- Seek your advisor at appropriate times.
- Familiarize yourself with the catalog.
- Make certain you have access to the course's books and supplies.

(continued)

STUDENT CHEATING AND PLAGIARISM

The University's "Digest of Rules and Regulations" is available on the KSU Web site. Please be sure you are familiar with its policies, particularly those relating to **Student Cheating and Plagiarism**.

The School of Journalism and Mass Communication deals in publishable works and educates its students for various aspects of publishing and other communications professions. Within this framework, every student must be aware of the following rules and definitions while in school or on the job (based on guidelines from the JMC program at The Ohio State University):

Fabricating is, in phrasing first used by the Columbia University Graduate School of Journalism, the cardinal sin. Faking quotations, faking "facts," reporting things that did not happen are not only reprehensible; they could be actionable in court.

Duplicating work is defined as submitting the same work to more than one instructor (or publication) without the prior knowledge and agreement of both.

Plagiarizing, as defined by Webster, is "to steal and pass off as one's own the ideas or words of another." It is unethical and -- in cases involving creative work -- usually illegal. One of the worst sins a communications practitioner may commit is to plagiarize the work of another -- to steal his/her words, thoughts, or outline and pass them off as his/her own.

[plagiarism cartoon]

Before you even consider plagiarism as an option, you might want to think about what the U.S. Constitution says, in Article I, Section 8: "The Congress shall have the power to promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive rights to their respective Writings and Discoveries; ..."

Therefore, from my perspective, plagiarism is an unconstitutional, federal offense because it infringes on the constitutional protection of the original author's copyright. (More about that in your senior-level law class.)

(continued)

STUDENT CHEATING AND PLAGIARISM (continued)

NOTE: Although typical business writing doesn't include standard footnote or endnote designations, if you include any material from your textbook or any other source in any course assignment materials, you must indicate the source(s).

As for cheating on quizzes, you would do well to heed Professor McGonigall's warning in *Harry Potter and the Order of the Phoenix* (New York: Scholastic Press, 2003, pp. 708-709):

> Now I must warn you that the most stringent anti-Cheating Charms have been applied to your examination papers. Auto-Answer Quills are banned from the examination hall, as are Remembralls, Detachable Cribbing Cuffs, and Self-Correcting Ink. Every year, I am afraid to say, seems to harbor at least one student who thinks that he or she can get around the Wizarding Examinations Authority's rules.

Commission of any cheating/plagiarism offenses in this course is grounds for disciplinary action. The minimum result will be a final grade of F in the course. If the offense results in a referral to the Office of Judicial Affairs (Student Conduct Court), the penalties there may range from simply an additional reprimand to dismissal from the university.

So, don't let anyone else do your work for you.

(continued)

TENTATIVE COURSE SCHEDULE

NOTE: All reading assignments should be completed before the class for which they are assigned.

DATE/DAY	TOPIC	ASSIGNMENT
08/29 (M)	Course Introduction	
08/31 (W)	The Human Truth	Chapters 22 & 23
09/05 (M)	**LABOR DAY -- NO CLASSES**	
09/07 (W)	The Human Truth (continued)	
09/12 (M)	**1st IDEA JOURNAL DUE** Applied Creativity	
09/14 (W)	Headlines & Visuals	Chapters 7 & 14
09/19 (M)	**ASSIGNMENT #1 DUE** Headlines & Visuals (continued)	
09/21 (W)	Copywriting for print	Chapters 8 & 9
09/26 (M)	**ASSIGNMENT #2 DUE** Copywriting for print (continued)	
09/28 (W)	Copywriting for print (continued)	Chapters 15 **to** 20
10/03 (M)	**ASSIGNMENT #3 DUE** Copywriting for print (continued)	
10/05 (W)	Copywriting for print (continued)	
10/10 (M)	**2nd IDEA JOURNAL DUE** Copywriting for Television	Chapter 10
10/12 (W)	Copywriting for Television (continued)	
10/17 (M)	**ASSIGNMENT #4 DUE** Copywriting for Television (continued)	
10/19 (W)	Copywriting for Television (continued)	

(continued)

TENTATIVE COURSE SCHEDULE

NOTE: All reading assignments should be completed before the class for which they are assigned.

DATE/DAY	TOPIC	ASSIGNMENT
10/24 (M)	**ASSIGNMENT #5 DUE** Copywriting for Radio	Chapter 11
10/26 (W)	Copywriting for Radio (continued)	
10/31 (M)	**ASSIGNMENT #6 DUE** Copywriting for Radio (continued)	
11/02 (W)	Copywriting for Radio (continued)	

(NOTE: The last day to withdraw from a fall-semester course is Sunday, November 6.)

11/07 (M)	**3rd IDEA JOURNAL DUE** Copywriting for Other Media/Genres	Chapter 12
11/09 (W)	Copywriting for Other Media/Genres (cont'd)	
11/14 (M)	**ASSIGNMENT #7 DUE** Copywriting for Other Media/Genres (cont'd)	
11/16 (W)	Business-to-Business Writing	
11/21 (M)	**ASSIGNMENT #8 DUE**	
11/23 (W)	**NO CLASS -- THANKSGIVING**	
11/28 (M)	Business-to-Business Writing (cont'd)	
11/30 (W)	Cover Letters and Résumés	
12/05 (M)	**IDEA JOURNAL ANALYSIS DUE** Cover Letters and Résumés (cont'd)	
12/07 (W)	Post-Modern Advertising	Chapter 21

There's no final exam in this class.
Your Idea Journal/Analysis and Semester Campaign represent your final exam.

(continued)

Calculating Your Cumulative Grade in this Class

You may chart your progress with the worksheet on page 20. Enter the numerical grade for each category on the appropriate line on the left. Multiply that grade by the percent of your final grade that category represents. Enter the number on the appropriate line on the right. Add all the points from the right-hand column and divide by the percent of the semester total those points represent.

Weekly exercises and copywriting assignments (average of all scores)	60%
Unannounced course-content/"pop culture" quizzes (average of all scores)	10%
Idea Journal and Analyses (average of all scores)	15%
Semester campaign	15%

____80____ (average of scores to date) X .60 = ____48.00____

____77____ (average of scores to date) X .10 = ____7.70____

_____ Idea Journal and Analyses X .15 = _____

_____ Semester campaign X .15 = _____

= ____55.70____ --- 70 (70% of course content) = 79.57/C-plus

(minus 2 points for each unexcused absence)

(continued)

Calculating Your Cumulative Grade in this Class

Weekly exercises and copywriting assignments (average of all scores)	60%
Unannounced course-content/"pop culture" quizzes (average of all scores)	10%
Idea Journal and Analyses (average of all scores)	15%
Semester campaign	15%

_____ (average of scores to date) X .60 = _____

_____ (average of scores to date) X .10 = _____

_____ Idea Journal and Analyses X .15 = _____

_____ Semester campaign X .15 = _____

= _____ --- _____(?) = _____

(minus 2 points for each unexcused absence)

ADVERTISING COPYWRITING

ASSIGNMENT EVALUATION FORM

_____

AVAILABLE POINTS	POINTS RECEIVED FOR	YOUR POINTS
50%	Assignment Content Complete Assignment (includes following directions)	_____
25%	Creativity of Concept (demonstrates creative thinking; unexpected yet relevant connections)	_____
25%	Writing Skills (grammar, spelling, punctuation, homonym list errors, style/"readability," typos/proofreading)	_____
100%	TOTAL	_____
	GRADE	_____

COMMENTS:

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: JMC 48001 **Credit Hours:** 3 **Effective Term:** Fall 2012

Course Title: Media Relations & Publicity

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

The assignments:
Dialogic Theory paper (5% of final grade) - A three-five page essay in which students apply Kent & Taylor's Dialogic Theory of public relations to media relations

Traditional press release (5%) - A 10-12 paragraph press release aimed at print media. This is written in a "subjective inverted pyramid" format that contains subtle messaging but meets print media standards, such as use of Associated Press style.

Traditional Pitch (5%) - A 125-word pitch to a media outlet asking for coverage of a real-world client. This assignment requires economy of words and a tailored message.

Fact Sheet (5%) - A one-page fact sheet containing written and graphic elements telling the story of the student's real -world client

Online discussions of Meerman Scott (10%) - Over the course of the semester, students write about 10 blogs on selected chapters from David Meerman Scott's "The New Rules of Marketing & PR." Scott writes about how marketing and public relations functions are increasingly converging and working together in communicating an organization's messages. Blogging is a growing PR communication form. Blog writing is informal and conversational but requires students to take stands and justify their positions. In the case of the Scott book, students opine on the tearing down of the silos separating marketing and public relations.

Situation Analysis & Media Plan (10%) - A 1,200-word analysis in which the student assesses his or her real-world client's media relations opportunities and challenges. This assignment requires research, summary, and analysis accompanied by a detailed media plan geared to improving the client's media exposure.

Media monitoring reports (3) (10%) - Students monitor traditional, online, and social media coverage of a "virtual" client and, over the course of the semester, write three separate reports analyzing what the coverage means for the client. Students are instructed on how to use free media monitoring tools before the assignment. They are given a template with questions that must be answered in each report. Typically, each report is three to four pages long and contains summary and analysis.

Online newsroom analysis (10%) - Students select an "online newsroom," a media section of an organization's website, and write a hypothetical proposal in memo form to that organization detailing how the newsroom can be improved. They must research best practices in online newsrooms before writing the proposal. The memos are typically two to three pages and are written in "business style."

Four Pitch Packages (40%) - Each of the packages contains a cover summary sheet focused on audience and media objectives for the real-world client, an email pitch, Twitter messages and the "collateral" of the assignment. The first package's collateral is a traditional press release on an issue or trend; the second is publicity information for a special event; the third is a feature story relating to the client; and the fourth is a social media news release about the client. The length of each package varies, but all four combined typically total 15 to 20 pages.

2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content.* (Guidelines: Item 2)

With the exception of the Dialogic Theory essay, the assignments are representative of professional public relations writing. Students, obviously, are instructed on the form and content required before each assignment, including messaging and the importance of tailoring writing to specific publics. Press releases, fact sheets, email pitches, client memos, feature stories, monitoring reports, and blogs are standard tasks in professional public relations writing. Graduates of the PR program are expected to display proficiency in a variety of writing styles. We start with more conventional and traditional assignments (press releases, fact sheets) and then proceed to more complex or non-traditional assignments (pitch packages, social media news release).

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)

Before each writing assignment, a lecture is given on that writing genre or style as well as how to develop and tailor messages appropriate to the intended public. Samples of applicable professional writing are distributed and analyzed to give students an idea of what is expected in assignments and in the professional world, both in form and content. Also, PowerPoints detailing the desired form and content are reviewed in class and stored on the course's Vista page for reference. All graded assignments are reviewed with each individual student.

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

The four pitch packages for the real-world client are submitted and sent back for revision before being given a grade.

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

The first submission is marked. The instructor meets with each student individually to review the initial submission and to reiterate suggestions for changes.

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

Grammar, usage, punctuation, spelling, accuracy, clarity, sentence structure, organization,

critical thinking, strategic messaging, appropriateness of content, and, when applicable, AP style.

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 breakdown:
Dialogic Theory paper (5%)
Traditional press release (5%)
Traditional Pitch (5%)
Fact Sheet (5%)
Online discussions of Meerman (10%)
Situation Analysis & Media Plan (10%)
Media monitoring reports (3) (10%)
Online newsroom analysis (10%)
Four Pitch Packages (40%)

I would estimate that 75 percent of the grade is based on writing skills.

8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

The maximum class size is 17

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?

Syllabi, texts, assignments, course outcomes, and course objectives are shared. I meet with the other instructor prior to the beginning of the semester to share new information and ideas.

URCC Use Only

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

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

Media Relations & Publicity • JMC 48001

Spring 2011 • Instructor: Tim Roberts
3:45 to 5 p.m. M & W • 313 Franklin Hall
Office: 411 Franklin Hall • Phone: 330.672.9567
email: tarober1@kent.edu
Office Hours: 2 to 3:30 p.m. Tuesdays; 2 to 4 p.m. Thursdays
And by appointment

Course Overview

Superior writing and communication skills are the primary attributes employers seek in public relations graduates. This class helps you refine those skills to a marketable level and, in the process, develop an understanding and appreciation for the relationship between public relations and the news media as well as the "new media." It's not just about traditional journalists anymore!

To be successful in *Media Relations & Publicity,* you must become proficient with the communication tools of the profession. You also should understand how to develop media relations strategies and work with a range of media in the evolving online environment.

Media Relations & Publicity is not an entry-level course. You should understand the principles of public relations and be familiar with the strategies and tactics used by PR practitioners. You should also be familiar with news- and feature-style writing and be proficient in AP Style. To earn an "A" in the class, you also must exhibit superior writing, editing, and proofreading skills.

Prerequisite: JMC 26007 Print Beat Reporting

Required texts:
Public Relations Writing and Media Techniques, Dennis Wilcox, *6th Ed. (2009)*
The New Rules of Marketing and PR, 2nd Edition, David Meerman Scott (Wiley: 2009)

Recommended texts:
When Words Collide, AP Stylebook

Grading

To earn a final grade you must complete all assigned work. Here's the breakdown, but please note this can be changed at the professor's discretion.

Dialogic Theory paper (5%)
Traditional press release (5%)
Traditional Pitch (5%)
Fact Sheet (5%)
Online discussions of Meerman (10%)
Situation Analysis & Media Plan (10%)
Media monitoring reports (3) (10%)
Online newsroom analysis (10%)
Four Pitch Packages (40%)

Grading scale (in percentages)					
A	93 to 100	A-	90 to 92.9		
B+	87 to 89.9	B	83.to 86.9	B-	80 to 82.9
C+	77 to 79.9	C	73 to 76.9	C-	70 to 72.9
D+	67 to 69.9	D	60 to 66.9	F	Below 60

Copyright Issues
Ownership of the copyright for work submitted in this class project is shared jointly by the student author(s), the client and the School of Journalism and Mass Communication of Kent State University. Kent JMC reserves the right to use exceptional work as examples for future classes.

Become a Professional
You are expected to perform at a professional level. Be professional in your preparation for class, your conduct in class, and the work you produce for class.

- Meet deadlines for all assignments, whatever it takes.
- Produce work that's clear, concise and free of errors.
- Produce work with a clean, professional appearance worthy of display in your portfolio.
- Offer suggestions to your classmates. Ask for their input in return. Collaborate!
- Assume personal responsibility for your successes and your failures.

Policies

Attendance. You are expected to attend class and join in discussions. It's in your best interest to. In my experience, students who miss class tend to fare poorly.

Deadlines. Late work isn't acceptable. If health or family emergency will prevent you from meeting a deadline, contact your instructor in advance and be prepared to supply written documentation. You'll lose one full letter grade for each day your work is late.

Writing. Public relations majors—like their professional counterparts—must be flawless writers and precise editors. You'll be rewarded for meeting a standard of excellence, which is a nice way of saying you'll lose points if you don't.

Errors

- Lose 1% of the assignment's value for every grammar, spelling, punctuation or AP style error.
- Lose 10% for "major errors," which include errors in fact or misspellings of proper names.
- Lose 25% (that's not a typo) for any major error in a final element of your media kit.

No Distractions. All cell phones and other communication devices must be out of sight (put them in your purse or bookbag) during class. Personal texting, e-mailing, internet browsing (Facebook) or computer game playing is forbidden during class. A student will be warned on the first violation. The second time, points equal to a letter grade will be deducted from the current assignment. Each future infraction will result in a one percentage point deduction from the student's *final* grade.

Course Objectives & Outcomes

You will develop a media relations plan and media kit to address a communication challenge(s) of a real client. It's up to you to select a client and to have it approved by your instructor.

What you should know before you take this class:

- How to gather and organize information for various types of news stories
- How to write in a journalistic style using clear, concise language

- How to write press releases and feature-style (soft) news stories
- How to use direct quotes and paraphrasing in stories
- How to use the AP Style Manual proficiently
- How to write and proofread effectively on tight deadlines

What you should know after you take this class:

When you complete this course, you should understand how to develop media relations strategies and tools and how to work effectively with the news media – and "new" media. You should understand the value of a social-media release and online newsroom, including the basic elements needed to build these tools. Specifically, you should have the ability to:

- use a strategic approach to obtain news coverage that supports client objectives.
- collect and interpret information relating to organizations, issues, and key publics using primary and secondary research methods.
- monitor current events and trends, particularly those relating to your client.
- use research findings to develop a media relations plan that is strategic and creative.
- craft story ideas/generate news and effectively pitch/sell these ideas to specific news outlets.
- develop media relations tools including pitch e-mails/letters, fact sheets, media alerts, news releases for print and online publications, FAQ and other news materials.
- organize and create a social media release online.
- monitor, track, and evaluate media relations strategies and news coverage.

The course also provides:

- an understanding of the value of media relations in the PR process and its ever-changing nature.
- an understanding of how public relations professionals meet the needs of journalists and their audiences while still achieving client objectives.
- an understanding about how to tailor media relations tools to various print and online news media outlets, how to write these tools, and why these tools/tactics are used.

- an understanding of the importance of fact checking and proofing in preparing news materials.
- an awareness of how to work with the media and to communicate negative news.
- an awareness of resources used for the distribution of news materials, tracking news coverage, developing media lists and other media relations tasks.

Elements of the course

Basic Writing Assignments (50 pts. each, 200 pts. total)
These assignments come early in the semester. Think of them as drills designed to sharpen your writing skills, and to focus those skills on the public relations context. Focus on writing clearly and concisely.

Situation Analysis & Media Plan (100 pts.)
Before you begin your pitch package assignments, you must do your research and write a 1,200-word *situation analysis.* The situation analysis should contain a) a short client description, b) a description of the specific problem you are trying to solve, c) a complete description of the target public(s) and d) other environmental and historical information relevant to the problem.

Based on the situation analysis, you will outline a media relations plan to establish objectives and outline strategies and tactics. You must explain the "news hook," or story angle, and targeted media for appropriate tactics. We'll discuss in this class, and you will be given the chance to review some "A" work.

One key strategy in your media relations plan will describe the newsworthy event or activity you are proposing (or promoting) to solve your client's problem. It should include clear and measurable objectives.

Four (4) Pitch Packages (100 pts. each/400 pts. total)
You will receive specific instructions for each of four "pitch packages." Simply put, the package contains all the "tools" you will need to pitch a story to a media outlet. Contents will vary based on the outcomes you seek, but you will be required to compose a news release, a fact sheet, and in-depth backgrounder, a personality profile or feature story, and a social-media news release (using the Pitch Engine platform). Each package will also include "photo opportunity" suggestions.

Each pitch package will also include an email pitching the story to a media gatekeeper as well as two Twitter pitches (not to exceed 140 characters, including the link), one pitching the story to the media, another to your client's Twitter followers.

(Note: If you don't use Twitter, sign up early in the semester and begin following a hundred or so PR and marketing professionals. It takes time to learn the culture and nuances of Twitter.)

Plan to turn in drafts of each element by the deadlines listed on the course schedule. Miss these deadlines and you will lose five (5) points from your final grade on the assignment. Think of it as a time-management incentive.

Your instructor will critique the "drafts" you turn in and return them to you with suggestions to be incorporated in your final product. You'll get only one critique for each element, so turn in your very best work. If you miss the deadline for the "draft" copy, your instructor will still offer you a critique, so long as the draft is turned in at least 4 days prior to the final due date.

Each pitch package will contain a cover sheet. With each element, include a cover sheet that lists and explains the following items for each element. You will receive a sample:

1) Audience: You should explain specifically a) the media audience for the pitch and how it fits your strategy, and b) the end-user audience (those who consume the media) and why it's appropriate.

2) Objective: Explain the specific outcome you seek from a) the media audience and b) the end-user audience? How will you measure those outcomes to gauge your success?

Online Newsroom Critique & Recommendations (100 pts.)

This assignment requires that you study "best practices" of online newsrooms, then compose a memo that presents a brief proposal on how the organization you choose can improve its online news site, or create one. You will receive specific instructions on a separate document.

Three (3) Media Monitoring Reports (100 pts – 25+25+50)
Using free tools available from Google and other companies, you will monitor what's being said about a specific client in the mainstream media, on blogs, and on Twitter. You will prepare two short reports about what you learn and what it all means, and then you'll conclude with a summary report. Once again, you will receive specific instructions.

Online discussion of "The New Rules of Marketing & PR" (100 pts.)
You are required to blog on selected chapters of the textbook. Make them clear, concise and insightful.

Your Client

The pitch packages must use ONE real-world client. Select an organization that has objectives you would like to promote, but be careful not to lose objectivity or "audience focus" in the process. Often we are too close to an organization to see its weaknesses or its real needs.

Caution: You must choose a client that will generate **interest beyond Kent State student media.** Pitching all of your stories to the Daily Kent Stater, TV2 or the Record Courier isn't acceptable, nor does it test your abilities as a professional. You may select an on-campus client, so long as its message reaches beyond Kent, Ohio.

Consider organizations to which you have relatively easy access. This simplifies the research task. Student groups or employers are fair game. If you're sensing a lack of cooperation from your client at the onset, pursue a different client immediately. Don't sit around hoping someone will call you back.

Keep in mind that your task is to generate **newsworthy messages**. That means your client's activities must be of interest to one or more external audiences and the media outlets serving those audiences.

Remember that these pitch packages may become a centerpiece item in your portfolio, so pick a client and a topic that is likely to impress prospective employers. Put another way: Don't pick anything too off-the-wall, weird, flaky, whacky or out-of-the-mainstream. A prospective employer is likely to attach those same attributes to you.

The School of Journalism and Mass Communication deals in publishable works and educates its students for various aspects of publishing and other communications professions. Within this framework, every student must be aware of the following rules and definitions while in school or on the job:

Fabrication is, in phrasing first used by the Columbia University Graduate School of Journalism, the cardinal sin. Faking quotations, faking "facts", reporting things that did not happen are not only reprehensible; they could be actionable in court.

Plagiarizing, as defined by Webster, is "to steal and pass off as one's own the ideas or words of another". It is unethical and, in cases involving creative work, usually illegal. One of the worst sins a communications practitioner may commit is to plagiarize the work of another – to steal his/her words, thought, or outline and pass them off as his/her own.

Duplicating work is defined as submitting the same work to more than one instructor (or publication) without the prior knowledge and agreement of both.

Commission of any of these offenses while in school is grounds for disciplinary action. If the complaint is upheld, a variety of punishments may be imposed, from a reprimand to a lowered or failing grade in the course to dismissal from the university.

Student Accessibility Services

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).

KENT STATE
UNIVERSITY

INTERDEPARTMENTAL CORRESPONDENCE

College of Arts and Sciences
Undergraduate Office
105 Bowman Hall
Phone: 2-2062 Fax: 2-2646

TO: Don Williams, Co-Chair, URCC

FROM: Mary Ann Haley, Assistant Dean Mary Ann Haley

DATE: December 20, 2011

SUBJECT: Revised WIC Documentation for CS 48102 and CS 49901

Attached please find the revised documentation in support of Writing-Intensive Course (WIC) status for CS 48102 Game Development Practicum and CS 49901 Capstone Project.

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: CS48102 **Credit Hours:** 4 **Effective Term:** Fall 2011

Course Title: Game Development Practicum

x☐ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

The Game Development Practicum is an integrative experience that brings together all components of the undergraduate computer science curriculum in an applied, hands-on real-world setting that focuses on developing a virtual world for use in education or entertainment. This experience also includes writing professional documentation.

Each student: writes an individual weekly report on their weekly accomplishments that is judged on the clarity of the exposition and the difficulty of the work accomplished. At the end of a two week period the team leader writes a report on what the team accomplished during that time period and presents a verbal report to the class summarizing the teams accomplishments. The teams leaders alternate every two week. So every student gets the opportunity to write one team leader report. During the last week of class, each student will give a verbal report on his/her accomplishments in the class project.

At the end of the semester each student further contributes to three final team documents- User Manual, Programmer's Manual and a Project Techncial Report. Each of these are multiple page professional documents written in descriptive English. Each student receives feedback on the draft version before producing the final version report.

In a 16 week class, each student will write about 12 individual reports, one team leader report, sections of three team reports, and gives two individual verbal reports.

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 professional writing skills in computer science require the ability to communicate a computing problem solution process and outcome in a written form. This involves describing the problem in terms of requirements and specifications, describing the solution in terms of architecture, design, and algorithms (using flowcharts, psuedo-code, etc.), characterizing the performance in terms of space and computing needs (using complexity notations), and documenting the operational procedure. A computer science professional need to communicate with multiple types of audiences such as end-users, fellow developers and technical experts, and customers. S/he also needs to develop an overall project management plan, regularly report project status, and write computer code with professional readability for collaborative development and software maintenance.

The Capstone course requires students to practice each of these writing skills while they conduct the project. The students start with the Project Plan which includes the schedule and timetables and demonstrates their skills in developing an implementation plan. The stduent then submit the Bi-Weekly Project Status Reports with various technical description components. Finally, the students submit the User Manual (documenting the operation procedure and is intended for general users), Programmer's Manual (documenting the specifications and is intended for technical verification and collaborative development), and Technical Report (documenting the technical design and is intended for technical experts).

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 instructor uses lectures to initially explain how to write the professional reports- including content, format, style, level of details as per professional practice. The instructor may also provide instructional handouts and samples. The instructor also returns comments on each submission.

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

The Plan, the Bi-weekly Reports and all the three Final Documents.

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

The Plan is developed through hands-on consultation and modification with the instructor.
The Bi-Weekly reports gets comments from isntructor and students can improve it to get a better grade. These Bi-Weekly reports also lead to the three final reports. A sufficiently complete rough draft of the three final reports receives guided revision before their final submission.The students have the opportunity for individual meetings on request on all elements.

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

The submissions are assessed for the quality and correctness of the overall problem solving process as communicated and reflected via these written submisssions. The writing-specific elements of assessment include conformance to professional style and format, ability to organize the required components, use of appropriate terminologies, use of appropriate graphic elements (flow chart, diagram, psuedo-code) , and the clarity of the presentation at the level of intended audience.

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)

Estimated ~85-100% of the grade is based on written reports submitted. Within this ~80% of the grade is assigned during the semester based on the individual reports (Bi-weekly reports and Team Leader report) and ~20% is on the team documents (various Manuals). Some instructors may include other grading elements (such as presentation of the project) but their contribution to the final grade is about ~15%. Without any written document it is not sufficient to pass the

course.

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 or less.

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 project documents are critical components and is in the master syllabus. The instructors are explicitly adviced to be aware of the WIC guideline.

URCC Use Only

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

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

CS 48102 Game Development Practicum
Department of Computer Science, Kent State University

Prerequisites:CS 33901, CS33007, CS35201, CS48101

Objectives: The course is an integrative experience that brings together all components of the undergraduate computer science curriculum in an applied, hands-on real world setting. The course is a bridge between the academic experience and the professional workplace.

The objectives of the Game Development Practicum are to give the student the experience of:

- Being involved in building a real-world interactive virtual environment, software development project;
- Integrating knowledge of topics such as operating systems, networks, database, software engineering and game engine design within a team-project framework;
- Developing planning, organizational and teamwork skills by building a virtual environment system under the supervision of an instructor and working with content providers and artists in a team environment;
- Developing professional writing skills by producing project plans, weekly progress reports, and project completion reports reviewed for effectiveness by the instructor ;
- Developing professional presentation and communication skills by planning and delivering video-aided, verbal progress reports critiqued by the instructor; and
- Being cognizant of the professional and ethical issues in software project development.

Text Book

- ☐ None required. Materials provided by the Instructor.
- ☐ Recommended: *Object-Oriented Software Engineering 2nd Edition*, Bruegge & Dutoit.
- ☐ Select readings from the Computer Science literature such as readings from the *Communications of the ACM*, *IEEE Software*, *IEEE Computer*, classic textbooks, etc.

Course organization

The course will be a mix of lecture, invited lectures, student project status report presentations, and student team meetings. The course will be project based, with students organized into teams of three or more. These student teams will be given the assignment of developing a non-trivial game oriented software system.

Approximately 20 (of 45) contact hours will be comprised of formal lecture on the topics of team organization and management, project management, requirements elicitation, and developing graphic user interfaces. Additionally, lectures on software/environment tools and using specific APIs/components will be included. External and internal guest lecturers will be organized to fulfill the integrative and real world aspects. If the project is one derived from a local external organization, presentations regarding the project requirements will be appropriate.

The remainder of contact hours will consist of student/team project status reports and final project presentations. In addition, class time will be allocated for student team meetings and organization.

Writing Expectation:

Each students to produce by-weekly reports and various project documents, and a term ending report reflecting on the integrative experience. This course satisfies both Experiential Learning Requirement (ELC) and Writing Intensive Course (WIC) requirements.

Grading

- Project, Reports and Presentations 90%, Class participation 10%.
- As a designated WIC course student cannot expect a grade C or above without demonstrating proficiency in professional writing.
- Scale: A: 100-90, B: 89-80, C: 79-70, D: 69-60, F: 59- 0

Sample Course Schedule:

Week of Semester	Class Activities	Lab Activities
Week 1	Project description and analysis	Introduce coding requirements and software tools
Week 2	Further project Analysis	Required software libraries
Week 3	Set up teams	Produce initial plan and project milestones
Week 4	Project clarification discussions	Team planning and code testing sessions
Week 5	Weekly reports due, reports discussed. Project clarification discussions	Team planning and code testing sessions
Week 6	Weekly reports due, reports discussed. Project clarification discussions	Team planning and code testing sessions
Week 7	Weekly reports due, reports discussed. Project clarification discussions Video-aided team progress reports.	Team planning and code testing sessions
Week 8	Weekly reports due, reports discussed. Project clarification discussions.	Team planning and code testing sessions
Week 9	Weekly reports due, reports discussed. Project clarification discussions Video-aided team progress reports	Team planning and code testing sessions
Week 10	Weekly reports due, reports discussed. Project clarification discussions	Team planning and code testing sessions
Week 11	Weekly reports due, reports discussed. Project clarification discussions. Video-aided team progress reports	Team planning and code testing sessions
Week 12	Weekly reports due, reports discussed. Project clarification discussions	Team planning and code testing sessions

Week of Semester	Class Activities	Lab Activities
Week 13	Weekly reports due, reports discussed. Project clarification discussions. Video-aided team progress reports	Team planning and code testing sessions
Week 14	Weekly reports due, reports discussed. Project clarification discussions	Software Testing
Week 15	Project Completion Reports. Evaluating and reflecting on the complete experience.	

Other Notes

- Copying or plagiarism of any type will not be tolerated and will be dealt with in accordance to Kent State University's policy on cheating and plagiarism described in the student handbook. You should read the Department's policy on this issue: http://www.cs.kent.edu/programs/grad/acad-dishonesty.htm
- Special accommodations for students with disabilities: In accordance with the University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities should verify their eligibility through the Office of Student Disability Services (SDS) in Michael Schwartz Student Services Center (672-3391).

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: CS 49901 **Credit Hours:** 4 **Effective Term:** Fall 2011

Course Title: CAPSTONE PROJECT

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

The Capstone project is an integrative experience that brings together all components of the undergraduate computer science curriculum in an applied, hands-on real-world setting. This experinece also includes writing professional documention.

Each student writes an individual weekly report on their weekly accomplishments that is judged on the clarity of the exposition and the difficulty of the work accomplished. The teams leaders alternate every two week. So every student gets the opportunity to write one team leader report. At the end of a two week period the team leader writes a report on what the team accomplished during that time period and presents a verbal report to the class summarizing the teams accomplishments. Both the team report and the verbal presentation are critiqued and assigned a grade. During the last week of class, each student will give a verbal report on his/her accomplishments in the class project. At the end of the semester the teams also produce three final documents- User Manual, Programmer's Manual and a Project Techncial Report. Each of these are multiple page professional documents written in descriptive English. They receive feedback on draft before producing the final report.

In a 16 week class, each student will write about 12 individual reports, one team report, give two verbal reports- and sections of three group reports.

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 professional writing skills in computer science require the ability to communicate a computing problem solution process and outcome in a written form. This involves describing the problem in terms of requirements and specifications, describing the solution in terms of architecture, design, and algorithms (using flowcharts, psuedo-code, etc.), characterizing the performance in terms of space and computing needs (using complexity notations), and documenting the operational procedure. A computer science professional need to communicate with multiple types of audiences such as end-users, fellow developers and technical experts, and customers. S/he also needs to develop an overall project management plan, regularly report project status, and write computer code with professional readability for collaborative development and software maintenance.

The Capstone course requires students to practice each of these writing skills while they conduct the project. The students start with the Project Plan which includes the schedule and timetables

and demonstrates their skills in developing an implementation plan. The student then submits the Bi-Weekly Project Status Reports with various technical description components. Finally, the students submit the User Manual (documenting the operation procedure and is intended for general users), Programmer's Manual (documenting the specifications and is intended for technical verification and collaborative development), and Technical Report (documenting the technical design and is intended for technical experts).

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 instructor uses lectures to initially explain how to write the professional reports- including content, format, style, level of details as per professional practice. The instructor may also provide instructional handouts and samples. The instructor also returns comments on each submission.

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

The Plan, the Bi-weekly Reports and all the three Final Documents.

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

The Plan is developed through hands-on consultation and modification with the instructor. The Bi-Weekly reports gets comments from instructor and students can improve it to get a better grade. These Bi-Weekly reports also lead to the three final reports. A sufficiently complete rough draft of the three final reports receives guided revision before their final submission.The students have the opportunity for individual meetings on request on all elements.

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

The submissions are assessed for the quality and correctness of the overall problem solving process as communicated and reflected via these written submisssions. The writing-specific elements of assessment include conformance to professional style and format, ability to organize the required components, use of appropriate terminologies, use of appropriate graphic elements (flow chart, diagram, psuedo-code) , and the clarity of the presentation at the level of intended audience.

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)

100-85% of the grade is based on written reports submitted. Within this ~80% of the total grade is assigned during the semester based on the individual reports (Bi-weekly reports and Team Leader report) and ~20% is on the group documents (various Manuals). Some instructors may include other grading elements (such as presentation of the project) besides the reporting but their contribution to the final grade is about ~15%. Without any written document it is not sufficient to pass the course.

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 or less.

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 project documents are critical components and is in the master syllabus. The instructors are explicitly advised to be aware of the WIC guideline.

URCC Use Only

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

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

CS 49901 Capstone Project
Department of Computer Science, Kent State University

Prerequisites: CS 33901, CS33007, CS35201

Objectives:

The course is an integrative experience that brings together all components of the undergraduate computer science curriculum in an applied, hands-on real world setting. The course is a bridge between the academic experience and the professional workplace.

The objectives of the Capstone Project course are to give the student the experience of:

- Being involved in building a real-world (like) software development project;
- Integrating knowledge of topics such as operating systems, networks, database, and software engineering within a team-project framework;
- Developing planning, organizational and teamwork skills by building a real—world software project under the supervision of an instructor and working with other developers in a team environment;
- Developing professional writing skills by producing project plans, weekly progress reports, and project completion reports reviewed for effectiveness by the instructor;
- Developing professional presentation and communication skills by planning and delivering video-aided and verbal progress reports critiqued by the instructor; and
- Being cognizant of the professional and ethical issues in software projects.

Text Book:

- None required. Materials provided by the Instructor.
- Recommended: *Object-Oriented Software Engineering 2nd Edition*, Bruegge & Dutoit.
- Select readings from the Computer Science literature such as readings from the *Communications of the ACM*, *IEEE Software*, *IEEE Computer*, classic textbooks, etc.

Course organization:

The course will be a mix of lecture, invited lectures, student project status report presentations, and student team meetings. The course will be project based, with students organized into teams of three or more. These student teams will be given the assignment of developing a non-trivial software system.

Approximately 20 (of 45) contact hours will be comprised of formal lecture on the topics of team organization and management, project management, requirements elicitation, and developing graphic user interfaces. Additionally, lectures on software/environment tools and using specific APIs/components will be included. External and internal guest lecturers will be organized to fulfill the integrative and real world aspects. If the project is one derived from a local external organization, presentations regarding the project requirements will be appropriate.

The remainder of contact hours will consist of student/team project status reports and final project presentations. In addition, class time will be allocated for student team meetings and organization.

Writing Expectation:

Each student to produce by-weekly reports and various project documents and a term ending report reflecting on the integrative experience. This course satisfies both Experiential Learning Requirement (ELC) and Writing Intensive Course (WIC) requirements.

Grading:

- Project & Reports & Presentations 90%, Class participation 10%.
- As a designated WIC course student cannot expect a grade C or above without demonstrating proficiency in professional writing.
- Scale: A: 100-90, B: 89-80, C: 79-70, D: 69-60, F: 59- 0

Sample Course Schedule:

Week of Semester	Class Activities	Lab Activities
Week 1	Project description and analysis	Introduce coding requirements and software tools
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Week of Semester	Class Activities	Lab Activities
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Week 15	Project Completion Reports. Evaluating and reflecting on the complete experience.	

Other Notes

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- Special accommodations for students with disabilities: In accordance with the University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities should verify their eligibility through the Office of Student Disability Services (SDS) in Michael Schwartz Student Services Center (672-3391).

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Course Proposals for EPC Action

Date: November 29, 2011

The University Requirements Curriculum Committee has approved the list of courses below for Experiential Learning Course status, effective Fall 2012. In the course of the discussion of these proposals the committee came to the conclusion that all courses that are internships, practicum, senior thesis, senior projects, or student teaching should be automatically approved for ELR status. It was argued that the courses are by definition experiential, have approved learning objectives and methods of assessment, and involve faculty supervision. Consequently the committee proposes the following policy for EPC consideration:

All undergraduate courses with numbers xxx92 and xxx99, and all courses that have student teaching in the course title shall be designated as Experiential Learning Courses.

In addition to such courses, the committee approved several other proposals for ELR status. The ELR Course Proposal forms and sample course evaluations are attached for all of the courses approved at the November 18 meeting, listed below:

NUTR 43515, Community Nutrition, 3 cr.
ECED 40142 Home, School, Community Partnerships/Relations, 3 cr.
MIS 44048, Software Integration, 3 cr.
ELR (EXPR), 10295, 20295, 30295, 40295 Experiential Learning Plus, 1 cr
(approved subject to course number change)
ARTE 41002, Foundations and Concepts Secondary, 3 cr.
DAN 47174, Sr. Choreography Project, 1 cr.
THEA 41900, Capstone Project, 1-3 cr.
HED 44092, Internship CHE, 12 cr.
HM 43092, Practicum in Hospitality Management, 3-6 cr.
SPAD 25092, Practicum 1 in Sport Admin, 1 cr.
ATTR 45392, Internship in Athletic Training II, 3 cr.
EXSC 45492, Internship in Physical Fitness & Cardiac Rehabilitation, 3 cr.
HED 42358, Student Teaching, 9 cr.
HDFS 44192, Internship in HDFS Case Mgmt II, 3-6 cr.
GERO 44092, Practicum in Gerontology, 3-6 cr.

HDFS 44192, Internship in HDFS Case Mgmt I, 3-6 cr.
ADED 42357, Secondary Student Teaching, 9 cr.
MCED 42358, Student Teaching in Middle Childhood, 9 cr.
PEP 49526 Student Teaching in Physical Education, 12 cr.
CHDS 41892, Internship in Educational Studies, 10 cr.
RPTM 46092, Internship in Recreation, 12 cr.
ATTR 45292, Internship in Athletic Training I, 3 cr.
SPA 44492, Clinical Preparation in SLP, 2 cr.
GERO 43192, Practicum in Nursing Home Admin., 6 cr.
HDFS 44092, Practicum in HDFS, 3-6 cr.
SPED 43981, Student Teaching, 5-9 cr.
CTTE 46002, In-Service Teaching, 3 cr.
PEP 45092, Internship in Physical Education, 2-8 cr.
ACCT 43092, Accounting Internship, 3 cr.
BUS 2/40192, Internship in Business, 1-3 cr.
ECON 42292, Internship in Economics, 3 cr.
ENTR 47292, Entrepreneurial Internship, 3 cr.
FIN 46192 Internship in Finance, 3 cr.
MIS 44192, Internship in Management, 3 cr.
MIS 44292, Internship in Information systems, 1-3 cr.
MIS 44392, Business Consulting and Practicum, 3 cr.
COMM 46092, Practicum in Applied Communications, 3 cr.
COMM 45092, Internship in Communication Studies, 3-6 cr.
JMC 40092, Internship, 1 cr.
HONR 40099, Senior Honors Thesis, 1-10 cr.
ART 30692, Field Experience in the Visual Arts, 1-3 cr.
ART 40092, Field Experience: Travel-Study in the Visual Arts, 1-3 cr
ARTC 45099, Senior Thesis Exhibition, 3 cr.
ARTF 44092, Field Experience Travel Study, 1-3 cr.
ARTF 44099, Senior Project, 3 cr.
ARTH 42092, Art Museum Internship, 3 cr.
ARTH 42192, Study Travel, 2-3 cr.
MUS 40092, Music Technology Internship, 2 cr.
DAN 47192, Internship in Dance, 1 cr.
DAN 47525, Student Teaching in Dance, 9 cr.

Cc: Therese Tillett, Curriculum Services
Joanne Arhar, EHHS
Liz Sinclair, Business
LuEtt Hanson, CCI
Tina Kandakai, OEECE
Victoria Bocchicchio, Honors
Ralph Lorenz, Arts
URCC

TILLETT, THERESE

From: WILLIAMS, DONALD
Sent: Tuesday, January 10, 2012 12:29 PM
To: TILLETT, THERESE; CAINE, NATALIE
Subject: RE: URCC items for January's EPC

Hi Therese,

I'm sorry if I sent the wrong memo, but the two CS courses have not been approved for WIC status. (they will be reconsidered at the meeting this coming week, however, and if approved could go forward)

Also, for item number 5, you can now add xxx98 courses to the list, which was approved at the last meeting.

I need to check on the proposals that we approved in November to be sure you have everything. I'll do so after lunch.

Don

Donald R. Williams
Dean, The Honors College
A Community of Scholars
Kent State University
330.672.2312

TILLETT, THERESE

From: WILLIAMS, DONALD
Sent: Thursday, January 12, 2012 4:37 PM
To: TILLETT, THERESE
Subject: RE: ERL policy for xxx92, xxx98, xxx99, "student teaching"

Therese,
I'll ask the committee for its opinion at the meeting next week.
Don

Donald R. Williams
Dean, The Honors College
A Community of Scholars
Kent State University
330.672.2312

From: TILLETT, THERESE
Sent: Thursday, January 12, 2012 4:24 PM
To: WILLIAMS, DONALD
Subject: ERL policy for xxx92, xxx98, xxx99, "student teaching"

Don, the policy approved by URCC:

> All undergraduate courses…shall be designated as Experiential Learning courses."

Does the word "undergraduate" include courses used exclusively in associate degree programs? We have quite a few, even some student teaching courses.

If a student took a xxx92, etc. course for an associate degree program (exclusive to program or not), would it count as ELR if the student articulated into a bachelor's degree?

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

Courses Approved for Experiential Learning Requirement Effective Fall 2012

Subject	Number	Title	Min Cr	Max Cr
ACCT	43092	Accounting Internship	3	3
ACTT	21092	Internship in Accounting Technology	2	3
ADED	42292	Field Work Practicum	3	3
ADED	42357	Secondary Student Teaching	9	9
AERN	45092	Aeronautical Internship/Cooperative Education	1	2
AERN	45099	Aeronautical Studies Capstone	3	3
ANTH	38292	Field Work in Cultural Anthropology	3	3
ANTH	38492	Field Work in Archaeology	3	3
ANTH	48692	Field Work in Biological Anthropology	3	3
ARCH	30102	Third Year Studio	5	5
ARCH	30112	Third Year Studio II-Florence	5	5
ARCH	46992	Field Study	1	3
ARCS	30022	Urban Design Discourse	3	3
ART	30692	Field Experience in the Visual Arts	1	3
ART	40092	Field Experience Travel Study in Art	1	3
ARTC	45092	Field Experience: Travel Studies in Crafts	1	3
ARTC	45099	Senior Project: Crafts	4	4
ARTE	41002	Foundations and Concepts Secondary	3	3
ARTE	41092	Field Experience: Travel Study in Art Education	1	3
ARTE	41557	Art Education: Student Teaching and Seminar	9	9
ARTF	44092	Field Experience: Travel Study in Fine Art	1	3
ARTF	44099	Senior Project: Fine Arts	3	3
ARTH	42092	Art Museum Internship	3	3
ARTH	42192	Field Experience: Travel Study in Art History	1	3
ASL	49092	Deaf Residential School Practicum	1	3
ATTR	15092	Practicum in Athletic Training I	3	3
ATTR	25092	Practicum in Athletic Training II	3	3
ATTR	35092	Practicum in Athletic Training III	3	3
ATTR	45192	Practicum in Athletic Training IV	3	3
ATTR	45292	Internship in Athletic Training	3	3
ATTR	45392	Internship in Athletic Training II	3	3
BMRT	21092	Internship in Management Technology	1	3
BSCI	40099	Senior Honors thesis	1	10
BSCI	40192	Internship in Biological Sciences	3	12
BTEC	40192	Internship in Biotechnology	2	9
BUS	20192	Internship in Business	1	3
BUS	40192	Internship in Business	1	3
CACM	35092	Internship in Conflict Management	3	12
CHDS	20092	Field Experience I: Middle Childhood	1	1
CHDS	41892	Internship in Educational Studies and Helping Professions	10	10
CHEM	20098	Introduction to Chemical Research	1	3
CHEM	40099	Senior Honors thesis	1	10
CLAS	41092	Field Experience in Classics	1	4
COMM	45092	Internship in Communication Studies	3	6
COMM	46091	Senior Seminar	3	3
COMM	46092	Practicum in Applied Communication	3	3
COMT	21092	Computer Practicum	1	3
COMT	36392	Internship for Computer Technology Students	3	3
CS	33192	Internship in Computer Science	1	3

Courses Approved for Experiential Learning Requirement Effective Fall 2012

Subject	Number	Title	Min Cr	Max Cr
CS	48102	Game Development Practicum	3	3
CS	49901	Capstone Project	3	3
CS	49998	Research	1	15
CTTE	46002	in-Service Teaching	3	3
CTTE	46031	Student Teaching in Career Technical Education	9	9
CTTE	46192	Practicum: Occupational	1	6
DAN	37192	Dance Practicum	1	1
DAN	47174	Senior Choreography Project	1	1
DAN	47192	Internship in Dance	1	1
DAN	47525	Student Teaching in Dance	9	9
ECED	40142	Home, School, Community Partnerships/Relations	3	3
ECED	40192	Internship in Preschool	6	12
ECED	40292	Internship in Kindergarten/Primary	6	12
ECET	22140	Student Teaching Seminar	3	3
ECET	22150	Student Teaching	6	6
ECON	32050	Applied Econometrics	3	3
ECON	42292	Internship in Economics	3	3
EDUC	49526	Student Teaching in Health and Physical Education	12	12
ENG	30066	Writing in the Public Sphere	3	3
ENG	41009	Student Teaching	9	9
ENG	41092	ESL/EFL Practicum I	3	3
ENG	41094	College Teaching Assistant	1	3
ENG	41098	Guided Research	1	3
ENG	41192	ESL/EFL Practicum II	3	3
ENG	41198	Research Assistant	1	3
ENG	41292	Teaching English as a Foreign Language Practicum	3	6
ENG	42092	Writing Internship	1	3
ENG	42192	Service-Learning in English Studies	3	3
ENG	43092	Teaching Poetry in the Schools	3	3
ENTR	27065	Entrepreneurship Experience I	3	3
ENTR	37192	Practicum in Entrepreneurship	1	3
ENTR	47292	Entrepreneurial Internship	1	3
EVHS	20092	Environmental Technology Internship I	3	3
EVHS	21092	Environmental Technology Internship II	3	3
EXSC	43098	Research in Exercise Science	1	3
EXSC	45492	Internship in Physical Fitness and Cardiac Rehabilitation	1	8
FDM	40099	Senior Fashion Design Thesis I	6	6
FDM	40199	Senior Fashion Design Thesis II	3	3
FDM	45092	Internship in Fashion Design and Merchandising	3	3
FDM	45192	Internship in Fashion Merchandising	3	3
FDM	45292	Internship in Fashion Design	3	3
FDM	45392	Field Experience: Fashion Study Tour	1	3
FDM	45492	Field Experience Study Tour for NYC Studio Students	3	3
FDM	45592	Field Experience European Fashion Study Tour for Florence Students	3	3
FIN	46059	Financial Policy	3	3
FIN	46192	Internship in Finance	3	3

Courses Approved for Experiential Learning Requirement Effective Fall 2012

Subject	Number	Title	Min Cr	Max Cr
GEOG	40192	Practicum in Geography	1	3
GEOG	40292	Field Experience in Geography	1	6
GEOG	40392	Practicum in Emerging Geographic Trends	1	6
GEOG	46092	Internship in Geography and Planning	3	6
GEOG	49098	Research in Geographic Information Technology	1	3
GEOG	49198	Research in Cartography and GIS	1	3
GEOL	41092	Summer Field Camp	6	6
GERO	43092	Practicum in Nursing Home Administration I	6	6
GERO	43192	Practicum in Nursing Home Administration II	6	6
GERO	44092	Practicum in Gerontology	3	6
HDFS	44092	Practicum in Human Development and Family Studies	3	6
HDFS	44192	Internship in Human Development and Family Studies: Case Management I	3	6
HDFS	44292	Internship in Human Development and Family Studies: Case Management II	3	6
HED	42358	Student Teaching in Health Education	9	9
HED	44092	Internship in Community Health Education	12	12
HED	48092	Field Experience in Health Education and Promotion	1	3
HIST	40092	Internship in History	3	3
HM	43092	Practicum in Hospitality Management	3	6
HONR	40099	Senior Honors thesis/Project	1	10
HORT	36092	Internship in Horticulture	4	4
HORT	46092	Practicum in Horticulture	3	3
HST	21092	Internship in Human Services Technology I	3	3
HST	21192	Internship in Human Services Technology II	3	3
ID	44592	Practicum in interior Design	2	10
IHS	44092	Practicum in integrated Health Studies	3	10
ILS	21092	ILS Seminar II	2	2
ILS	30392	Psychological Helping Skills for Medicine	3	3
ILS	32092	Integrated Life Sciences Seminar IV	2	2
ILS	32592	Sociological Perspectives in Public Health	3	3
ILS	40392	Practicum in Medical Psychology	3	3
ILS	42592	Medical Sociology Practicum	3	3
INS	49092	Practicum in Insurance	3	3
ITAP	26692	Internship for Administrative Professionals	1	3
JMC	33092	Radio-Television Operations	1	3
JMC	40092	Internship	1	1
JMC	40192	Radio-Television Internship	1	1
JMC	42092	Practicum in Photography	1	3
JUS	25092	Field Placement	1	6
JUS	46792	Internship	3	12
JUS	46798	Research in Justice Studies	3	12
KBT	22092	Practicum I: Design/Technology	3	3
KBT	22192	Practicum I: Performance	3	3
KBT	41992	Theatre Production Internship	1	6
KBT	42092	Practicum II: Design Technology	3	3
KBT	42192	Practicum II: Performance	3	3

Courses Approved for Experiential Learning Requirement Effective Fall 2012

Subject	Number	Title	Min Cr	Max Cr
LEGT	21092	Internship	2	2
MATH	19099	Field Experience in Mathematics instruction	1	1
MATH	49998	Research	1	15
MCED	30092	Field Experience II: Middle Childhood	1	1
MCED	42357	Student Teaching Middle Childhood/Gifted Education	5	5
MCED	42358	Student Teaching in Middle Childhood	9	9
MCLS	40657	Student Teaching of a Second Language	3	9
MIS	34092	Practicum in Career Development	3	3
MIS	44048	Software integration	3	3
MIS	44192	Internship in Management	3	3
MIS	44292	Business Experience and Internship	3	3
MIS	44392	Business Consulting and Practicum	3	3
MKTG	45084	Marketing Policies and Strategies	3	3
MKTG	45292	Marketing Internship	3	3
MMTG	45040	Integrated Marketing Strategy	3	3
MUS	40092	Music Technology Internship	2	2
MUS	41199	Senior Project: Music theory	3	3
MUS	41299	Senior Project: Music Composition	2	2
MUS	42357	Student Teaching and Seminar	9	9
MUS	48598	Music Research	2	3
NURS	40045	Integration of Leadership and Management in Nursing	6	6
NUTR	43515	Community Nutrition	3	3
PAS	31092	Practicum in African Theatre Arts	3	6
PAS	41192	Practicum in African American Affairs	1	12
PEP	45092	Internship in Physical Education	2	8
PEP	45392	Internship in Mainstreamed Physical Activity	1	12
PEP	45692	Internship in Athletic Coaching	2	4
PEP	49526	Student Teaching in Physical Education	12	12
PH	40092	International Health Practicum	6	6
PH	41092	Field Experience in Meeting the Basic Health and Human Needs	3	3
PH	44092	Internship in Public Health	3	6
PHIL	49999	Senior Honors Project	2	3
PHY	40092	Internship in Physics	1	3
PHY	40099	Senior Honors thesis	1	10
PLST	36792	Internship in Paralegal	3	12
POL	39592	Geneva Internship	3	3
POL	40992	Public Service	1	3
PSYC	31498	Undergraduate Research	1	6
PSYC	41492	Internship in Psychology	1	6
PSYC	41498	Individual Investigation	1	6
RIS	44098	Research in Medical Imaging	3	3
RPTM	36092	Practicum in therapeutic Recreation	1	1
RPTM	36192	Practicum in Leisure Services Management	1	1
RPTM	46092	Internship in Recreation	6	12
SOC	42092	Internship in Sociology	3	3
SPA	43492	Clinical Preparation in Audiology	2	2
SPA	44492	Clinical Preparation in Speech-Language Pathology	2	2

Courses Approved for Experiential Learning Requirement Effective Fall 2012

Subject	Number	Title	Min Cr	Max Cr
SPAD	25092	Practicum I in Sport Administration	1	3
SPAD	25192	Practicum in Professional Golf Management I	1	1
SPAD	35092	Practicum II in Sport Administration	1	3
SPAD	35192	Practicum in Professional Golf Management II	1	1
SPAD	45092	Internship in Sport Administration	6	12
SPAD	45192	Internship in Professional Golf Management	2	2
SPED	43092	Deaf Residential School Internship	1	3
SPED	43192	Practicum in Educational interpreting	1	3
SPED	43392	Practicum: Deaf Education	1	3
SPED	43981	Student Teaching in Special Education	4	9
SPED	43992	Field Experience in Special Education	2	4
SPED	44092	Field Experience for Mild/Moderate Intervention Specialist	2	3
SPED	44192	Field Experience for Moderate/intensive Intervention Specialist	2	3
TECH	46031	Student Teaching	9	9
THEA	13092	Bachelor of Fine Arts Freshman Practicum: Design and Technology	3	3
THEA	22092	Practicum I: Design/Technology	3	3
THEA	22192	Practicum I: Performance	3	3
THEA	22292	Practicum I: Theatre Management	3	3
THEA	23092	Bachelor of Fine Arts Sophomore Practicum: Design and Technology	3	3
THEA	33092	Bachelor of Fine Arts Junior Practicum: Design and Technology	3	3
THEA	41499	Musical Theatre Showcase	2	2
THEA	41892	Entertainment Arts and Technology Internship II	5	5
THEA	41900	Capstone Project	1	3
THEA	41992	Theatre Production Internship	1	6
THEA	42092	Practicum II: Design/Technology	3	3
THEA	42192	Practicum II: Performance	3	3
THEA	42292	Practicum II: Theatre Management	3	3
THEA	43092	Bachelor of Fine Arts Senior Practicum: Design and Technology	3	3
VCD	40092	Internship I: Graphic Design/Illustration	1	1
VCD	40192	Internship II: Graphic Design/Illustration	1	6
VCD	48092	Practicum in Photography	1	3
VCD	49098	Senior Research Proposal: Graphic Design and Illustration	1	1
VCD	49198	Senior Research Paper: Graphic Design/Illustration	2	2
VCD	49199	Senior Project: Graphic Design/Illustration	3	3
VIN	11392	Winter Viticulture Practicum	2	2
VIN	11492	Spring Viticulture Practicum	2	2
VIN	11592	Summer/Fall Viticulture Practicum	2	2
VIN	25792	Fall Wine Production Internship	3	3
VIN	25992	Cellar Operations Internship	2	2
VTEC	20392	Practicum in Veterinary Hospital	5	5
WMST	40992	Practicum in Women's Studies	3	3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Fall Curriculum Bulletin _____
Effective Date ~~Spring~~ 2012 Approved by EPC _____

Department	**School of Art**		
College	**CA - The Arts**		
Degree	**Minor (non degree)**		
Program Name	**Accessories**	Program Code	ACES
Concentration(s)	Concentration(s) Code(s)		
Proposal	**Establish program**		

Description of proposal:
This new minor is being defined in the School of Art. The minor is currently available as "Crafts", but requirements will be more specific under the new headings.

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., 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

Christine Havice — 8 / XII / 11
Department Chair / School Director

_____ — ___/___/___
Campus Dean (for Regional Campuses proposals)

Ralph Lorenz — 12/19/11
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

School of Art
Kent State University

To: Ralph Lorenz, Associate Dean
College of the Arts

From: Janice Lessman-Moss
Cc: Alyssa Pryor

Date: December 7, 2011

Re: Memo of Transmittal: The addition of two new minors in the crafts division (Textiles minor/ Accessories minor). Both of these minors are currently available but are listed as a Crafts minor. Identifying the minor more specifically with the area of focus might be more appealing or understandable for some students outside of the School of Art – such as Fashion and Interior Design majors.

Attached are the following items:

- Proposal summary (REVISED: with course numbers)
- CCP forms for both minors
- Textiles/ Accessories Minor course requirements (REVISED: with course numbers)

Please note: There are no internal memos for in this documentation. There will not be a significant effect on staffing, space, finances, etc.

Proposal Summary
Proposal for New Minors In Textiles and Accessories, Fall 2012

Subject Specification:
The School of Art proposes to take areas of study currently available in the Crafts minor and make them specifically available as two separate minors in Textiles and Accessories.

Background Information:
Both of these minors are currently available but are listed as a Crafts minor. Identifying the minor more specifically with the area of focus might be more appealing or understandable for some students outside of the School of Art—such as Fashion and Interior Design majors.

Currently a student may minor in Crafts with the following requirements:
12 credit hours—concentrated in one area: Ceramics, Glass, Jewelry/Metals, or Textile Art
9 credit hours—craft electives

The total program is 21 credit hours, all of which are taken within the Crafts Division.

NEW MINOR REQUIREMENTS

TEXTILES MINOR:
18 credit hours in Textile Art
3 credit hours: Craft, Fine Art, or Art History elective

The total program is 21 credit hours, all of which may be taken within the Crafts Division

Selection of Textile Art Courses:
ARTC 25300, Textile Arts: Pattern
ARTC 35300, Textile Arts: Dimensional
ARTC 35301, Fiber Arts: Screen and Block Printing
ARTC 35302, Textile Arts: Feltmaking
ARTC 35303, Textile Arts: Tapestry
ARTC 35305, Textile Accessories: Design and Production
ARTC 35306, Textile Art: Surface Color and Design
ARTC 35350, Textile Arts: Design and Production
ARTC 45300, Textile Art: Jacquard Weaving
ARTC 45304, Textile Arts: Pictorial Weaving

ACCESSORIES MINOR:
9 credit hours in Textile Art
9 credit hours in Jewelry/Metals
3 credit hours in either Textile Arts or Jewelry/Metals

The total program is 21 credit hours, all of which are taken within the Crafts Division

Selection of Jewelry/Metals Courses:
ARTC 25701, Intro to Jewelry/Metals for non-majors (this course is mandatory)
ARTC 35700, Jewelry: Concepts and Techniques
ARTC 35702, Enameling: Concepts and Techniques
ARTC 35703, Textile Techniques in Metal

ARTC 45700, Design and Production
ARTC 45702, Advanced Enameling

Selection of Textile Art Courses:
ARTC 25300, Textile Arts: Pattern
ARTC 35300, Textile Arts: Dimensional
ARTC 35301, Fiber Arts: Screen and Block Printing
ARTC 35302, Textile Arts: Feltmaking
ARTC 35303, Textile Arts: Tapestry
ARTC 35305, Textile Accessories: Design and Production
ARTC 35306, Textile Art: Surface Color and Design
ARTC 35350, Textile Arts: Design and Production
ARTC 45300, Textile Art: Jacquard Weaving
ARTC 45304, Textile Arts: Pictorial Weaving

These changes will not have an impact on staffing and resources; current staffing will be maintained.

Alternatives and Consequences:
Although these new minors are not necessary, they will make the emphasis of study much more understandable for students. If the new minors are not approved, it is likely that fewer students will be enrolled in these programs.

Specific Recommendation and Justification:
The two new minors in the School of Art, Textiles and Accessories, should be approved in order to improve understanding about the areas of study.

Timetable and Actions Required:
October, 2011: Approved by the School of Art FAC
December, 2011: Approved by the College of the Arts College Curriculum Committee
January, 2012: Submitted for approval by EPC
Fall 2012 implementation

TEXTILES MINOR (21 credits)			
Course	**Number**	**Title**	**Credits**
		TAKE SIX OF THE FOLLOWING:	
ARTC	25300	TEXTILE ART: PATTERN (3)	18
	35300	TEXTILE ART: DIMENSIONAL (3)	
	35350	TEXTILE ART: DESIGN AND PRODUCTION (3)	
	35301	TEXTILE ART: PRINT PATTERN (3)	
	35302	TEXTILE ART: FELTMAKING (3)	
	35303	TEXTILE ART: TAPESTRY (3)	
	35305	TEXTILE ACCESSORIES: DESIGN AND PROUCTION (3)	
	35306	TEXTILE ART: SURFACE COLOR AND DESIGN (3)	
	45300	TEXTILE ART: JACQUARD WEAVING (3)	
	45304	TEXTILE ART: PICTORIAL WEAVING (3)	
		TAKE ONE OF THE FOLLOWING:	
		CRAFTS, FINE ART, OR ART HISTORY ELECTIVE (3)	3
		TOTAL	**21**

ACCESSORIES MINOR (21 CREDITS)			
Course	**Number**	**Title**	**Credits**
		TAKE THREE OF THE FOLLOWING:	
ARTC	25701	INTRO TO JEWELRY/ METALS FOR NON-MAJORS (3)	9
	35700	JEWELRY: CONCEPTS AND TECHNIQUES (3)	
	35702	ENAMELING: CONCEPTS AND TECHNIQUES (3)	
	35703	TEXTILE TECHNIQUES IN METAL (3)	
	45700	DESIGN AND PRODUCTION (3)	
	45702	ADVANCED ENAMELING (3)	
		TAKE THREE OF THE FOLLOWING:	
ARTC	25300	TEXTILE ART: PATTERN	9
	35300	TEXTILE ART: DIMENSIONAL	
	35350	TEXTILE ART: DESIGN AND PRODUCTION	
	35301	TEXTILE ART: PRINT PATTERN	
	35302	TEXTILE ART: FELTMAING	
	35303	TEXTILE ART: TAPESTRY	
	35305	TEXTILE ACCESSORIES: DESIGN AND PRODUCTION	
	35306	TEXTILE ART: SURFACE COLOR AND DESIGN	
	45300	TEXTILE ART: JACQUARD WEAVING	
	45304	TEXTILE ART: PICTORIAL WEAVING	
ARTC		TAKE ONE ADDITIONAL COURSE FROM ONE OF THE CATEGORIES ABOVE. (3)	3
		TOTAL	**21**

CURRENT

Crafts Minor
Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > Minors > Crafts
College of the Arts
School of Art
Ceramics Lab
Tel: 330-672-3360
E-mail: kmangus@kent.edu
Web: http://dept.kent.edu/art/
The Crafts minor gives students a grounding in one of the following crafts disciplines: textiles, glass, ceramics and jewelry/metals/enameling.

CRAFTS MINOR REQUIREMENTS (21 credits)	
Title	**Credits**
Ceramics, textile arts, glass or jewlery/metals electives *Courses must be in only one of the above areas.*	12
Crafts electives	9
TOTAL	**21**

Minimum 2.25 GPA in the minor required for graduation.

***Changes to the program are highlighted in grey.

REVISED

Crafts Minor
Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > Minors > **Crafts**
College of the Arts
School of Art
Glass Studio
Tel: 330-672-9314
E-mail: msmercel@kent.edu
Web: http://dept.kent.edu/art/
The Crafts minor gives students a grounding in one of the following crafts disciplines: textiles, glass, ceramics and jewelry/metals/enameling.

CRAFTS MINOR REQUIREMENTS (21 credits)	
Title	**Credits**
Ceramics, textile arts, glass or jewlery/metals electives *Courses must be in only one of the above areas.*	12
Crafts electives	9
TOTAL	**21**

chosen from

Minimum 2.25 GPA in the minor required for graduation.

Textiles Minor
Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > Minors > **Textiles**
College of the Arts
School of Art
Weaving Studio
Tel: 330-672-2369
E-mail: jlessman@kent.edu
Web: http://dept.kent.edu/art
The Textiles minor gives students an opportunity to focus on the craft, design and art of making textiles using a range of processes and materials associated with this distinctive field.

TEXTILES MINOR REQUIREMENTS (21 credits)	
Title	**Credits**
Textile Art	18
Crafts, Fine Arts, or Art History electives	3
TOTAL	**21**

Minimum 2.25 GPA in the minor required for graduation

Accessories Minor
Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > Minors > **Accessories**
College of the Arts
School of Art
Weaving/Textile Studio and Jewelry/Metals Studio
Tel: 330-672-2369 and 330-672-2908
E-mail: jlessman@kent.edu or kbrowne@kent.edu
Web: http://dept.kent.edu/art
The Accessories minor gives the student an opportunity to focus on the design and production of innovative and unique objects within the studio areas of Jewelry/Metals and Textiles, leading to the development of functional, decorative, wearable forms.

ACCESSORIES MINOR REQUIREMENTS (21 credits)	
Title	**Credits**
Textile Art	9
Jewelry/ Metals	9
Textile Arts or Jewelry Metals	3
TOTAL	**21**

Minimum 2.25 GPA in the minor required for graduation.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date Fall Curriculum Bulletin _____
Effective Date ~~Spring~~ 2012 Approved by EPC _____

Department	**School of Art**		
College	**CA - The Arts**		
Degree	**Minor (non degree)**		
Program Name	**Textiles**	Program Code	TEXT
Concentration(s)		Concentration(s) Code(s)	
Proposal	**Establish program**		

Description of proposal:
This new minor is being defined in the School of Art. The minor is currently available as "Crafts", but requirements will be more specific under the new headings.

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., 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

Christine Faurice — 8/XII/11
Department Chair / School Director

___/___/___
Campus Dean (for Regional Campuses proposals)

Ralph Lorenz — 12/19/11
College Dean (or designee)

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

___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

School of Art
Kent State University

To: Ralph Lorenz, Associate Dean
College of the Arts

From: Janice Lessman-Moss
Cc: Alyssa Pryor

Date: December 7, 2011

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- CCP forms for both minors
- Textiles/ Accessories Minor course requirements (REVISED: with course numbers)

Please note: There are no internal memos for in this documentation. There will not be a significant effect on staffing, space, finances, etc.

Proposal Summary
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Subject Specification:
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ARTC 35300, Textile Arts: Dimensional
ARTC 35301, Fiber Arts: Screen and Block Printing
ARTC 35302, Textile Arts: Feltmaking
ARTC 35303, Textile Arts: Tapestry
ARTC 35305, Textile Accessories: Design and Production
ARTC 35306, Textile Art: Surface Color and Design
ARTC 35350, Textile Arts: Design and Production
ARTC 45300, Textile Art: Jacquard Weaving
ARTC 45304, Textile Arts: Pictorial Weaving

ACCESSORIES MINOR:
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Selection of Jewelry/Metals Courses:
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ARTC 35700, Jewelry: Concepts and Techniques
ARTC 35702, Enameling: Concepts and Techniques
ARTC 35703, Textile Techniques in Metal

ARTC 45700, Design and Production
ARTC 45702, Advanced Enameling

Selection of Textile Art Courses:
ARTC 25300, Textile Arts: Pattern
ARTC 35300, Textile Arts: Dimensional
ARTC 35301, Fiber Arts: Screen and Block Printing
ARTC 35302, Textile Arts: Feltmaking
ARTC 35303, Textile Arts: Tapestry
ARTC 35305, Textile Accessories: Design and Production
ARTC 35306, Textile Art: Surface Color and Design
ARTC 35350, Textile Arts: Design and Production
ARTC 45300, Textile Art: Jacquard Weaving
ARTC 45304, Textile Arts: Pictorial Weaving

These changes will not have an impact on staffing and resources; current staffing will be maintained.

Alternatives and Consequences:
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Specific Recommendation and Justification:
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Timetable and Actions Required:
October, 2011: Approved by the School of Art FAC
December, 2011: Approved by the College of the Arts College Curriculum Committee
January, 2012: Submitted for approval by EPC
Fall 2012 implementation

TEXTILES MINOR (21 credits)			
Course	**Number**	**Title**	**Credits**
		TAKE SIX OF THE FOLLOWING:	
ARTC	25300	TEXTILE ART: PATTERN (3)	18
	35300	TEXTILE ART: DIMENSIONAL (3)	
	35350	TEXTILE ART: DESIGN AND PRODUCTION (3)	
	35301	TEXTILE ART: PRINT PATTERN (3)	
	35302	TEXTILE ART: FELTMAKING (3)	
	35303	TEXTILE ART: TAPESTRY (3)	
	35305	TEXTILE ACCESSORIES: DESIGN AND PROUCTION (3)	
	35306	TEXTILE ART: SURFACE COLOR AND DESIGN (3)	
	45300	TEXTILE ART: JACQUARD WEAVING (3)	
	45304	TEXTILE ART: PICTORIAL WEAVING (3)	
		TAKE ONE OF THE FOLLOWING:	
		CRAFTS, FINE ART, OR ART HISTORY ELECTIVE (3)	3
		TOTAL	**21**

ACCESSORIES MINOR (21 CREDITS)			
Course	**Number**	**Title**	**Credits**
		TAKE THREE OF THE FOLLOWING:	
ARTC	25701	INTRO TO JEWELRY/ METALS FOR NON-MAJORS (3)	9
	35700	JEWELRY: CONCEPTS AND TECHNIQUES (3)	
	35702	ENAMELING: CONCEPTS AND TECHNIQUES (3)	
	35703	TEXTILE TECHNIQUES IN METAL (3)	
	45700	DESIGN AND PRODUCTION (3)	
	45702	ADVANCED ENAMELING (3)	
		TAKE THREE OF THE FOLLOWING:	
ARTC	25300	TEXTILE ART: PATTERN	9
	35300	TEXTILE ART: DIMENSIONAL	
	35350	TEXTILE ART: DESIGN AND PRODUCTION	
	35301	TEXTILE ART: PRINT PATTERN	
	35302	TEXTILE ART: FELTMAING	
	35303	TEXTILE ART: TAPESTRY	
	35305	TEXTILE ACCESSORIES: DESIGN AND PRODUCTION	
	35306	TEXTILE ART: SURFACE COLOR AND DESIGN	
	45300	TEXTILE ART: JACQUARD WEAVING	
	45304	TEXTILE ART: PICTORIAL WEAVING	
ARTC		TAKE ONE ADDITIONAL COURSE FROM ONE OF THE CATEGORIES ABOVE. (3)	3
		TOTAL	**21**

CURRENT

Crafts Minor
Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > Minors > **Crafts**
College of the Arts
School of Art
Ceramics Lab
Tel: 330-672-3360
E-mail: kmangus@kent.edu
Web: http://dept.kent.edu/art/
The Crafts minor gives students a grounding in one of the following crafts disciplines: textiles, glass, ceramics and jewelry/metals/enameling.

CRAFTS MINOR REQUIREMENTS (21 credits)	
Title	**Credits**
Ceramics, textile arts, glass or jewlery/metals electives *Courses must be in only one of the above areas.*	12
Crafts electives	9
TOTAL	**21**

Minimum 2.25 GPA in the minor required for graduation.

***Changes to the program are highlighted in grey.

REVISED

Crafts Minor
Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > Minors > **Crafts**
College of the Arts
School of Art
Glass Studio
Tel: 330-672-9314
E-mail: msmerce1@kent.edu
Web: http://dept.kent.edu/art/
The Crafts minor gives students a grounding in one of the following crafts disciplines: textiles, glass, ceramics and jewelry/metals/enameling.

CRAFTS MINOR REQUIREMENTS (21 credits)	
Title	**Credits**
Ceramics, textile arts, glass or jewlery/metals electives *Courses must be in only one of the above areas.*	12
Crafts electives	9
TOTAL	**21**

chosen from

Minimum 2.25 GPA in the minor required for graduation.

Textiles Minor
Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > Minors > **Textiles**
College of the Arts
School of Art
Weaving Studio
Tel: 330-672-2369
E-mail: jlessman@kent.edu
Web: http://dept.kent.edu/art
The Textiles minor gives students an opportunity to focus on the craft, design and art of making textiles using a range of processes and materials associated with this distinctive field.

TEXTILES MINOR REQUIREMENTS (21 credits)	
Title	**Credits**
Textile Art	18
Crafts, Fine Arts, or Art History electives	3
TOTAL	**21**

Minimum 2.25 GPA in the minor required for graduation

Accessories Minor
Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > Minors > **Accessories**
College of the Arts
School of Art
Weaving/Textile Studio and Jewelry/Metals Studio
Tel: 330-672-2369 and 330-672-2908
E-mail: jlessman@kent.edu or kbrowne@kent.edu
Web: http://dept.kent.edu/art
The Accessories minor gives the student an opportunity to focus on the design and production of innovative and unique objects within the studio areas of Jewelry/Metals and Textiles, leading to the development of functional, decorative, wearable forms.

ACCESSORIES MINOR REQUIREMENTS (21 credits)	
Title	**Credits**
Textile Art	9
Jewelry/ Metals	9
Textile Arts or Jewelry Metals	3
TOTAL	**21**

Minimum 2.25 GPA in the minor required for graduation.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **18-Nov-11** Curriculum Bulletin _____

Effective Date ~~**selectone**~~ Fall 2012 Approved by EPC _____

Department	**MUSIC**
College	**CA - The Arts**
Degree	**Minor (non degree)**
Program Name	**World Music** Program Code WMUS
Concentration(s)	Concentration(s) Code(s)
Proposal	**Establish program**

Description of proposal:

Offer concentrated study in traditional and popular World Music (style, performance, history, cultural associations, related arts). The World Music 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 **24**

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

No impact on other programs.
Prerequisites: None
Staffing Considerations: Addition of Adjunct faculty as needed for World Music Ensemble.
Need: To foster understanding and appreciation of cultural differences through the study of world music for Kent State students campus-wide.
Audience: Any current or prospective students who have a strong interest in World Music and culture.

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

None

REQUIRED ENDORSEMENTS

Denise A. Seachrist — 11/28/11
Department Chair / School Director

_____ — ___/___/___
Campus Dean (for Regional Campuses proposals)

Ralph Lorenz — 12/8/11
College Dean (or designee)

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

_____ — ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

WMUS

Hugh A. Glauser School of Music
Kent State University
Memo of Transmittal

To: Ralph Lorenz, Associate Dean, College of the Arts

From: Dana Brown, Coordinator of Undergraduate Studies, School of Music

Date: November 18, 2011

Re: Establishment of the World Music Minor

In the additional documents you will find copies of the following items:

- CCP
- Proposal Summary
- Catalog copy

Proposal Summary

Title: Establishment of the World Music Minor at the Undergraduate level.

Subject Specification: The World Music Minor will offer concentrated study in traditional and popular world music (style, performance, history, cultural associations, related arts) for undergraduate students of any major.

Background Information:
The world music minor would be a supplemental program of courses and performance opportunities. It may be added to existing undergraduate programs in any undergraduate degree at the university, including music majors.

There are presently fewer than a dozen programs in the country that offer a minor with a concentration in ethnomusicology/world music at the undergraduate level. A world music minor at Kent State University would attract students with an interest in this field, as well as encourage students of other disciplines, such as anthropology, linguistics, pan-African studies, history, theatre, dance, the visual arts, etc., to complement their major interests with a minor in world music.

Music majors, in particular, will find this minor attractive as there is an increasing emphasis on world music education and performance in our public schools and community programs. Popular music studies are also an important emerging area of research and education, as well as an appealing topic for undergraduate students. Music Education majors who receive a minor in world music may be considered more attractive to potential employers.

The School of Music could benefit in our recruiting efforts with this program, highlighting the distinctiveness and diversity of our course offerings, as well as encouraging the development of our graduate program in ethnomusicology. Our world music ensemble would benefit from this minor and allow us greater opportunities to perform within and outside of the university. Such increased exposure will help to attract students to Kent State University.

Alternatives and Consequences: If this proposal is not approved, we plan to make appropriate revisions and submit again. Consequences would include the potential loss of our world music ensembles and graduate program in ethnomusicology.

Specific Recommendation and Justification: Establish the World Music Minor in Fall 2012 to enhance enrollment and course offerings in world music at Kent State University.

Timetable and Actions Required: [This proposal is to be considered 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 during Fall 2011 with the intention of it being considered by the EPC in Spring 2012.] Approved by CCC 12/2/11

Catalog Copy

World Music Minor

MUS 22111 The Understanding of Music	3
MUS 22121 Music as a World Phenomenon	3
MUS 22131 Survey of Rock Music History	3
Select two:	
MUS 42111 African Music and Cultures	3
MUS 42141 Folk and Traditional Music of Western Continents	3
MUS 42151 Asian Musics	3
Select two:	
MUS 42101 Roots of Rock	3
MUS 42131 America's Music	3
MUS 42161 History of Jazz	3
MUS 42181 Popular World Music	3
MUS 25312 World Music Ensemble (three semesters minimum)	3

Number of credits for this Minor: 24

Description: The world music minor program provides concentrated study of traditional and popular world music (style, performance, history, cultural associations and related arts). Students of any major can pursue this minor as part of their degree program.

Minimum 2.25 GPA in the world music minor required for graduation.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Sep-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Theatre and Dance**		
College	**CA - The Arts**		
Degree	**BA - Bachelor of Arts**		
Program Name	**Theatre Studies**	Program Code	
Concentration(s)	**B.A.**	Concentration(s) Code(s)	
Proposal	**Revise program**		

ESTABLISA NEW CONCENTRATIONS

Description of proposal:

To revise the current Bachelor of Arts program in Theatre Studies. ESTABLISH FOUR NEW CONCENTRATIONS PRODUCTION (PROD), PERFORMANCE (PRFO) THEATRE MANAGEMENT (THMA), AND THEATRE AND SOCIETY (THSO)

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

Current total credit hours: **129** Proposed total credit hours ~~123~~ 121

Describe impact on other programs, policies or procedures (e.g., 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

Cynthia [illegible] — 9/23/11

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Ralph [illegible] — 11/15/11

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Revision of the Bachelor of Arts in Theatre Studies

September 21, 2011

1. Subject Specification: The Theatre and Dance faculty wish to revises its Bachelor of Arts in Theatre Studies. Major code: THEA

2. Background Information –
    a. Description of Action: The B.A. core will be revised to reflect changes in some introductory-level classes, a reduction in the number of Theatre History hours required, and to provide students with four options within the degree. The intent of the revision is to bring focus to the B.A. by providing these four new options.
    b. Conformity with Mission: The proposed changes support the school's mission closely. The revisions also conform to the National Association of Schools of Theatre (NAST) guidelines for Bachelor of Arts degrees. NAST is our accrediting agency.
    c. Rationale for Action:
        i. We are moving these revisions to satisfy concerns expressed by NAST as part of our recently completed review, in particular the need for a greater degree proportion needing to be devoted to general studies electives.
        ii. Previously, the program was largely left up to the student to determine which courses to take beyond the core classes. Many used their electives to put together concentrations or options we did not have. It seemed that some more clearly defined options would be seen as desirable by students.
        iii. We are also adding an Experiential Learning Requirement (ELR) component and a formal "Capstone Project" course.
    d. Effect on Current Programs, Offerings, Students, and Staff: As the overwhelming majority of the program's courses remain intact and most new courses are offset by inactivating other courses, the net change in resource needs is essentially a wash. Further, reducing the overall credit hours required for graduation from

129 to ~~123~~ 121 will ease matriculation. No new faculty or staff are needed to support these changes.

3. Alternatives and Consequences: As some introductory-level classes are being revised across all our programs, the B.A. must be revised to accommodate those changes. To then not complete the remainder of the revisions would leave the program somewhere between the old and new configurations, which seems inadvisable. As an alternative we could always do nothing.
4. Specific Recommendation and Justification: The clear path is to move forward and approve the revision of this program. The B.A. program is supported by revisions coming to several courses, and these must be aligned with the other undergraduate programs within the school. We need to move forward in a comprehensive manner and finish all course and program revisions.
5. Timeline:
    a. Submit to College Curriculum Committee on September 23
    b. Approval at the College September 30
    c. Submit to EPC November 15
    d. Approval at EPC January 23, 2012
    e. Implementation Fall 2012

Current

Theatre Studies - 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 (57 credits) *Courses count in major GPA*				
Type	Course		Title	Credits
KFA DG	THEA	11000	The Art of the Theatre	3
		11303	The Art of Acting	3
		21111	Script Analysis	3
		31112	History of Theatre and Drama I	3
		31113	History of Theatre and Drama II	3
		31114	History of Theatre and Drama III	3
		xxxxx	Theatre Elective (lower or upper-division)	12
	Choose from the following: Theatre History Electives			**9**
WIC	DAN	47163	Dance History II (3)*	
WIC	THEA	41026	Playwriting (3)*	
WIC		41110	Theatre Criticism (3)*	
DD		41113	Theatre in Multicultural America (3)	
DD		41114	Gay and Lesbian Theatre (3)	
		41133	Theatre and Drama in America I (3)	
		41134	Theatre and Drama in America II (3)	
WIC		41140	American Musical Theatre History (3)*	
		41191	Seminar: Theatre History/Literature/Theory (3)	
	Choose from the following:			**6**
	THEA	11522	Introductory Lighting (3)	
		11524	Introductory Costuming (3)	
		11622	Introductory Scenery (3)	
	Choose from the following: (6 credit hours must be upper-division and 6 credit hours must be in the Design Technology area)			**12**
	THEA	22092	Practicum I in Design and Technology (3)	
		22191	Practicum I in Performance (3)	
		22292	Practicum I in Theatre Management (3)	
		42092	Practicum II in Design and Technology (3)	
		42192	Practicum II in Performance (3)	
		42292	Practicum II in Theatre Management (3)	
III. ADDITIONAL PROGRAM REQUIREMENTS (71 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)			6
	Kent Core Mathematics and Critical Reasoning			3-5

Kent Core Social Sciences (must be from two disciplines)	6
General Electives (minimum 15 upper-division credit hours)**	33-38
MINIMUM TOTAL	**129**

*A minimum C (2.0) grade must be earned in either DAN 47163, THEA 41026 or THEA 41110 or THEA 41140 to fulfill writing-intensive requirement.

**No minor is required. Students may take further courses in theatre or outside of the school as desired. If students are seeking licensure for teaching in public schools, 3 credit hours of electives may be used for courses in an appropriate academic minor in addition to the minor required in the College of Education, Health and Human Services. Minimum 15 credit hours must be upper division, which may be decreased if upper-division courses are taken as part of THEA electives.

Additional Note for the BA Theatre Studies program: 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.

Theatre Studies B.A. Program

Requirements - Draft

Revised 9-21-11

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 (~~57~~ 64 credits) *Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
KFA DG	~~THEA~~	~~11000~~	~~The Art of the Theatre~~	~~3~~
	THEA	11100	Making Theatre: Culture and Practice	2
	~~THEA~~	11303	Art of Acting	3
		11722	Fundamentals of Production I: Scenery, Stagecraft, & Sound	2
		11723	Fundamentals of Production Lab I: Scenery (Must be taken concurrently with THEA 11722)	1
		11724	Fundamentals of Production Lab II: Props and Scenic Art (Must be taken concurrently with THEA 11722)	1
		11732	Fundamentals of Production II: Costumes, Lighting, and Projections	2
		11733	Fundamentals of Production Lab III: Costumes (Must be taken concurrently with THEA 11732)	1
		11734	Fundamentals of Production Lab IV: Lighting, Sound and Projections (Must be taken concurrently with THEA 11732)	1
		21111	Script Analysis	3
	Six hours from the following two courses			**6**
		22092	Practicum I: Design and Technology (repeatable)	3
		42092	Practicum II: Design and Technology (repeatable)	3
	31110	~~31112~~	History of Theatre and Drama I	3
	31111	~~31113~~	History of Theatre and Drama II	3
		~~31114~~	~~History of Theatre and Drama III~~	~~3~~
		~~xxxxx~~	~~Theatre Elective (lower or upper division)~~	~~12~~
	General Theatre Courses: Take three of the following eight courses – at least one must be a writing intensive course (WIC)			**9**
WIC	THEA	41026	Playwriting	3
WIC		41140	American Musical Theatre History	3
WIC	DAN	47163	Dance History II	3
WIC	THEA	41620	History of Period Styles	3
D		41113	Theatre in Multicultural America	3

D	41114	Gay and Lesbian Theatre	3
	41191	Variable Topic Seminar in Theatre History (repeatable)	3
	41133	Theatre and Drama in America	3
Other courses:			
		Take one additional course from a B.A. degree ~~option~~ CONCENTRATIONS other than your own.	3
Experiential Learning:			
	41900	Capstone Project	3
		~~Choose from the following: Theatre History Electives~~	**~~9~~**
~~WIC~~	~~DAN~~ ~~47163~~	~~Dance History II (3)*~~	
~~WIC~~	~~THEA~~ ~~41026~~	~~Playwriting (3)*~~	
~~WIC~~	~~41110~~	~~Theatre Criticism (3)*~~	
~~DD~~	~~41113~~	~~Theatre in Multicultural America (3)~~	
~~DD~~	~~41114~~	~~Gay and Lesbian Theatre (3)~~	
	~~41133~~	~~Theatre and Drama in America I (3)~~	
	~~41134~~	~~Theatre and Drama in America II (3)~~	
~~WIC~~	~~41140~~	~~American Musical Theatre History (3)*~~	
	~~41191~~	~~Seminar: Theatre History/Literature/Theory (3)~~	
		~~Choose from the following:~~	**~~6~~**
~~THEA~~	~~11522~~	~~Introductory Lighting (3)~~	
	~~11524~~	~~Introductory Costuming (3)~~	
	~~11622~~	~~Introductory Scenery (3)~~	
		~~Choose from the following: (6 credit hours must be upper-division and 6 credit hours must be in the Design Technology area)~~	**~~12~~**
~~THEA~~	~~22092~~	~~Practicum I in Design and Technology (3)~~	
	~~22191~~	~~Practicum I in Performance (3)~~	
	~~22292~~	~~Practicum I in Theatre Management (3)~~	
	~~42092~~	~~Practicum II in Design and Technology (3)~~	
	~~42192~~	~~Practicum II in Performance (3)~~	
	~~42292~~	~~Practicum II in Theatre Management (3)~~	
		CONCENTRATIONS: PICK ONE OF THE FOUR	
		~~Pick one of the three following options:~~	
(PROD)		**Production Option – Take 21 hours from the following**	**21**
THEA	21201	Introduction to American Musical Theatre	3
	21622	Scene Design	3
	21524	Costume Design	3
	~~21622~~	~~Scene Design~~	3
	21621	Scene Painting	3
	21016	Makeup for Stage and Screen	3
	31560	Scenic Technology	3
	21736	Stage Management	3
	22092	Practicum I: Design and Technology (repeatable)	3
	22192	Practicum I: Performance (repeatable)	3
	22292	Practicum I: Management(repeatable)	3
	41017	Readers Theatre	2
WIC	41026	Playwriting	3
	41027	Advanced Playwriting	3
	41095	Special Topics: Variable Production Seminars	3

	41133	Theatre and Drama in America	3
	41140	American Musical Theatre History	3
	41191	Variable Content Seminar: Theatre/History/Literature/Theory	3
	41736	Production and Stage Management	3
	42092	Practicum II: Design and Technology (repeatable)	3
	42192	Practicum II: Performance (repeatable)	3
	42292	Practicum II: Management (repeatable)	3
	41133	Theatre and Drama in America (proposed WIC)	3
(PRFO)	**Performance Option – Take 21 hours from the following**		**21**
THEA	21016	Makeup for Stage and Screen	3
	21303	Acting Process	3
	21700	Movement I	3
	22192	Practicum I: Performance (repeatable)	3
	31303	Character and Scene Study I	3
	31304	Character and Scene Study II	3
	31401	Directing	3
	31701	Movement II	3
	21800	Voice I	3
	31801	Voice II	3
	41095	Special Topics: Variable Performance Seminars	3
	41301	Acting for the Camera I	3
	41302	Acting for the Camera II	3
	41305	Professional Aspects: Performance	3
	41308	Musical Theatre Audition	3
	41529	Advanced Wig and Makeup Techniques – Stage and Screen	3
	41702	Movement and Dance for the Actor	3
	41802	Ensemble Singing	2
	42192	Practicum II: Performance (repeatable)	3
(THMA)	**Theatre Management Option – Take 21 hours from the following**		**21**
THEA	21521	Theatrical Drafting	3
	21523	Costume Technology	3
	20202	Musical Theory I	3
	20203	Musical Theory II	3
	21560	Scenic Technology	3
	21736	Stage Management	3
	22092	Practicum I: Design and Technology (repeatable)	3
	22292	Practicum I: Management(repeatable)	3
	31401	Directing	3
	31560	Scenic Technology	3
	41095	Special Topics: Variable Management Seminars	3
	41096	Independent Study	3
	41523	Sound Design and Technology I	3
	41527	Sound Design and Technology II	3
	41528	Theatre Sound Reinforcement	3
	41726	Theatre Management	3
	41736	Production and Stage Management	3
	42092	Practicum II: Design and Technology (repeatable)	3

		42292	Practicum II: Management (repeatable)	3
	DAN	47156	Dance Production	3
	THEA	41191	Variable Topic Seminar in Theatre History (repeatable – topic not taken in core)	3
(THSO)	**Theatre and Society Option – Take 21 hours from the Following**			**21**
	THEA	22192	Practicum I: Performance (repeatable)	3
		31401	Directing	3
		41017	Readers Theatre	2
		41191	Variable Topic Seminar in Theatre History (repeatable – if not taken in core)	3
		41095	Special Topics: (repeatable)	3
D		41113	Theatre in Multicultural America (if not taken in core)	3
D		41114	Gay and Lesbian Theatre (if not taken in core)	3
WIC		41140	American Musical Theatre History	3
WIC		41206	Playwriting	3
		41207	Advanced Playwriting	3
WIC		41620	History of Period Styles for Theatre Designers	3
		42192	Practicum II: Performance (repeatable)	3
	DAN	47036	Dance History I	3
WIC	DAN	47621	Dance History II	3

III. ADDITIONAL PROGRAM REQUIREMENTS (~~71~~ 58 Minimum 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)	~~6~~ 9
	Kent Core Mathematics and Critical Reasoning	3-5
	Kent Core Social Sciences (must be from two disciplines)	6
	General Electives (minimum 15 upper-division credit hours)**	~~21~~ 20
	MINIMUM TOTAL	~~122~~ 121

CURRENT

KENT STATE UNIVERSITY

Roadmap: Theatre Studies – Bachelor of Arts
[CA-BA-THEA]
College of the Arts
School of Theatre and Dance
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]					
THEA 11000 The Art of the Theatre	3			■	Fulfills Kent Core Fine Arts and global diversity course requirement
THEA 11303 The Art of Acting	3			■	
THEA 11522 Introductory Lighting *or* THEA 11524 Introductory Costuming *or* THEA 11622 Introductory Scenery	3			■	Two of the three courses must be taken in first year
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				
Semester Two: [15 Credit Hours]					
THEA 11522 Introductory Lighting *or* THEA 11524 Introductory Costuming *or* THEA 11622 Introductory Scenery	3			■	Choose course not taken earlier
THEA 22092 Practicum I in Design and Technology *or* THEA 22191 Practicum I in Performance *or* THEA 22292 Practicum I in Theatre Management	3			■	A total of four practicum courses are required; a minimum of two must be in design technology
THEA Elective (lower or upper division)	3				Minimum 12 credits of THEA electives required
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
THEA 21111 Script Analysis	3			■	
THEA 22092 Practicum I in Design and Technology *or* THEA 22191 Practicum I in Performance *or* THEA 22292 Practicum I in Theatre Management	3			■	A total of four practicum courses are required; a minimum of two must be in design technology
THEA Elective (lower division)	3			■	Minimum 12 credits of THEA electives required
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
THEA 42092 Practicum II in Design and Technology *or* THEA 42192 Practicum II in Performance *or* THEA 42292 Practicum II in Theatre Management	3	■		■	A total of four practicum courses are required; a minimum of two must be in design technology
THEA Elective (lower or upper division)	3			■	Minimum 12 credits of THEA electives required
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
THEA 31112 History of Theatre and Drama I	**3**	■		■	**Offered in fall only**
THEA 42092 Practicum II in Design and Technology *or* THEA 42192 Practicum II in Performance *or* THEA 42292 Practicum II in Theatre Management	3	■		■	A total of four practicum courses are required; a minimum of two must be in design technology
Theatre History Elective	3	■		■	See note 1 on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
General Elective (lower or upper division)	3				See note 2 on page 2
Semester Six: [18 Credit Hours]					
THEA 31113 History of Theatre and Drama II	**3**	■		■	**Offered in spring only**
Theatre History Elective	3	■		■	See note 1 below
THEA Elective (lower or upper division)	3			■	Minimum 12 credits of THEA electives required
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (3 credits upper division)	6	■			See note 2 below

KENT STATE UNIVERSITY

Roadmap: Theatre Studies – Bachelor of Arts
[CA-BA-THEA]
College of the Arts
School of Theatre and Dance
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: [18 Credit Hours]					
THEA 31114 History of Theatre and Drama III	**3**	■		■	**Offered in fall only**
General Electives (upper division)	15	■			See note 2 below
Semester Eight: [17 Credit Hours]					
Theatre History Elective	3	■	C	■	See note 1 below; course should be writing intensive if not satisfied earlier
General Electives (lower or upper division)	14				See note 2 below; Number of credits required depends on meeting minimum 129 credit hours and minimum 39 upper-division hours

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
129	39	36	THEA 11000 / Kent Core, THEA 41113 or 41114	THEA 41026, THEA 41110 or THEA 41140	2.00	2.25

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 tests	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement tests	3-5
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 are fulfilled in this major with THEA 11000; May fulfill diversity requirement	6
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

Note 1: Theatre history elective (9 credit hours), choose three from the following:

DAN 47163 Dance History II*	3	THEA 41133 Theatre and Drama in America I	3
THEA 41026 Playwriting *	3	THEA 41140 American Musical Theatre History*	3
THEA 41110 Theatre Criticism *	3	THEA 41134 Theatre and Drama in America II	3
THEA 41113 Theatre in a Multicultural America **	3	THEA 41191 Seminar: Theatre History/Literature/Theory	3
THEA 41114 Gay and Lesbian Theatre **	3		

* Fulfills writing-intensive requirement; minimum one course required

** Fulfills domestic diversity requirement

Note 2: No minor is required. Students may take further courses in theatre or outside of the school as desired. If students are seeking licensure for teaching in public schools, 3 credit hours of electives may be used for courses in an appropriate academic minor in addition to the minor required in the College of Education, Health and Human Services. Minimum 15 credit hours must be upper division, which may be decreased if upper-division courses are taken as part of THEA electives.

Additional Note for the BA Theatre Studies program: 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

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.

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Roadmap: Theatre Studies – Production - Bachelor of Arts
[CA-BA-THEA-PROD]
College of the Arts
School of Theatre and Dance
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
~~THEA 11000 The Art of the Theatre~~	~~3~~			■	~~Fulfills Kent Core Fine Arts and global diversity course requirement~~
THEA 11100 Making Theatre Culture and Practice	2			■	~~Must~~ be taken concurrently with US 10097
THEA 11303 The Art of Acting	3			■	SHOULD
~~THEA 11522 Introductory Lighting~~ ~~*or* THEA 11524 Introductory Costuming~~ ~~*or* THEA 11622 Introductory Scenery~~	~~3~~			■	~~Two of the three courses must be taken in first year~~
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft, and Sound or THEA 11732 Fundamentals of Production II: Costumes, Lighting, and Projections	2			■	
THEA 11723 Fundamentals of Production Lab I: Scenery	1			■	Must be taken concurrently with THEA 11722
THEA 11724 Fundamentals of Production Lab II: Props, and Scenic Art	1			■	Must be taken concurrently with THEA 11722
THEA 11733 Fundamentals of Production Lab III: Costumes	1			■	Must be taken concurrently with THEA 11732
THEA 11734 Fundamentals of Production Lab IV: Sound, and Projections	1			■	Must be taken concurrently with THEA 11732
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 5
Kent Core Requirement	3				
Semester Two: [~~15~~ 16 Credit Hours]					
~~THEA 11522 Introductory Lighting~~ ~~*or* THEA 11524 Introductory Costuming~~ ~~*or* THEA 11622 Introductory Scenery~~	~~3~~			■	~~Choose course not taken earlier~~
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft, and Sound or THEA 11732 Fundamentals of Production II: Costumes, Lighting, and Projections	2			■	Choose course not taken earlier
THEA 11723 Fundamentals of Production Lab I: Scenery	1			■	Must be taken concurrently with THEA 11722
THEA 11724 Fundamentals of Production Lab II: Props, and Scenic Art	1			■	Must be taken concurrently with THEA 11722
THEA 11733 Fundamentals of Production Lab III: Costumes	1			■	Must be taken concurrently with THEA 11732
THEA 11734 Fundamentals of Production Lab IV: Sound, and Projections	1			■	Must be taken concurrently with THEA 11732
THEA 22092 Practicum I in Design and Technology or THEA 42092 Practicum II in Design and Technology	3				A total of 6 hours of Practicum: Design and Technology must be taken – see note 2.1
~~THEA 22092 Practicum I in Design and Technology~~ ~~*or* THEA 22191 Practicum I in Performance~~ ~~*or* THEA 22292 Practicum I in Theatre Management~~	~~3~~			■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~THEA Elective (lower or upper division)~~	~~3~~				~~Minimum 12 credits of THEA electives required~~
General Elective (Lower Division)	3				20 hours required, 15 hours must be upper division
Kent Core Requirement	3				See Kent Core Summary on page 5
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
THEA 21111 Script Analysis	3			■	
THEA 22092 Practicum I in Design and Technology or THEA 42092 Practicum II in Design and Technology	3				A total of 6 hours of Practicum: Design and Technology must be taken - see note 2.1
~~THEA 22092 Practicum I in Design and Technology~~ ~~*or* THEA 22191 Practicum I in Performance~~ ~~*or* THEA 22292 Practicum I in Theatre Management~~	~~3~~			■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~THEA Elective (lower division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
General Elective (Lower Division)	3				20 hours required, 15 hours must be upper division
1 Course from ~~chosen option~~ PRODUCTION ELECTIVES	3			■	21 hours required, see note 3
~~Kent Core Requirement~~	~~3~~				See Kent Core Summary on page 5
Kent Core Requirement	3				

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Roadmap: Theatre Studies – Production – Bachelor of Arts
[CA-BA-THEA-PROD]
College of the Arts
School of Theatre and Dance
Catalog Year: 2012–2013

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
15 **Semester Four: [~~15~~ 15 Credit Hours]**					
~~THEA 42092 Practicum II in Design and Technology or THEA 42192 Practicum II in Performance or THEA 42292 Practicum II in Theatre Management~~	~~3~~	■		■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
1 Course from ~~chosen option~~ PRODUCTION ELECTIVES	3			■	21 hours required, see note 3
General Elective (Upper Division)	3	■			20 hours required, 15 hours must be upper division
~~THEA Elective (lower or upper division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
Kent Core Requirement (~~Science with Lab~~)	~~X~~3				See Kent Core Summary on page 5
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
1110 **THEA 31~~112~~ History of Theatre and Drama I**	**3**	■		■	**Offered in fall only**
~~THEA 42092 Practicum II in Design and Technology or THEA 42192 Practicum II in Performance or THEA 42292 Practicum II in Theatre Management~~	~~3~~	■		■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~Theatre History Elective~~	~~3~~	■		■	~~See note 1 on page 2~~
Take one additional course from a B.A degree ~~option~~ other than your own CONCENTRATIONS	3			■	See note 3
1 Course from ~~chosen option~~ PRODUCTION ELECTIVES	3	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
General Elective (~~lower or~~ upper division)	3	■			See note 2 on page 5
Semester Six: [~~18~~ 15 Credit Hours]					
1111 **THEA ~~31~~113 History of Theatre and Drama II**	**3**	■		■	**Offered in spring only**
~~Theatre History Elective~~	~~3~~	■		■	~~See note 1 below~~
General Theatre Course	3	■		■	See note 1
1 Course from ~~chosen option~~ PRODUCTION ELECTIVES	3	■		■	21 hours required, see note 3
~~THEA Elective (lower or upper division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
Kent Core Requirement	3				See Kent Core Summary on page 5
Kent Core Requirement	3				
~~General Electives (3 credits upper division)~~	~~6~~	■			~~See note 2 below~~
Semester Seven: [~~18~~ 15 Credit Hours]					
~~**THEA 31114 History of Theatre and Drama III**~~	~~**3**~~	■		■	~~**Offered in fall only**~~
General Theatre Course	3	■		■	See note 1
General Elective (Upper Division)	6				20 hours required, 15 hours must be upper division
1 Course from ~~chosen option~~ PRODUCTION ELECTIVES	3	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
or					
THEA 41900 Capstone Project	3	■		■	
~~General Electives (upper division)~~	~~15~~	■			~~See note 2 below~~

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
14 **Semester Eight: [~~17~~ 15 Credit Hours]**					
General Theatre Course	3	■		■	See note 1
General Elective (Upper Division)	~~X~~2				20 hours required, 15 hours must be upper division
2 Courses from ~~chosen option~~ PRODUCTION ELECTIVES	6	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
or					
THEA 41900 Capstone Project	3	■		■	
~~Theatre History Elective~~	~~3~~	■	~~C~~	■	~~See note 1 below; course should be writing intensive if not satisfied earlier~~
~~General Electives (lower or upper division)~~	~~14~~				~~See note 2 below; Number of credits required depends on meeting minimum 129 credit hours and minimum 39~~

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Roadmap: Theatre Studies – Production - Bachelor of Arts
College of the Arts
School of Theatre and Dance
Catalog Year: 2012–2013

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
					~~upper-division hours~~

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
~~129~~ ~~123~~ 121	39	36	Kent Core, THEA 41113 or 41114	THEA 41026, ~~THEA 41110 or~~ THEA 41140, THEA 41602, or DAN 47163	2.50	2.00

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 tests	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement tests	3-5
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 are fulfilled in this major with THEA 11000; May fulfill diversity requirement~~	~~6~~ 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

Note 1: ~~**Theatre history elective (9 credit hours), choose three from the following:**~~ General Theatre Courses: Take three of the following eight courses – at least one must be a writing intensive course (WIC)

THEA 41206 Playwriting (WIC)	3	THEA 41140 American Musical Theatre History (WIC)	3
DAN 47163 Dance History II (WIC)	3	THEA 41620 History of Period Styles for Theatre Designers (WIC)	3
THEA 41113 Theatre in Multicultural America (D)	3	THEA 41114 Gay and Lesbian Theatre (D)	3
THEA 41190 Variable Topics Seminar in Theatre History	3	THEA 41133 Theatre and Drama in America	3
~~DAN 47163 Dance History II*~~	~~3~~	~~THEA 41133 Theatre and Drama in America I~~	~~3~~
~~THEA 41026 Playwriting *~~	~~3~~	~~THEA 41140 American Musical Theatre History*~~	3
~~THEA 41110 Theatre Criticism *~~	~~3~~	~~THEA 41134 Theatre and Drama in America II~~	3
~~THEA 41113 Theatre in a Multicultural America **~~	~~3~~	~~THEA 41191 Seminar: Theatre History/Literature/Theory~~	3
~~THEA 41114 Gay and Lesbian Theatre **~~	~~3~~		

* Fulfills writing-intensive requirement; minimum one course required

** Fulfills domestic diversity requirement

Note 2: No minor is required. Students may take further courses in theatre or outside of the school as desired. If students are seeking licensure for teaching in public schools, 3 credit hours of electives may be used for courses in an appropriate academic minor in addition to the minor required in the College of Education, Health and Human Services. Minimum 15 credit hours must be upper division, which may be decreased if upper-division courses are taken as part of THEA electives.

Note 2.1: No more than 12 hours of practicum in total from any combination of areas may count towards the B.A. degree requirements.

Note 3: B.A. Degree ~~Options~~ CONCENTRATION: PRODUCTION – Take 21 hours from one of the following

Production ~~Option~~ CONCENTRATION

	THEA	21201	Introduction to American Musical Theatre	3
		21622	Scene Design	3
		21524	Costume Design	3
		21622	Scene Design	3
		21621	Scene Painting	3
		21016	Makeup for Stage and Screen	3
		31560	Scenic Technology	3
		21736	Stage Management	3
		22092	Practicum I: Design and Technology (repeatable - see note 2.1)	3
		22192	Practicum I: Performance (repeatable - see note 2.1)	3
		22292	Practicum I: Management(repeatable - see note 2.1)	3

		41017	Readers Theatre	2
WIC		41026	Playwriting	3
		41027	Advanced Playwriting	3
		41095	Special Topics: Variable Production Seminars	3
		41133	Theatre and Drama in America	3
		41140	American Musical Theatre History	3
		41191	Variable Content Seminar: Theatre/History/Literature/Theory	3
		41736	Production and Stage Management	3
		42092	Practicum II: Design and Technology (repeatable - see note 2.1)	3
		42192	Practicum II: Performance (repeatable - see note 2.1)	3
		42292	Practicum II: Management (repeatable - see note 2.1)	3
		41133	Theatre and Drama in America (proposed WIC)	3

Performance Option

	THEA	21016	Makeup for Stage and Screen	3
		21303	Acting Process	3
		21700	Movement I	3
		22192	Practicum I: Performance (repeatable - see note 2.1)	3
		31303	Character and Scene Study I	3
		31304	Character and Scene Study II	3
		31401	Directing	3
		31701	Movement II	3
		21800	Voice I	3
		31801	Voice II	3
		41095	Special Topics: Variable Performance Seminars	3
		41301	Acting for the Camera I	3
		41302	Acting for the Camera II	3
		41305	Professional Aspects: Performance	3
		41308	Musical Theatre Audition	3
		41529	Advanced Wig and Makeup Techniques – Stage and Screen	3
		41702	Movement and Dance for the Actor	3
		41802	Ensemble Singing	2
		42192	Practicum II: Performance (repeatable - see note 2.1)	3

Theatre Management Option

	THEA	21521	Theatrical Drafting	3
		21523	Costume Technology	3
		20202	Musical Theory I	3
		20203	Musical Theory II	3
		21560	Scenic Technology	3
		21736	Stage Management	3
		22092	Practicum I: Design and Technology (repeatable - see note 2.1)	3
		22292	Practicum I: Management(repeatable - see note 2.1)	3
		31401	Directing	3
		31560	Scenic Technology	3
		41095	Special Topics: Variable Management Seminars	3
		41096	Independent Study: Assistant Direct Main Stage	3
		41523	Sound Design and Technology I	3
		41527	Sound Design and Technology II	3
		41528	Theatre Sound Reinforcement	3
		41726	Theatre Management	3

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		41736	Production and Stage Management	3
		42092	Practicum II: Design and Technology (repeatable - see note 2.1)	3
		42292	Practicum II: Management (repeatable - see note 2.1)	3
	DAN	47156	Dance Production	3

Theatre and Society Option

	THEA	22192	Practicum I: Performance (repeatable - see note 2.1)	3
		31401	Directing	3
		41017	Readers Theatre	2
		41191	Variable Topic Seminar in Theatre History (repeatable – if not taken in core)	3
		41095	Special Topics: (repeatable)	3
WIC		41140	American Musical Theatre History	3
D		41113	Theatre in Multicultural America (if not taken in core)	3
D		41114	Gay and Lesbian Theatre (if not taken in core)	3
WIC		41206	Playwriting	3
		41207	Advanced Playwriting	3
WIC		41620	History of Period Styles for Theatre Designers	3
		42192	Practicum II: Performance (repeatable - see note 2.1)	3
	DAN	47036	Dance History I	3
WIC	DAN	47621	Dance History II	3

Additional Note for the BA Theatre Studies program: 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

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.

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Roadmap: Theatre Studies – Performance - Bachelor of Arts
[Attachment 11 - Page 1]
College of the Arts
School of Theatre and Dance
Catalog Year: 2011–2012 2012–13

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]					
~~THEA 11000 The Art of the Theatre~~	~~3~~			~~■~~	~~Fulfills Kent Core Fine Arts and global diversity course requirement~~
THEA 11100 Making Theatre Culture and Practice	2			■	~~Must~~ be taken concurrently with US 10097
THEA 11303 The Art of Acting	3			■	SHOULD
~~THEA 11522 Introductory Lighting~~ ~~or THEA 11524 Introductory Costuming~~ ~~or THEA 11622 Introductory Scenery~~	~~3~~			~~■~~	~~Two of the three courses must be taken in first year~~
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft, and Sound or THEA 11732 Fundamentals of Production II: Costumes, Lighting, and Projections	2			■	
THEA 11723 Fundamentals of Production Lab I: Scenery	1			■	Must be taken concurrently with THEA 11722
THEA 11724 Fundamentals of Production Lab II: Props, and Scenic Art	1			■	Must be taken concurrently with THEA 11722
THEA 11733 Fundamentals of Production Lab III: Costumes	1			■	Must be taken concurrently with THEA 11732
THEA 11734 Fundamentals of Production Lab IV: Sound, and Projections	1			■	Must be taken concurrently with THEA 11732
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 5
Kent Core Requirement	3				
Semester Two: [~~15~~ 16 Credit Hours]					
~~THEA 11522 Introductory Lighting~~ ~~or THEA 11524 Introductory Costuming~~ ~~or THEA 11622 Introductory Scenery~~	~~3~~			~~■~~	~~Choose course not taken earlier~~
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft, and Sound or THEA 11732 Fundamentals of Production II: Costumes, Lighting, and Projections	2			■	Choose course not taken earlier
THEA 11723 Fundamentals of Production Lab I: Scenery	1			■	Must be taken concurrently with THEA 11722
THEA 11724 Fundamentals of Production Lab II: Props, and Scenic Art	1			■	Must be taken concurrently with THEA 11722
THEA 11733 Fundamentals of Production Lab III: Costumes	1			■	Must be taken concurrently with THEA 11732
THEA 11734 Fundamentals of Production Lab IV: Sound, and Projections	1			■	Must be taken concurrently with THEA 11732
THEA 22092 Practicum I in Design and Technology or THEA 42092 Practicum II in Design and Technology	3				A total of 6 hours of Practicum: Design and Technology must be taken – see note 2.1
~~THEA 22092 Practicum I in Design and Technology~~ ~~or THEA 22191 Practicum I in Performance~~ ~~or THEA 22292 Practicum I in Theatre Management~~	~~3~~			~~■~~	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~THEA Elective (lower or upper division)~~	~~3~~				~~Minimum 12 credits of THEA electives required~~
General Elective (Lower Division)	3				20 hours required, 15 hours must be upper division
Kent Core Requirement	3				See Kent Core Summary on page 5
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
THEA 21111 Script Analysis	3			■	
THEA 22092 Practicum I in Design and Technology or THEA 42092 Practicum II in Design and Technology	3				A total of 6 hours of Practicum: Design and Technology must be taken - see note 2.1
~~THEA 22092 Practicum I in Design and Technology~~ ~~or THEA 22191 Practicum I in Performance~~ ~~or THEA 22292 Practicum I in Theatre Management~~	~~3~~			~~■~~	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~THEA Elective (lower division)~~	~~3~~			~~■~~	~~Minimum 12 credits of THEA electives required~~
General Elective (Lower Division)	3				20 hours required, 15 hours must be upper division
1 Course from ~~chosen option~~ PERFORMANCE	3			■	21 hours required, see note 3
~~Kent Core Requirement~~	~~3~~				See Kent Core Summary on page 5
Kent Core Requirement	3				

DRAFT

Roadmap: Theatre Studies – Performance - Bachelor of Arts
[CA-BA-THEA-PRFO]
College of the Arts
School of Theatre and Dance
Catalog Year: 2011–2012

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
15 **Semester Four: [~~15~~ 16 Credit Hours]**					
~~THEA 42092 Practicum II in Design and Technology~~ ~~or~~ ~~THEA 42192 Practicum II in Performance~~ ~~or~~ ~~THEA 42292 Practicum II in Theatre Management~~	~~3~~	■		■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
1 Course from ~~chosen option~~ PERFORMANCE ELECTIVES	3			■	21 hours required, see note 3
General Elective (Upper Division)	3	■			20 hours required, 15 hours must be upper division
~~THEA Elective (lower or upper division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
Kent Core Requirement ~~(Science with Lab)~~	~~4~~ 3				See Kent Core Summary on page 5
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
1110 **THEA ~~31112~~ History of Theatre and Drama I**	**3**	■		■	**Offered in fall only**
~~THEA 42092 Practicum II in Design and Technology~~ ~~or~~ ~~THEA 42192 Practicum II in Performance~~ ~~or~~ ~~THEA 42292 Practicum II in Theatre Management~~	~~3~~	■		■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~Theatre History Elective~~	~~3~~	■		■	~~See note 1 on page 2~~
Take one additional course from a B.A degree ~~option~~ other than your own CONCENTRATION	3			■	See note 3
1 Course from ~~chosen option~~ PERFORMANCE ELECTIVES	3	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
General Elective ~~(lower or~~ upper division)	3	■			See note 2 on page 5
Semester Six: [~~18~~ 15 Credit Hours]					
1111 **THEA ~~31113~~ History of Theatre and Drama II**	**3**	■		■	**Offered in spring only**
~~Theatre History Elective~~	~~3~~	■		■	~~See note 1 below~~
General Theatre Course	3	■		■	See note 1
1 Course from ~~chosen option~~ PERFORMANCE ELECTIVES	3	■		■	21 hours required, see note 3
~~THEA Elective (lower or upper division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
Kent Core Requirement	3				See Kent Core Summary on page 5
Kent Core Requirement	3				
~~General Electives (3 credits upper division)~~	~~6~~	■			~~See note 2 below~~
Semester Seven: [~~18~~ 15 Credit Hours]					
~~**THEA 31114 History of Theatre and Drama III**~~	~~**3**~~	■		■	~~**Offered in fall only**~~
General Theatre Course	3	■		■	See note 1
General Elective (Upper Division)	6				20 hours required, 15 hours must be upper division
1 Course from ~~chosen option~~ PERFORMANCE ELECTIVES	3	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
or					
THEA 41900 Capstone Project	3	■		■	
~~General Electives (upper division)~~	~~15~~	■			~~See note 2 below~~

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
14 **Semester Eight: [~~17~~ 15 Credit Hours]**					
General Theatre Course	3	■		■	See note 1
General Elective (Upper Division)	~~3~~ 2				20 hours required, 15 hours must be upper division
2 Courses from ~~chosen option~~ PERFORMANCE ELECTIVES	6	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
or					
THEA 41900 Capstone Project	3	■		■	
~~Theatre History Elective~~	~~3~~	■	~~C~~	■	~~See note 1 below; course should be writing intensive if not satisfied earlier~~
~~General Electives (lower or upper division)~~	~~14~~				~~See note 2 below; Number of credits required depends on meeting minimum 120 credit hours and minimum 39~~

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Roadmap: Theatre Studies – Performance - Bachelor of Arts [BA-THEA-PRFM]
College of the Arts
School of Theatre and Dance
Catalog Year: 2011–2012

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
					~~upper-division hours~~

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
~~129~~ ~~123~~ 121	39	36	Kent Core, THEA 41113 or 41114	THEA 41026, ~~THEA 41110 or~~ THEA 41140, THEA 41602, or DAN 47163	2.50	2.00

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 tests	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement tests	3-5
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 are fulfilled in this major with THEA 11000; May fulfill diversity requirement~~	~~6~~ 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

Note 1: ~~**Theatre history elective (9 credit hours), choose three from the following:**~~ General Theatre Courses: Take three of the following eight courses – at least one must be a writing intensive course (WIC)

THEA 41206 Playwriting (WIC)	3	THEA 41140 American Musical Theatre History (WIC)	3
DAN 47163 Dance History II (WIC)	3	THEA 41620 History of Period Styles for Theatre Designers (WIC)	3
THEA 41113 Theatre in Multicultural America (D)	3	THEA 41114 Gay and Lesbian Theatre (D)	3
THEA 41190 Variable Topics Seminar in Theatre History	3	THEA 41133 Theatre and Drama in America	3
~~DAN 47163 Dance History II*~~	~~3~~	~~THEA 41133 Theatre and Drama in America I~~	3
~~THEA 41026 Playwriting *~~	~~3~~	~~THEA 41140 American Musical Theatre History*~~	3
~~THEA 41110 Theatre Criticism *~~	~~3~~	~~THEA 41134 Theatre and Drama in America II~~	3
~~THEA 41113 Theatre in a Multicultural America **~~	~~3~~	~~THEA 41191 Seminar: Theatre History/Literature/Theory~~	3
~~THEA 41114 Gay and Lesbian Theatre **~~	~~3~~		

* Fulfills writing-intensive requirement; minimum one course required

** Fulfills domestic diversity requirement

Note 2: No minor is required. Students may take further courses in theatre or outside of the school as desired. If students are seeking licensure for teaching in public schools, 3 credit hours of electives may be used for courses in an appropriate academic minor in addition to the minor required in the College of Education, Health and Human Services. Minimum 15 credit hours must be upper division, which may be decreased if upper-division courses are taken as part of THEA electives.

Note 2.1: No more than 12 hours of practicum in total from any combination of areas may count towards the B.A. degree requirements.

Note 3: B.A. Degree ~~Options~~ CONCENTRATION: PERFORMANCE – Take 21 hours from one of the following

Production Option

	THEA	21201	Introduction to American Musical Theatre	3
		21622	Scene Design	3
		21524	Costume Design	3
		21622	Scene Design	3
		21621	Scene Painting	3
		21016	Makeup for Stage and Screen	3
		31560	Scenic Technology	3
		21736	Stage Management	3
		22092	Practicum I: Design and Technology (repeatable - see note 2.1)	3
		22192	Practicum I: Performance (repeatable - see note 2.1)	3
		22292	Practicum I: Management(repeatable - see note 2.1)	3

		41017	Readers Theatre	2
WIC		41026	Playwriting	3
		41027	Advanced Playwriting	3
		41095	Special Topics: Variable Production Seminars	3
		41133	Theatre and Drama in America	3
		41140	American Musical Theatre History	3
		41191	Variable Content Seminar: Theatre/History/Literature/Theory	3
		41736	Production and Stage Management	3
		42092	Practicum II: Design and Technology (repeatable - see note 2.1)	3
		42192	Practicum II: Performance (repeatable - see note 2.1)	3
		42292	Practicum II: Management (repeatable - see note 2.1)	3
		41133	Theatre and Drama in America (proposed WIC)	3

Performance ~~Option~~ CONCENTRATION

	THEA	21016	Makeup for Stage and Screen	3
		21303	Acting Process	3
		21700	Movement I	3
		22192	Practicum I: Performance (repeatable - see note 2.1)	3
		31303	Character and Scene Study I	3
		31304	Character and Scene Study II	3
		31401	Directing	3
		31701	Movement II	3
		21800	Voice I	3
		31801	Voice II	3
		41095	Special Topics: Variable Performance Seminars	3
		41301	Acting for the Camera I	3
		41302	Acting for the Camera II	3
		41305	Professional Aspects: Performance	3
		41308	Musical Theatre Audition	3
		41529	Advanced Wig and Makeup Techniques – Stage and Screen	3
		41702	Movement and Dance for the Actor	3
		41802	Ensemble Singing	2
		42192	Practicum II: Performance (repeatable - see note 2.1)	3

Theatre Management Option

	THEA	21521	Theatrical Drafting	3
		21523	Costume Technology	3
		20202	Musical Theory I	3
		20203	Musical Theory II	3
		21560	Scenic Technology	3
		21736	Stage Management	3
		22092	Practicum I: Design and Technology (repeatable - see note 2.1)	3
		22292	Practicum I: Management(repeatable - see note 2.1)	3
		31401	Directing	3
		31560	Scenic Technology	3
		41095	Special Topics: Variable Management Seminars	3
		41096	Independent Study: Assistant Direct Main Stage	3
		41523	Sound Design and Technology I	3
		41527	Sound Design and Technology II	3
		41528	Theatre Sound Reinforcement	3
		41726	Theatre Management	3

		41736	Production and Stage Management	3
		42092	Practicum II: Design and Technology (repeatable - see note 2.1)	3
		42292	Practicum II: Management (repeatable - see note 2.1)	3
	DAN	47156	Dance Production	3

Theatre and Society Option

	THEA	22192	Practicum I: Performance (repeatable - see note 2.1)	3
		31401	Directing	3
		41017	Readers Theatre	2
		41191	Variable Topic Seminar in Theatre History (repeatable - if not taken in core)	3
		41095	Special Topics: (repeatable)	3
WIC		41140	American Musical Theatre History	3
D		41113	Theatre in Multicultural America (if not taken in core)	3
D		41114	Gay and Lesbian Theatre (if not taken in core)	3
WIC		41206	Playwriting	3
		41207	Advanced Playwriting	3
WIC		41620	History of Period Styles for Theatre Designers	3
		42192	Practicum II: Performance (repeatable - see note 2.1)	3
	DAN	47036	Dance History I	3
WIC	DAN	47621	Dance History II	3

Additional Note for the BA Theatre Studies program: 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

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.

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Roadmap: Theatre Studies – Theatre Management – Bachelor of Arts
[CA-BA-THEA-THMA]
College of the Arts
School of Theatre and Dance
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
~~THEA 11000 The Art of the Theatre~~	~~3~~			~~■~~	~~Fulfills Kent Core Fine Arts and global diversity course requirement~~
THEA 11100 Making Theatre Culture and Practice	2			■	~~Must~~ be taken concurrently with US 10097
THEA 11303 The Art of Acting	3			■	SHOULD
~~THEA 11522 Introductory Lighting~~ ~~or THEA 11524 Introductory Costuming~~ ~~or THEA 11622 Introductory Scenery~~	~~3~~			~~■~~	~~Two of the three courses must be taken in first year~~
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft, and Sound or THEA 11732 Fundamentals of Production II: Costumes, Lighting, and Projections	2			■	
THEA 11723 Fundamentals of Production Lab I: Scenery	1			■	Must be taken concurrently with THEA 11722
THEA 11724 Fundamentals of Production Lab II: Props, and Scenic Art	1			■	Must be taken concurrently with THEA 11722
THEA 11733 Fundamentals of Production Lab III: Costumes	1			■	Must be taken concurrently with THEA 11732
THEA 11734 Fundamentals of Production Lab IV: Sound, and Projections	1			■	Must be taken concurrently with THEA 11732
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 5
Kent Core Requirement	3				
Semester Two: [~~15~~ 16 Credit Hours]					
~~THEA 11522 Introductory Lighting~~ ~~or THEA 11524 Introductory Costuming~~ ~~or THEA 11622 Introductory Scenery~~	~~3~~			~~■~~	~~Choose course not taken earlier~~
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft, and Sound or THEA 11732 Fundamentals of Production II: Costumes, Lighting, and Projections	2			■	Choose course not taken earlier
THEA 11723 Fundamentals of Production Lab I: Scenery	1			■	Must be taken concurrently with THEA 11722
THEA 11724 Fundamentals of Production Lab II: Props, and Scenic Art	1			■	Must be taken concurrently with THEA 11722
THEA 11733 Fundamentals of Production Lab III: Costumes	1			■	Must be taken concurrently with THEA 11732
THEA 11734 Fundamentals of Production Lab IV: Sound, and Projections	1			■	Must be taken concurrently with THEA 11732
THEA 22092 Practicum I in Design and Technology or THEA 42092 Practicum II in Design and Technology	3				A total of 6 hours of Practicum: Design and Technology must be taken – see note 2.1
~~THEA 22092 Practicum I in Design and Technology~~ ~~or THEA 22191 Practicum I in Performance~~ ~~or THEA 22292 Practicum I in Theatre Management~~	~~3~~			~~■~~	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~THEA Elective (lower or upper division)~~	~~3~~				~~Minimum 12 credits of THEA electives required~~
General Elective (Lower Division)	3				20 hours required, 15 hours must be upper division
Kent Core Requirement	3				See Kent Core Summary on page 5
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
THEA 21111 Script Analysis	3			■	
THEA 22092 Practicum I in Design and Technology or THEA 42092 Practicum II in Design and Technology	3				A total of 6 hours of Practicum: Design and Technology must be taken - see note 2.1
~~THEA 22092 Practicum I in Design and Technology~~ ~~or THEA 22191 Practicum I in Performance~~ ~~or THEA 22292 Practicum I in Theatre Management~~	~~3~~			~~■~~	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~THEA Elective (lower division)~~	~~3~~			~~■~~	~~Minimum 12 credits of THEA electives required~~
General Elective (Lower Division)	3				20 hours required, 15 hours must be upper division
1 Course from ~~chosen option~~ THEATRE MANAGEMENT	3			■	21 hours required, see note 3
~~Kent Core Requirement~~	~~3~~				See Kent Core Summary on page 5
Kent Core Requirement	3				

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Roadmap: Theatre Studies – Theatre Management – Bachelor of Arts
[CA-BA-THEA-THMA]
College of the Arts
School of Theatre and Dance
Catalog Year: 2012–2013

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
15 **Semester Four: [~~15~~ 16 Credit Hours]**					
~~THEA 42092 Practicum I(in Design and Technology or THEA 42192 Practicum II in Performance or THEA 42292 Practicum II in Theatre Management~~	~~3~~	■		■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
1 Course from chosen option	3			■	21 hours required, see note 3
General Elective (Upper Division)	3	■			21 hours required, 15 hours must be upper division
~~THEA Elective (lower or upper division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
Kent Core Requirement ~~(Science with Lab)~~	~~4~~ 3				See Kent Core Summary on page 5
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
1110 **THEA ~~31112~~ History of Theatre and Drama I**	**3**	■		■	**Offered in fall only**
~~THEA 42092 Practicum II in Design and Technology or THEA 42192 Practicum II in Performance or THEA 42292 Practicum II in Theatre Management~~	~~3~~	■		■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~Theatre History Elective~~	~~3~~	■		■	~~See note 1 on page 2~~
Take one additional course from a B.A degree ~~option~~ CONCENTRATION other than your own	3			■	See note 3
1 Course from ~~chosen option~~ THEATRE MANAGEMENT	3	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
General Elective ~~(lower or~~ upper division)	3	■			See note 2 on page 5
Semester Six: [~~18~~ 15 Credit Hours]					
1111 **THEA ~~31113~~ History of Theatre and Drama II**	**3**	■		■	**Offered in spring only**
~~Theatre History Elective~~	~~3~~	■		■	~~See note 1 below~~
General Theatre Course	3	■		■	See note 1
1 Course from ~~chosen option~~ THEATRE MANAGEMENT	3	■		■	21 hours required, see note 3
~~THEA Elective (lower or upper division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
Kent Core Requirement	3				See Kent Core Summary on page 5
Kent Core Requirement	3				
~~General Electives (3 credits upper division)~~	~~6~~	■			~~See note 2 below~~
Semester Seven: [~~18~~ 15 Credit Hours]					
~~**THEA 31114 History of Theatre and Drama III**~~	~~**3**~~	■		■	~~**Offered in fall only**~~
General Theatre Course	3	■		■	See note 1
General Elective (Upper Division)	6				20 hours required, 15 hours must be upper division
1 Course from ~~chosen option~~ THEATRE MANAGEMENT	3	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
or					
THEA 41900 Capstone Project	3	■		■	
~~General Electives (upper division)~~	~~15~~	■			~~See note 2 below~~

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
1 **Semester Eight: [~~17~~ 15 Credit Hours]**					
General Theatre Course	3	■		■	See note 1
General Elective (Upper Division)	~~4~~ 2				20 hours required, 15 hours must be upper division
2 Courses from ~~chosen option~~ THEATRE MANAGEMENT	6	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
or					
THEA 41900 Capstone Project	3	■		■	
~~Theatre History Elective~~	~~3~~	■	~~C~~	■	~~See note 1 below; course should be writing intensive if not satisfied earlier~~

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
~~General Electives (lower or upper division)~~	~~14~~				~~See note 2 below; Number of credits required depends on meeting minimum 129 credit hours and minimum 39 upper-division hours~~

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
~~129~~ 121	39	36	Kent Core, THEA 41113 or 41114	THEA 41026, ~~THEA 41110 or~~ THEA 41140, THEA 41602, or DAN 47163	2.50	2.00

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 tests	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement tests	3-5
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 are fulfilled in this major with THEA 11000; May fulfill diversity requirement~~	~~6~~ 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

Note 1: ~~**Theatre history elective (9 credit hours), choose three from the following:**~~ General Theatre Courses: Take three of the following eight courses – at least one must be a writing intensive course (WIC)

THEA 41206 Playwriting (WIC)	3	THEA 41140 American Musical Theatre History (WIC)	3
DAN 47163 Dance History II (WIC)	3	THEA 41620 History of Period Styles for Theatre Designers (WIC)	3
THEA 41113 Theatre in Multicultural America (D)	3	THEA 41114 Gay and Lesbian Theatre (D)	3
THEA 41190 Variable Topics Seminar in Theatre History	3	THEA 41133 Theatre and Drama in America	3
~~DAN 47163 Dance History II*~~	~~3~~	~~THEA 41133 Theatre and Drama in America I~~	~~3~~
~~THEA 41026 Playwriting *~~	~~3~~	~~THEA 41140 American Musical Theatre History*~~	~~3~~
~~THEA 41110 Theatre Criticism *~~	~~3~~	~~THEA 41134 Theatre and Drama in America II~~	~~3~~
~~THEA 41113 Theatre in a Multicultural America **~~	~~3~~	~~THEA 41191 Seminar: Theatre History/Literature/Theory~~	~~3~~
~~THEA 41114 Gay and Lesbian Theatre **~~	~~3~~		

* Fulfills writing-intensive requirement; minimum one course required

** Fulfills domestic diversity requirement

Note 2: No minor is required. Students may take further courses in theatre or outside of the school as desired. If students are seeking licensure for teaching in public schools, 3 credit hours of electives may be used for courses in an appropriate academic minor in addition to the minor required in the College of Education, Health and Human Services. Minimum 15 credit hours must be upper division, which may be decreased if upper-division courses are taken as part of THEA electives.

Note 2.1: No more than 12 hours of practicum in total from any combination of areas may count towards the B.A. degree requirements.

Note 3: B.A. Degree ~~Options~~ CONCENTRATION : THEATRE MANAGEMENT – Take 21 hours from one of the following

Production Option

	THEA	21201	Introduction to American Musical Theatre	3
		21622	Scene Design	3
		21624	Costume Design	3
		21622	Scene Design	3
		21621	Scenic Painting	3
		21016	Makeup for Stage and Screen	3
		31560	Scenic Technology	3
		21736	Stage Management	3
		22092	Practicum I: Design and Technology (repeatable - see note 2.1)	3

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		22192	Practicum I: Performance (repeatable - see note 2.1)	3
		22292	Practicum I: Management(repeatable - see note 2.1)	3
		41017	Readers Theatre	2
WIC		41026	Playwriting	3
		41027	Advanced Playwriting	3
		41095	Special Topics: Variable Production Seminars	3
		41133	Theatre and Drama in America	3
		41140	American Musical Theatre History	3
		41191	Variable Content Seminar: Theatre History/Literature/Theory	3
		41736	Production and Stage Management	3
		42092	Practicum II: Design and Technology (repeatable - see note 2.1)	3
		42192	Practicum II: Performance (repeatable - see note 2.1)	3
		42292	Practicum II: Management (repeatable - see note 2.1)	3
		41133	Theatre and Drama in America (proposed WIC)	3

Performance Option

	THEA	21016	Makeup for Stage and Screen	3
		21303	Acting Process	3
		21700	Movement I	3
		22192	Practicum I: Performance (repeatable - see note 2.1)	3
		31303	Character and Scene Study I	3
		31304	Character and Scene Study II	3
		31401	Directing	3
		31701	Movement II	3
		21800	Voice I	3
		31801	Voice II	3
		41095	Special Topics: Variable Performance Seminars	3
		41301	Acting for the Camera I	3
		41302	Acting for the Camera II	3
		41305	Professional Aspects: Performance	3
		41308	Musical Theatre Audition	3
		41529	Advanced Wig and Makeup Techniques – Stage and Screen	3
		41702	Movement and Dance for the Actor	3
		41802	Ensemble Singing	2
		42192	Practicum II: Performance (repeatable - see note 2.1)	3

Theatre Management ~~Option~~ CONCENTRATION

	THEA	21521	Theatrical Drafting	3
		21523	Costume Technology	3
		20202	Musical Theory I	3
		20203	Musical Theory II	3
		21560	Scenic Technology	3
		21736	Stage Management	3
		22092	Practicum I: Design and Technology (repeatable - see note 2.1)	3
		22292	Practicum I: Management(repeatable - see note 2.1)	3
		31401	Directing	3
		31560	Scenic Technology	3
		41095	Special Topics: Variable Management Seminars	3
		41096	Independent Study: Assistant Direct Main Stage	3
		41523	Sound Design and Technology I	3

		41527	Sound Design and Technology II	3
		41528	Theatre Sound Reinforcement	3
		41726	Theatre Management	3
		41736	Production and Stage Management	3
		42092	Practicum II: Design and Technology (repeatable - see note 2.1)	3
		42292	Practicum II: Management (repeatable - see note 2.1)	3
	DAN	47156	Dance Production	3

Theatre and Society Option

	THEA	42192	Practicum I: Performance (repeatable - see note 2.1)	3
		31401	Directing	3
		41017	Readers Theatre	2
		41191	Variable Topic Seminar in Theatre History (repeatable – if not taken in core)	3
		41095	Special Topics: (repeatable)	3
WIC		41140	American Musical Theatre History	3
D		41113	Theatre in Multicultural America (if not taken in core)	3
D		41114	Gay and Lesbian Theatre (if not taken in core)	3
WIC		41206	Playwriting	3
		41207	Advanced Playwriting	3
WIC		41620	History of Period Styles for Theatre Designers	3
		42192	Practicum II: Performance (repeatable - see note 2.1)	3
	DAN	47036	Dance History I	3
WIC	DAN	47621	Dance History II	3

Additional Note for the BA Theatre Studies program: 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

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.

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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.

DRAFT

Roadmap: Theatre Studies – Theatre and Society
Bachelor of Arts
[CA-BA-THEA-THSO]
College of the Arts
School of Theatre and Dance
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
~~THEA 11000 The Art of the Theatre~~	~~3~~			~~■~~	~~Fulfills Kent Core Fine Arts and global diversity course requirement~~
THEA 11100 Making Theatre Culture and Practice	2			■	~~Must~~ be taken concurrently with US 10097
THEA 11303 The Art of Acting	3			■	SHOULD
~~THEA 11522 Introductory Lighting~~ ~~or THEA 11524 Introductory Costuming~~ ~~or THEA 11622 Introductory Scenery~~	~~3~~			~~■~~	~~Two of the three courses must be taken in first year~~
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft, and Sound or THEA 11732 Fundamentals of Production II: Costumes, Lighting, and Projections	2			■	
THEA 11723 Fundamentals of Production Lab I: Scenery	1			■	Must be taken concurrently with THEA 11722
THEA 11724 Fundamentals of Production Lab II: Props, and Scenic Art	1			■	Must be taken concurrently with THEA 11722
THEA 11733 Fundamentals of Production Lab III: Costumes	1			■	Must be taken concurrently with THEA 11732
THEA 11734 Fundamentals of Production Lab IV: Sound, and Projections	1			■	Must be taken concurrently with THEA 11732
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 5
Kent Core Requirement	3				
Semester Two: [~~15~~ 16 Credit Hours]					
~~THEA 11522 Introductory Lighting~~ ~~or THEA 11524 Introductory Costuming~~ ~~or THEA 11622 Introductory Scenery~~	~~3~~			~~■~~	~~Choose course not taken earlier~~
THEA 11722 Fundamentals of Production I: Scenery, Stagecraft, and Sound or THEA 11732 Fundamentals of Production II: Costumes, Lighting, and Projections	2			■	Choose course not taken earlier
THEA 11723 Fundamentals of Production Lab I: Scenery	1			■	Must be taken concurrently with THEA 11722
THEA 11724 Fundamentals of Production Lab II: Props, and Scenic Art	1			■	Must be taken concurrently with THEA 11722
THEA 11733 Fundamentals of Production Lab III: Costumes	1			■	Must be taken concurrently with THEA 11732
THEA 11734 Fundamentals of Production Lab IV: Sound, and Projections	1			■	Must be taken concurrently with THEA 11732
THEA 22092 Practicum I in Design and Technology or THEA 42092 Practicum II in Design and Technology	3				A total of 6 hours of Practicum: Design and Technology must be taken – see note 2.1
~~THEA 22092 Practicum I in Design and Technology~~ ~~or THEA 22191 Practicum I in Performance~~ ~~or THEA 22292 Practicum I in Theatre Management~~	~~3~~			~~■~~	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~THEA Elective (lower or upper division)~~	~~3~~				~~Minimum 12 credits of THEA electives required~~
General Elective (Lower Division)	3				20 hours required, 15 hours must be upper division
Kent Core Requirement	3				See Kent Core Summary on page 5
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
THEA 21111 Script Analysis	3			■	
THEA 22092 Practicum I in Design and Technology or THEA 42092 Practicum II in Design and Technology	3				A total of 6 hours of Practicum: Design and Technology must be taken - see note 2.1
~~THEA 22092 Practicum I in Design and Technology~~ ~~or THEA 22191 Practicum I in Performance~~ ~~or THEA 22292 Practicum I in Theatre Management~~	~~3~~			~~■~~	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~THEA Elective (lower division)~~	~~3~~			~~■~~	~~Minimum 12 credits of THEA electives required~~
General Elective (Lower Division)	3				20 hours required, 15 hours must be upper division
1 Course from ~~chosen option~~ THEATRE AND SOCIETY	3			■	21 hours required, see note 3
~~Kent Core Requirement~~	~~3~~				See Kent Core Summary on page 5
Kent Core Requirement	3				

DRAFT

Roadmap: Theatre Studies, Theatre and Society
Bachelor of Arts
[CA-BA-THEA-THSO]
College of the Arts
School of Theatre and Dance
Catalog Year: 2012–2013

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
15 **Semester Four: [~~15~~ 16 Credit Hours]**					
~~THEA 42092 Practicum II in Design and Technology~~ ~~or THEA 42192 Practicum II in Performance~~ ~~or THEA 42292 Practicum II in Theatre Management~~	~~3~~	■		■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
1 Course from ~~chosen option~~ THEATRE AND SOCIETY	3			■	21 hours required, see note 3
General Elective (Upper Division)	3	■			20 hours required, 15 hours must be upper division
~~THEA Elective (lower or upper division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
Kent Core Requirement ~~(Science with Lab)~~	~~X~~3				See Kent Core Summary on page 5
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
110 **THEA ~~31112~~ History of Theatre and Drama I**	**3**	■		■	**Offered in fall only**
~~THEA 42092 Practicum II in Design and Technology~~ ~~or THEA 42192 Practicum II in Performance~~ ~~or THEA 42292 Practicum II in Theatre Management~~	~~3~~	■		■	~~A total of four practicum courses are required; a minimum of two must be in design technology~~
~~Theatre History Elective~~	~~3~~	■		■	~~See note 1 on page 2~~
Take one additional course from a B.A degree ~~option~~ CONCENTRATION other than your own	3			■	See note 3
1 Course from ~~chosen option~~ THEATRE AND SOCIETY	3	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
General Elective (~~lower or~~ upper division)	3	■			See note 2 on page 5
Semester Six: [~~18~~ 15 Credit Hours]					
111 **THEA ~~31113~~ History of Theatre and Drama II**	**3**	■		■	**Offered in spring only**
~~Theatre History Elective~~	~~3~~	■		■	~~See note 1 below~~
General Theatre Course	3	■		■	See note 1
1 Course from ~~chosen option~~ THEATRE AND SOCIETY	3	■		■	21 hours required, see note 3
~~THEA Elective (lower or upper division)~~	~~3~~			■	~~Minimum 12 credits of THEA electives required~~
Kent Core Requirement	3				See Kent Core Summary on page 5
Kent Core Requirement	3				
~~General Electives (3 credits upper division)~~	~~6~~	■			~~See note 2 below~~
Semester Seven: [~~18~~ 15 Credit Hours]					
~~**THEA 31114 History of Theatre and Drama III**~~	~~**3**~~	■		■	~~**Offered in fall only**~~
General Theatre Course	3	■		■	See note 1
General Elective (Upper Division)	6				20 hours required, 15 hours must be upper division
1 Course from ~~chosen option~~ THEATRE AND SOCIETY	3	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
or					
THEA 41900 Capstone Project	3	■		■	
~~General Electives (upper division)~~	~~15~~	■			~~See note 2 below~~

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
14 **Semester Eight: [~~17~~ 15 Credit Hours]**					
General Theatre Course	3	■		■	See note 1
General Elective (Upper Division)	~~2~~2				20 hours required, 15 hours must be upper division
2 Courses from ~~chosen option~~ THEATRE AND SOCIETY	6	■		■	21 hours required, see note 3
Kent Core Requirement	3				See Kent Core Summary on page 5
or					
THEA 41900 Capstone Project	3	■		■	
~~Theatre History Elective~~	~~3~~	■	~~C~~	■	~~See note 1 below; course should be writing intensive if not satisfied earlier~~

DRAFT

Roadmap: Theatre Studies – Theatre and Society
Bachelor of Arts
[CA-BA-THEA-THSO]
College of the Arts
School of Theatre and Dance
Catalog Year: 2012–2013

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
~~General Electives (lower or upper division)~~	~~14~~				~~See note 2 below; Number of credits required depends on meeting minimum 129 credit hours and minimum 39 upper-division hours~~

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
~~129-123~~ 121	39	36	Kent Core, THEA 41113 or 41114	THEA 41026, ~~THEA 41110 or~~ THEA 41140, THEA 41602, or DAN 47163	2.50	2.00

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 tests	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement tests	3-5
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 are fulfilled in this major with THEA 11000; May fulfill diversity requirement~~	~~6~~ 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

Note 1: ~~**Theatre history elective (9 credit hours), choose three from the following:**~~ General Theatre Courses: Take three of the following eight courses – at least one must be a writing intensive course (WIC)

THEA 41206 Playwriting (WIC)	3	THEA 41140 American Musical Theatre History (WIC)	3
DAN 47163 Dance History II (WIC)	3	THEA 41620 History of Period Styles for Theatre Designers (WIC)	3
THEA 41113 Theatre in Multicultural America (D)	3	THEA 41114 Gay and Lesbian Theatre (D)	3
THEA 41190 Variable Topics Seminar in Theatre History	3	THEA 41133 Theatre and Drama in America	3
~~DAN 47163 Dance History II*~~	~~3~~	~~THEA 41133 Theatre and Drama in America I~~	3
~~THEA 41026 Playwriting *~~	~~3~~	~~THEA 41140 American Musical Theatre History*~~	3
~~THEA 41110 Theatre Criticism *~~	~~3~~	~~THEA 41134 Theatre and Drama in America II~~	3
~~THEA 41113 Theatre in a Multicultural America **~~	~~3~~	~~THEA 41191 Seminar: Theatre History/Literature/Theory~~	3
~~THEA 41114 Gay and Lesbian Theatre **~~	~~3~~		

* Fulfills writing-intensive requirement; minimum one course required

** Fulfills domestic diversity requirement

Note 2: No minor is required. Students may take further courses in theatre or outside of the school as desired. If students are seeking licensure for teaching in public schools, 3 credit hours of electives may be used for courses in an appropriate academic minor in addition to the minor required in the College of Education, Health and Human Services. Minimum 15 credit hours must be upper division, which may be decreased if upper-division courses are taken as part of THEA electives.

Note 2.1: No more than 12 hours of practicum in total from any combination of areas may count towards the B.A. degree requirements.

Note 3: B.A. Degree ~~Options~~ CONCENTRATION: THEATRE AND SOCIETY Take 21 hours from one of the following

Production Option

	THEA	21201	Introduction to American Musical Theatre	3
		21622	Scene Design	3
		21524	Costume Design	3
		21622	Scene Design	3
		21621	Scene Painting	3
		21016	Makeup for Stage and Screen	3
		31560	Scenic Technology	3
		21736	Stage Management	3
		22092	Practicum I: Design and Technology (repeatable - see note 2.1)	3

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		22192	Practicum I: Performance (repeatable - see note 2.1)	3
		22292	Practicum I: Management(repeatable - see note 2.1)	3
		41017	Readers Theatre	2
WIC		41026	Playwriting	3
		41027	Advanced Playwriting	3
		41095	Special Topics: Variable Production Seminars	3
		41133	Theatre and Drama in America	3
		41140	American Musical Theatre History	3
		41191	Variable Content Seminar: Theatre/History/Literature/Theory	3
		41736	Production and Stage Management	3
		42092	Practicum II: Design and Technology (repeatable - see note 2.1)	3
		42192	Practicum II: Performance (repeatable - see note 2.1)	3
		42292	Practicum II: Management (repeatable - see note 2.1)	3
		41133	Theatre and Drama in America (proposed WIC)	3

Performance Option

	THEA	21016	Makeup for Stage and Screen	3
		21303	Acting Process	3
		21700	Movement I	3
		22192	Practicum I: Performance (repeatable - see note 2.1)	3
		31303	Character and Scene Study I	3
		31304	Character and Scene Study II	3
		31401	Directing	3
		31701	Movement II	3
		21800	Voice I	3
		31801	Voice II	3
		41095	Special Topics: Variable Performance Seminars	3
		41301	Acting for the Camera I	3
		41302	Acting for the Camera II	3
		41305	Professional Aspects: Performance	3
		41308	Musical Theatre Audition	3
		41529	Advanced Wig and Makeup Techniques – Stage and Screen	3
		41702	Movement and Dance for the Actor	3
		41802	Ensemble Singing	2
		42192	Practicum II: Performance (repeatable - see note 2.1)	3

Theatre Management Option

	THEA	21521	Theatrical Drafting	3
		21523	Costume Technology	3
		20202	Musical Theory I	3
		20203	Musical Theory II	3
		21560	Scenic Technology	3
		21736	Stage Management	3
		22092	Practicum I: Design and Technology (repeatable - see note 2.1)	3
		22292	Practicum I: Management(repeatable - see note 2.1)	3
		31401	Directing	3
		31560	Scenic Technology	3
		41095	Special Topics: Variable Management Seminars	3
		41096	Independent Study: Assistant Direct Main Stage	3
		41523	Sound Design and Technology I	3

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		41527	Sound Design and Technology II	3
		41528	Theatre Sound Reinforcement	3
		41726	Theatre Management	3
		41736	Production and Stage Management	3
		42092	Practicum II: Design and Technology (repeatable - see note 2.1)	3
		42292	Practicum II: Management (repeatable - see note 2.1)	3
	DAN	47156	Dance Production	3

Theatre and Society ~~Option~~ CONCENTRATION

	THEA	22192	Practicum I: Performance (repeatable - see note 2.1)	3
		31401	Directing	3
		41017	Readers Theatre	2
		41191	Variable Topic Seminar in Theatre History (repeatable – if not taken in core)	3
		41095	Special Topics: (repeatable)	3
WIC		41140	American Musical Theatre History	3
D		41113	Theatre in Multicultural America (if not taken in core)	3
D		41114	Gay and Lesbian Theatre (if not taken in core)	3
WIC		41206	Playwriting	3
		41207	Advanced Playwriting	3
WIC		41620	History of Period Styles for Theatre Designers	3
		42192	Practicum II: Performance (repeatable - see note 2.1)	3
	DAN	47036	Dance History I	3
WIC	DAN	47621	Dance History II	3

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

SANDOVAL, JENNIFER

From: STILLINGS, CYNTHIA
Sent: Monday, November 21, 2011 5:12 PM
To: LORENZ, RALPH
Cc: SANDOVAL, JENNIFER
Subject: Re: BA and BFA Theatre Studies issues

Ralph,
They are to you. The faculty member neglected to hit the "submit" button after he revised so they were stuck in his queue.
Cindy

On 11/21/11 4:38 PM, "LORENZ, RALPH" <rlorenz@kent.edu> wrote:

Thanks, Cindy—yes, I will send through today.

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 11/21/11 4:36 PM, "STILLINGS, CYNTHIA" <cstillin@kent.edu> wrote:

Thank you to EVERYONE for making this possible! See answers to Jennifer's questions below in BLUE. Ralph, will send through the corrected workflows CCU002390 and CCU002392 will be sent through today. Ralph can you forward on?
Thanks,
Cindy

On 11/21/11 2:18 PM, "TILLETT, THERESE" <ttillet1@kent.edu> wrote:

Cindy and Ralph,

Jennifer will put the THEA courses into Banner today. She'll also start the workflow for the two courses that should have been established, not revised.

Jennifer has also reviewed the program revisions and has some questions/comments, see e-mail below.

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

From: SANDOVAL, JENNIFER
Sent: Monday, November 21, 2011 2:07 PM
To: TILLETT, THERESE
Subject: BA and BFA Theatre Studies issues

BA Theatre:

- Options should be concentrations **(Do you have any objections to amending the proposal to state you are establishing four concentrations?)** No, they can be concentrations.

  - Production
  - Performance
  - Theatre Management
  - Theatre and Society

- General electives could be 20 instead of 21, total credit hours would then equal **121 (Do you have any objection to us decreasing the electives by 1 credit so the total is 121?)** No objections at all.

- THEA 11100: program requirements state that THEA 11100 should be taken concurrently with US 10097 **(We want to make sure that is correct as there are no corequisites set up to enforce that.)** This is a "SHOULD" for freshmen on the Kent Campus only and I don't think we want to force corequisites for transfers or freshmen on a regional campus.

BFA Theatre:
Musical Theatre concentration:

- Courses required in the program that are not on our worklist:

  - THEA 20202 Musical Theory for Musical Theatre I – at the department level **(Is this going through?)** This was submitted in the spring as Music Theory for the Actor I, was returned for edit and will sent through today.

  - THEA 20203 Musical Theory for Musical Theatre II – at the department level **(Is this going through?)** This was submitted in the spring as Music Theory for the Actor II, was returned for edit and will sent through today.

  - THEA 41309 Musical Theatre Showcase – no workflow created **(Do you plan to put through a workflow to create this course?)** This already exists as THEA 41499. I'm not sure where the 41309 came from. It's a typo.

Design and Technology concentration:

- Choose from: THEA 21522, 21524 and 21622. In roadmap, semester 3 lists THEA 21522 or THEA 21524, in semester 4 THEA 21622 is listed as required. According to the program requirements, these three courses should all be listed as choose two courses from the following three. **(Should we list THEA 21622 as required, not an elective; or should <u>both</u> semester 3 and 4 state "THEA 21522 or 21524 or 21622"?)** <u>Both</u> semester 3 and 4 should state "THEA 21522 or 21524 or 21622"

Jennifer

Jennifer Sandoval | Academic Program Officer | Curriculum Services

Kent State University | Library, 3840 | 1 Eastway Dr. | Kent, Ohio 44242

jsandova@kent.edu mailto:jsandova@kent.edu | 330 672 1885 | www.kent.edu http://www.kent.edu/

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SANDOVAL, JENNIFER

From: ZAPYTOWSKI, STEPHEN
Sent: Friday, November 18, 2011 8:01 AM
To: SANDOVAL, JENNIFER
Subject: RE: THEA course submissions

Go ahead and make the course number changes. We are good with it here.

Steve Zapytowski
Professor of Design and Technology
School of Theatre and Dance
Kent State University
Office: 330-672-0116
Fax: 330-672-2889

From: SANDOVAL, JENNIFER
Sent: Wednesday, November 16, 2011 3:31 PM
To: ZAPYTOWSKI, STEPHEN
Cc: LORENZ, RALPH; STILLINGS, CYNTHIA
Subject: RE: THEA course submissions

Thanks Steve, if these courses are only roughly equivalent, I would suggest creating new courses instead of revising them. That way these new courses will not conflict with your current students that need to take the old courses. We can do this for THEA 31112 and 31113. THEA 31110 and 31111 are available numbers.

Since the equivalency of the courses could be an issue in the future, creating the new courses might be the best solution. I am willing to start a workflow for you by copying the revisions for THEA 31112 and THEA 31113.

Please let me know what your department decides.

Jennifer

Jennifer Sandoval | Academic Program Officer | Curriculum Services
Kent State University | Library, 384C | 1 Eastway Dr. | Kent, Ohio 44242
jsandova@kent.edu | 330.672.1885 | www.kent.edu

From: ZAPYTOWSKI, STEPHEN
Sent: Wednesday, November 16, 2011 2:46 PM
To: SANDOVAL, JENNIFER
Subject: RE: THEA course submissions

There are only roughly equivalent. The new THEA 31113 will contain elements of the old 31113 and the old 31114. The number of recently completed documents a new set of numbers would ripple through are extensive. I'll have to talk to Cindy about this.

Steve Zapytowski
Professor of Design and Technology
School of Theatre and Dance
Kent State University

Office: 330-672-0116
Fax: 330-672-2889

From: SANDOVAL, JENNIFER
Sent: Wednesday, November 16, 2011 8:26 AM
To: LORENZ, RALPH; ZAPYTOWSKI, STEPHEN; STILLINGS, CYNTHIA
Subject: RE: THEA course submissions

Thank you Ralph and Stephen for answering my questions.

I just want to clear up one thing. Is the revised THEA 31113 and the current THEA 31113 considered to be the same course. Meaning, if a student took THEA 31113 in fall 2011 and the same student came back after fall 2014 with a new catalog year, would you accept the old THEA 31113 course for that requirement?

If these are considered to be equivalent I would suggest holding on to these changes until it is closer to the effective date of Fall 2014. The department should come back to EPC in the fall of 2013 with the revisions of THEA 31112 and THEA 31113 and the inactivation of THEA 31114. We have had instances in the past when departments make changes years in advance and it causes problems in the future.

If they are not equivalent I would suggest creating two new courses for the Fall 2012 cohort. THEA 31110 and THEA 31111 are available numbers.

Please let me know how we should move forward.

Thanks again,

Jennifer

Jennifer Sandoval | Academic Program Officer | Curriculum Services
Kent State University | Library, 384C | 1 Eastway Dr. | Kent, Ohio 44242
jsandova@kent.edu | 330.672.1885 | www.kent.edu

From: ZAPYTOWSKI, STEPHEN
Sent: Monday, November 14, 2011 3:09 PM
To: LORENZ, RALPH; SANDOVAL, JENNIFER
Subject: RE: THEA course submissions

See my comments below in red.

From: LORENZ, RALPH
Sent: Monday, November 14, 2011 12:56 PM
To: SANDOVAL, JENNIFER; ZAPYTOWSKI, STEPHEN
Subject: Re: THEA course submissions

Hi Jennifer,

I'm copying Steve Zapytowski to get his confirmation about the questions below, and my responses are in green font.

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 11/14/11 11:32 AM, "SANDOVAL, JENNIFER" <jsandova@kent.edu> wrote:

Ralph,

I'm reviewing the THEA courses submitted through the workflow and I have a couple of questions.

- **I noticed there are a couple of courses in the workflow that states the course will either be required or useful for students in the THEA program. We have not received a program proposal for Theatre yet, I just wanted to make sure that one will be coming soon.** Our CCC approved changes/paperwork for the BFA in Theatre Studies: Design and Technology, BFA in Theatre Studies: Musical Theatre, and BA in Theatre Studies. I'm just doing some final checking, and should have the proposals to you within a few days. Ralph should have evverything. If that is not the case let me know which classes are missing.

- **THEA 11521 Graphics for the Theatre: I noticed in the proposal summary that no other units were consulted. You might have already reach out to VCD but this could be an opportunity for collaboration.** We did not reach out to VCD. I'll ask Cindy to do so. I frankly don't think there is much chance for collaboration as our uses of the software tend to be rather specific to Theatre. If they teach the Theatre Graphic Standards ofe there we might need to talk.

- **THEA 31112, 31113 and 31114 request the effective date to be for Fall 2014. Is this correct? If so these changes would not be made for the 2012 catalog.** Yes, I believe that 2014 is when the next cohort would be taking the classes, and waiting until 2014 allows current students to finish with the current program. 2014 is correct as we still have students in the pipeline that will require THEA 31112, 31113, and 31114 until that time. 2014 is the first year that freshman entering in the fall of 2012 will need the new cofiguration of THEA 31112 and 31113.

- **The reasoning for inactivating THEA 4/51530 says "This course is being replaced in function and content by THEA 41526 Advanced Lighting Technology II." Does this mean THEA 4/51526 and 4/51530 should be considered equivalent?** Not really. We are inactivating 4/51530 and the certificate program that course served. We will now have a series of Advanced Lighting Technology I and II that will cover the whole automated in much greater depth.

I will also be sending you and Cynthia Stillings an email regarding the learning outcomes/assignments for the new THEA courses that were submitted.

Thanks,

Jennifer

Jennifer Sandoval | Academic Program Officer | Curriculum Services

Kent State University | Library, 38 [illegible] | Eastway Dr. | Kent, Ohio 44242

jsandova@kent.edu <mailto:jsandova@kent.edu> | 330 672 1885 | www.kent.edu <http://www.kent.edu/>

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Theatre and Dance**
College	**CA - The Arts**
Degree	**Minor (non degree)**
Program Name	**Theatre Studies** Program Code CDT
Concentration(s)	**Costume Design and Technology** Concentration(s) Code(s)
Proposal	**Establish program**

Description of proposal:

To establish a new minor called Costume Design and Technology in the school of Theatre and Dance

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

Current total credit hours: **0** Proposed total credit hours **20-~~24~~**

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

NA

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

regional campuses

REQUIRED ENDORSEMENTS

Department Chair / School Director	12/9/11
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	12/21/11
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

Proposal Summary
Create a Minor in Costume Design and Technology Within the School of Theatre and Dance

November 2, 2011

1. Subject Specification: The Theatre and Dance faculty wish to create a new minor in Costume Design and Technology. Major code: THEA

2. Background Information –
    a. Description of Action: This action will create a new minor in Costume Design and Technology. This action is intended to parallel other proposals that are replacing Entertainment Arts and Technologies certificates which are being inactivated. Though there was never a costume-related certificate, this new minor will fill a gap left vacant by our previous certificate offerings.
    b. Conformity with Mission: The proposed changes support the school's mission closely. Our current minor is a much more general program with about thirty students in it. We feel that more focused minors will appeal to students with specific interests in theatre where the existing minor will not.
        i. Rationale for Action: There is interest on the part of students in other majors who want to take courses in areas outside the current minor. We have fielded a number of inquiries in the last year about such areas as costuming, theatre management, lighting, and scenery. This proposal, and the others that accompany it, are designed to appeal to those students.
    c. Effect on Current Programs, Offerings, Students, and Staff: All of the required courses are already taught in a regular rotation by the existing faculty. No new faculty, staff, or courses are needed to support these changes.
3. Alternatives and Consequences: This is a no-cost change from which both our students and school will benefit. To not approve this proposal would be missed opportunity for all involved.
4. Specific Recommendation and Justification: The recommended action is to approve this proposal and establish this new minor.

5. Timeline:
    a. Submit to College Curriculum Committee on November 2, 2011
    b. Approval at the College December 2, 2011
    c. Submit to EPC by January 2, 2012
    d. Approval at EPC January 23, 2012
    e. Implementation Fall 2012

The Costume Design and Technology minor provides an understanding of the process and practice of costume design and construction.

Costume Design and Technoloy Minor (20-21 credits)			
Course		**Title**	**Credits**
THEA	11000 or 11100	The Art of the Theatre (3) or THEA 11100 Making Theatre: Culture and Practice (2)	2-3
	11732	Fundamentals of Production II	2
	11733	Fundamentals of Production Lab III	1
	21016 or 21523	Makeup for Stage and Screen or Costume Technology	3
	21524	Costume Design	3
	42092	Practicum II: Design and Technology (taken in Costuming)	3
		Take Two of the Following	6
	41524	Design Studio: Costume (3)	
	41529	Advanced Wig and Makeup Techniques for Stage and Screen (3)	
	41992	Theatre Production Internship (3) (taken in costume area)	
	42092	Practicum II: Design and Technology (3) (taken in Costuming)	
		TOTAL	**20-21**

Minimum 2.25 GPA in the minor required for graduation.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Theatre and Dance**		
College	**CA - The Arts**		
Degree	**Minor (non degree)**		
Program Name	**Theatre Studies**	Program Code	LDT
Concentration(s)	**Lighting Design and Technology**	Concentration(s) Code(s)	
Proposal	**Establish program**		

Description of proposal:

To establish a new minor called Lighting Design and Technology in the school of Theatre and Dance

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

Current total credit hours: **0** Proposed total credit hours **20-21**

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

NA

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

Regional Campuses

REQUIRED ENDORSEMENTS

Department Chair / School Director	11/4/11
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	12/21/11
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

Proposal Summary
Create a Minor in Lighting Design and Technology Within the School of Theatre and Dance

November 2, 2011

1. Subject Specification: The Theatre and Dance faculty wish to create a new minor in Lighting Design and Technology. Major code: THEA

2. Background Information –
    a. Description of Action: This action will replace two Entertainment Arts and Technology certificates, Stage Lighting and Automated Stage lighting, which are being inactivated. This new minor will cover much of the ground the two certificates encompassed and allow for more flexibility in choosing courses. The Entertainment Arts and Technology Internships, both lower and upper division, are not included in this minor. They are being inactivated.
    b. Conformity with Mission: The proposed changes support the school's mission closely. Our current minor is a much more general program with about thirty students in it. We feel that more focused minors will appeal to students with specific interests in theatre where the existing minor will not.
        i. Rationale for Action: There is interest on the part of students in other majors who want to take courses in areas outside the current minor. We have fielded a number of inquiries in the last year about such areas as costuming, theatre management, lighting, and scenery. This proposal and the others that accompany it are designed to appeal to those students.
    c. Effect on Current Programs, Offerings, Students, and Staff: All of the required courses are already taught in a regular rotation by the existing faculty. No new faculty, staff, or courses are needed to support these changes.
3. Alternatives and Consequences: This is a no-cost change from which both our students and school will benefit. To not approve this proposal would be missed opportunity for all involved.
4. Specific Recommendation and Justification: The recommended action is to approve this proposal and establish this new minor.

5. Timeline:
    a. Submit to College Curriculum Committee on November 2, 2011
    b. Approval at the College December 2, 2011
    c. Submit to EPC by January 2, 2012
    d. Approval at EPC January 23, 2012
    e. Implementation Fall 2012

The Lighting Design and Technology minor provides an understanding of the process and practice of lighting design and technology.

Lighting Design and Technology Minor (20-21 credits)			
Course		**Title**	**Credits**
THEA	11000 or 11100	The Art of the Theatre (3) or THEA 11100 Making Theatre: Culture and Practice (2)	2-3
	11732	Fundamentals of Production II: Costumes, Lighting, and Projections	2
	11734	Fundamentals of Production Lab IV: Lighting, Sound, and Projections	1
	22092 ~~21092~~ or 42092	Practicum I or II: Design and Technology (in lighting)	3
	21522	Lighting Design	3
	41521	Advanced Lighting Technology I	3
	41522	Design Studio: Lighting	3
		Take One of the Following	3
	41526	Advanced Lighting Technology II (3)	
	41992	Theatre Production Internship (3) (taken in lighting area)	
	42092	Practicum II: Design and Technology (3) (taken in lighting area)	
		TOTAL	**20-21**

Minimum 2.25 GPA in the minor required for graduation.

Memo

OFFICE OF THE DEAN
COLLEGE OF THE ARTS
Kent State University
204 Taylor Hall
Kent OH 44242-0001
Phone: 330-672-2760
Fax: 330-672-4706

TO: Therese Tillett, Curriculum Services

FROM: Ralph Lorenz, Associate Dean, College of the Arts

DATE: 21 December 2011

SUBJECT: Proposal to establish seven new minors in the School of Theatre and Dance

The School of Theatre and Dance wishes to propose seven new minors, to take the place of the four existing certificates. The proposed new minors are:

Costume Design and Technology
Lighting Design and Technology
Scene Design
Scenic Technology
Theatre and Social Change
Theatre Management
Theatre Sound

These minors will be taking the place of the following certificates:

Entertainment Arts and Technologies: Automated Lighting
Entertainment Arts and Technologies: Sound
Entertainment Arts and Technologies: Stage Lighting
Entertainment Arts and Technologies: Stage Scenery

These proposed minors were approved by the School of Theatre and Dance faculty in October 2011, and by the College of the Arts College Curriculum Committee in December 2011.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Theatre and Dance**		
College	**CA - The Arts**		
Degree	**Minor (non degree)**		
Program Name	**Theatre Studies**	Program Code	SDSN
Concentration(s)	Scene ~~Scenic~~ **Design**	Concentration(s) Code(s)	
Proposal	**Establish program**		

Description of proposal:

To establish a minor called Scene Design within the School of Theatre and Dance

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

Current total credit hours: **0** Proposed total credit hours **20-21**

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

NA

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

Regional Campuses

REQUIRED ENDORSEMENTS

Cynthia [signature] 11/4/11

Department Chair / School Director

___/___/___

Campus Dean (for Regional Campuses proposals)

Ralph Lorenz 12/21/11

College Dean (or designee)

___/___/___

Dean of Graduate Studies (for graduate proposals)

___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Create a Minor in Scene Design
Within the School of Theatre and Dance

November 2, 2011

1. Subject Specification: The Theatre and Dance faculty wish to create a new minor in Scene Design. Major code: THEA

2. Background Information –
    a. Description of Action: This action will create a new minor in Scene Design. This action is intended to parallel other proposals that are replacing Entertainment Arts and Technologies certificates which are being inactivated. Though there was never a scene design certificate, this new minor will fill a gap left vacant by our previous certificate offerings.
    b. Conformity with Mission: The proposed changes support the school's mission closely. Our current minor is a much more general program with about thirty students in it. We feel that more focused minors will appeal to students with specific interests in theatre where the existing minor will not.
        i. Rationale for Action: There is interest on the part of students in other majors who want to take courses in areas outside the current minor. We have fielded a number of inquiries in the last year about such areas as costuming, theatre management, lighting, and scenery. This proposal and the others that accompany it are designed to appeal to those students.
    c. Effect on Current Programs, Offerings, Students, and Staff: All of the required courses are already taught in a regular rotation by the existing faculty. No new faculty, staff, or courses are needed to support these changes.
3. Alternatives and Consequences: This is a no-cost change from which both our students and school will benefit. To not approve this proposal would be missed opportunity for all involved.
4. Specific Recommendation and Justification: The recommended action is to approve this proposal and establish this new minor.

Timeline:

a. Submit to College Curriculum Committee on November 2, 2011
b. Approval at the College December 2, 2011
c. Submit to EPC by January 2, 2012
d. Approval at EPC January 23, 2012
e. Implementation Fall 2012

The Scene Design minor provides an understanding of the process and practice of scene design.

Scene Design Minor (20-21 credits)			
Course		**Title**	**Credits**
THEA	11000	The Art of the Theatre (3)	2-3
	or	or	
	11100	THEA 11100 Making Theatre: Culture and Practice (2)	
	11722	Fundamentals of Production I: Scenery, Stagecraft and Sound	2
	11723	Fundamentals of Production Lab I: Scenery	1
	21521	Theatrical Drafting	3
	21622	Scene Design	3
	42092	Practicum II: Design and Technology (taken in Scenery area)	3
		Take Two of the Following	6
	41622	Design Studio: Scenery (3)	
	41525	Props and Crafts (3)	
	42092	Practicum II: Design and Technology (3) (taken in Scenery area)	
	41992	Theatre Production Internship (3) (Taken in Scenery area)	
		TOTAL	**20-21**

Minimum 2.25 GPA in the minor required for graduation.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Theatre and Dance**		
College	**CA - The Arts**		
Degree	**Minor (non degree)**		
Program Name	**Theatre Studies**	Program Code	STEC
Concentration(s)	**Scenic Technology**	Concentration(s) Code(s)	
Proposal	**Establish program**		

Description of proposal:
To establish a minor called Scenic Technology within the School of Theatre and Dance

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: **0** Proposed total credit hours **20-21**

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

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

REQUIRED ENDORSEMENTS

Cynthia [signature] 11/4/11
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Ralph Lorenz 12/21/11
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Create a Minor in Scenic Technology
Within the School of Theatre and Dance

November 2, 2011

1. Subject Specification: The Theatre and Dance faculty wish to create a new minor in Scenic Technology. Major code: THEA

2. Background Information –
    a. Description of Action: This action will replace the Entertainment Arts and Technology certificate in Stage Scenery, which is being inactivated, with a more flexible grouping of courses. The Entertainment Arts and Technology Internships, both lower and upper division, are not included in this minor. They are being inactivated.
    b. Conformity with Mission: The proposed changes support the school's mission closely. Our current minor is a much more general program with about thirty students in it. We feel that more focused minors will appeal to students with specific interests in theatre where the existing minor will not.
        i. Rationale for Action: There is interest on the part of students in other majors who want to take courses in areas outside the current minor. We have fielded a number of inquiries in the last year about such areas as costuming, theatre management, lighting, and scenery. This proposal and the others that accompany it are designed to appeal to those students.
    c. Effect on Current Programs, Offerings, Students, and Staff: All of the required courses are already taught in a regular rotation by the existing faculty. No new faculty, staff, or courses are needed to support these changes.
3. Alternatives and Consequences: This is a no-cost change from which both our students and school will benefit. To not approve this proposal would be missed opportunity for all involved.
4. Specific Recommendation and Justification: The recommended action is to approve this proposal and establish this new minor.

5. Timeline:
    a. Submit to College Curriculum Committee on November 2, 2011
    b. Approval at the College December 2, 2011
    c. Submit to EPC by January 2, 2012
    d. Approval at EPC January 23, 2012
    e. Implementation Fall 2012

The Scenic Technology minor provides an understanding of the processes and techniques employed in various aspects of scenic and properties construction.

Scenic Technology Minor (20-21 credits)			
Course		**Title**	**Credits**
THEA	11000 or 11100	The Art of the Theatre (3) or THEA 11100 Making Theatre: Culture and Practice (2)	2-3
	11722	Fundamentals of Production I: Scenery, Stagecraft and Sound	2
	11723	Fundamentals of Production Lab I: Scenery	1
	21521	Theatrical Drafting	3
3	21560	Scenic Technology	3
	42092	Practicum I or II: Design and Technology (taken in Scenery area)	3
		Take Two of the Following	6
	41560	Theatre Fabrication Technology (3)	
	41525	Props and Crafts (3)	
	42092	Practicum II: Design and Technology (3) (taken in Scenery area)	
	41992	Theatre Production Internship (3) (taken in Scenery area)	
		TOTAL	**20-21**

Minimum 2.25 GPA in the minor required for graduation.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Theatre and Dance**		
College	**CA - The Arts**		
Degree	**Minor (non degree)**		
Program Name	**Theatre Studies**	Program Code	THMG
Concentration(s)	**Theatre Management**	Concentration(s) Code(s)	
Proposal	**Establish program**		

Description of proposal:
To establish a minor called Theatre Management within the School of Theatre and Dance

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

Current total credit hours: **0** Proposed total credit hours **20-21**

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

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

REQUIRED ENDORSEMENTS

Cynthia [signature] 11/4/11
Department Chair / School Director

___/___/___
Campus Dean (for Regional Campuses proposals)

Ralph Lorenz 12/21/11
College Dean (or designee)

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

___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Create a Minor in Theatre Management Within the School of Theatre and Dance

November 2, 2011

1. Subject Specification: The Theatre and Dance faculty wish to create a new minor in Theatre Management. Major code: THEA

2. Background Information –
    a. Description of Action: This action will create a new minor in Theatre management. This action is intended to parallel other proposals that are replacing Entertainment Arts and Technologies certificates which are being inactivated. Though there was never a certificate in Theatre Management, this new minor will fill a gap left vacant by our previous certificate offerings.
    b. Conformity with Mission: The proposed changes support the school's mission closely. Our current minor is a much more general program with about thirty students in it. We feel that more focused minors will appeal to students with specific interests in theatre where the existing minor will not.
        i. Rationale for Action: There is interest on the part of students in other majors who want to take courses in areas outside the current minor. We have fielded a number of inquiries in the last year about such areas as costuming, theatre management, lighting, and scenery. This proposal and the others that accompany it are designed to appeal to those students.
    c. Effect on Current Programs, Offerings, Students, and Staff: All of the required courses are already taught in a regular rotation by the existing faculty. No new faculty, staff, or courses are needed to support these changes.
3. Alternatives and Consequences: This is a no-cost change from which both our students and school will benefit. To not approve this proposal would be missed opportunity for all involved.
4. Specific Recommendation and Justification: The recommended action is to approve this proposal and establish this new minor.

Timeline:

a. Submit to College Curriculum Committee on November 2, 2011
b. Approval at the College December 2, 2011
c. Submit to EPC by January 2, 2012
d. Approval at EPC January 23, 2012
e. Implementation Fall 2012

The Theatre Management minor provides a background in the processes and techniques employed in production, stage, and company management.

Theatre Management Minor (20-21credits)		
Course	**Title**	**Credits**
THEA 11000 or 11100	The Art of the Theatre (3) or THEA 11100 Making Theatre: Culture and Practice (2)	2-3
11722 and 11723 or 11724	Fundamentals of Production I: Scenery, Stagecraft, and Sound (2) and Fundamentals of Production Lab I: Scenery (1) or Fundamentals of Production Lab II: Props and Scenic Art (1)	
OR		3
11732 and 11733 ~~11732~~ or 11734	Fundamentals of Production II: Costumes, Lighting, and Projections (2) and Fundamentals of Production Lab II: Props and Scenic Art (1) or Fundamentals of Production Lab IV: Lighting, Sound and Projections (1)	
21736	Stage Management	3
22092 or 42092	Practicum I or II: Design and Technology (taken in Stage Management Area)	
OR		3
22292 or 42292	Practicum I or II: Management	
41736	Production and Stage Management	3
	Take Two of the Following	6
31401	Directing (3)	
41726	Theatre Management (3) ~~[illegible]~~	
41992	Theatre Production Internship (3) (taken in theater management or stage management area)	
42295	Practicum II: Management (3)	
	TOTAL	**20-21**

Minimum 2.25 GPA in the minor required for graduation.

SANDOVAL, JENNIFER

From: STILLINGS, CYNTHIA
Sent: Tuesday, January 10, 2012 10:40 AM
To: SANDOVAL, JENNIFER
Cc: ZAPYTOWSKI, STEPHEN
Subject: Re: Theatre minor proposals

Jennifer,
I will start the workflow tomorrow for those two courses. Please remove Theatre Management from the "on hold" list as we will begin to teach it again in AY13/14 as the students matriculate.
Cindy
--
Cynthia R. Stillings
Director
School of Theatre and Dance
Producing Director
Porthouse Theatre
B141 Music and Speech Building
Kent State University
Kent, OH 44242
330-672-0119
FAX: 330-672-2889
cstillin@kent.edu
www.theatre.kent.edu

From: "SANDOVAL, JENNIFER" <jsandova@kent.edu>
Date: Tue, 10 Jan 2012 10:18:26 -0500
To: "LORENZ, RALPH" <rlorenz@kent.edu>
Cc: Cynthia Stillings <cstillin@kent.edu>
Subject: Theatre minor proposals

Good morning,

I'm reviewing the proposal for the new theatre minors for the January EPC meeting and I have some questions.

The new Theatre and Social Change minor list two courses that do not have a course number, Theatre and Social Change and Devising Theatre. In order to move this proposal forward, a workflow needs to be started for those two courses. Please let me know where these courses are. I've attached a copy of the minor requirement you sent to us in December.

The minor requirements for Theatre Management includes a course that is currently on hold, THEA 41726 Theatre Management. I can remove this course off the hold list but the course must be offered successfully.

Please let me know if you have any questions.

Jennifer

Jennifer Sandoval | Academic Program Officer | Curriculum Services
Kent State University | Library, 384C | 1 Eastway Dr. | Kent, Ohio 44242
jsandova@kent.edu | 330.672.1885 | www.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Theatre and Dance**		
College	**CA - The Arts**		
Degree	**Minor (non degree)**		
Program Name	**Theatre Studies**	Program Code	THSN
Concentration(s)	**Theatre Sound**	Concentration(s) Code(s)	
Proposal	**Establish program**		

Description of proposal:
To establish a minor called Theatre Sound within the School of Theatre and Dance

Does proposed revision change program's total credit hours? ☐ Yes ☒ No
Current total credit hours: **0** Proposed total credit hours **20-21**

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

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

REQUIRED ENDORSEMENTS

Department Chair / School Director	11/4/11
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	12/21/11
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

Proposal Summary
Create a Minor in Theatre Sound
Within the School of Theatre and Dance

October 6, 2011

1. Subject Specification: The Theatre and Dance faculty wish to create a new minor in Theatre Sound. Major code: THEA

2. Background Information –
    a. Description of Action: This action will replace the Entertainment Arts and Technology certificate in Theatre Sound, which is being inactivated, with what is essentially the same group of courses. The one course being dropped in the Entertainment Arts and Technology is Internships, both lower and upper division, which are also being inactivated.
    b. Conformity with Mission: The proposed changes support the school's mission closely. The revisions also conform to the National Association of Schools of Theatre (NAST) guidelines for Bachelor of Arts degrees. NAST is our accrediting agency.
        i. Rationale for Action: The school, for reasons of upkeep, administration, and slowing enrollment, has already voted to inactivate the remaining EA-Tech certificates. There does remain interest on the part of students for taking the collection of sound courses on our books. The ability to collect a minor in the area is attractive to both our B.A. and our B.F.A. students. There is room in both degrees to pick up a Theatre Sound Minor if desired. This possibility is also attractive to students in other programs such as Electronic Media Production.
    c. Effect on Current Programs, Offerings, Students, and Staff: All of the required courses are already taught in a regular rotation by the existing faculty. No new faculty, staff, or courses are needed to support these changes.
3. Alternatives and Consequences: This is a no-cost change from which both our students and school will benefit. To not approve this proposal would be missed opportunity for all involved.
4. Specific Recommendation and Justification: The recommended action is to approve this proposal and establish this new minor.

Timeline:

a. Submit to College Curriculum Committee on November 2, 2011
b. Approval at the College December 2, 2011
c. Submit to EPC by January 2, 2012
d. Approval at EPC January 23, 2012
e. Implementation Fall 2012

The Theatre Sound minor provides an understanding of the process and techniques employed in sound design and its practice.

Theatre Sound Minor (20-21 credits)			
Course		**Title**	**Credits**
THEA	11000	The Art of the Theatre (3)	2-3
	or	or	
	11100	THEA 11100 Making Theatre: Culture and Practice (2)	
	11722	Fundamentals of Production I: Scenery, Stagecraft, and Sound	2
	11734	Fundamentals of Production Lab IV: Lighting, Sound and Projections	1
	22092	Practicum I: Design and Technology (taken in Sound area)	6
	and/or		
	42092	Practicum II: Design and Technology (taken in Sound area)	
	41521	Sound Design and Technology I	3
	41527	Sound Design and Technology II	3
		Take One of the Following	3
	42092	Practicum II: Design and Technology (3) (taken in Sound area)	
	41528	Theatre Sound reinforcement (3)	
	41992	Theatre Production Internship (3) (taken in sound area)	
		TOTAL	**20-21**

Minimum 2.25 GPA in the minor required for graduation.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **AS - Arts and Sciences**

Degree **BGS - Bachelor of General Studies**

Program Name **General Studies** Program Code **GSTU**

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

Proposal **Revise program**

Description of proposal:

The College of Arts and Sciences [AS] proposes to revise the Bachelor of General Studies [BGS] by revising the name to the Bachelor of Integrative Studies; establishing two concentrations, Integrative Studies-General and Integrative Studies-Three Minors; establish a credit hour policy in the Integrative Studies-General concentration which includes both a minimum number of credit hours to be taken once accepted into the degree program and a minimum number of credit hours from Arts and Sciences programs, including upper-division hours; establish a minimum of one minor from Arts and Sciences in the Three Minors concentration.

BIS degree

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

Current total credit hours: **30** / 121 Proposed total credit hours **30 +** / 121

total

Describe impact on other programs, policies or procedures (e.g., 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):

None

New Major code : IGST
New concentration codes : ISG and ISM

REQUIRED ENDORSEMENTS

Mary Ann Haley — 11/29/11
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Mary Ann Haley — 12/15/11
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

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Proposal Summary
Revise the Bachelor of General Studies [BGS] Degree

Subject Specification: The College of Arts and Sciences [AS] proposes to revise the Bachelor of General Studies [BGS] degree program (which also has the major designation of General Studies [GSTU]) by revising the name to Bachelor of Integrative Studies, establishing two concentrations—Integrative Studies-General and Integrative Studies-Three Minors—and establishing credit hour and minor policies to complete the degree.

Background Information: The Bachelor of General Studies degree program was established by the College of Arts and Sciences to give students flexibility in completing a non-major degree program by allowing them to design a course of study that would meet their educational and career goals. For many years, the College of Arts and Sciences required that students take courses from this college only. In response to student demand, and to increase the program's flexibility, a number of years ago, the program was revised to allow students to include courses from disciplines across the university. The long-standing policy has been that students must choose courses from at least three disciplines and plan for a minimum of 30 new credit hours of coursework. The last revision allowed that only one discipline must be from the College of Arts and Sciences. As a result, interest in the program has grown and more students have declared and graduated with a BGS degree, including increasing numbers from the regional campuses.

After the last periodic review, it was strongly suggested, by graduates and the reviewers, that the program name be changed to something more descriptive of its multidisciplinary and integrative nature. A review of similar programs indicates that Integrative Studies is a widely accepted name for such student-directed programs. Additionally, a number of institutions have created so-called 'three minors equals a major' programs that allow students to integrate their interests in a variety of interrelated disciplines as well as provide guidance and inspiration for curricular possibilities.

This proposal seeks to respond to student demand and need for flexible programs that will allow the integration of disciplines to meet their career goals in addition to offering structure and direction for the wide variety of students this program attracts. The proposed new name, Integrative Studies, offers more meaning and marketability to the program and the creation of two concentrations offers the best of both models: a 'general' concentration that will allow students to design a program by integrating individual courses and a 'three minors' concentration that will allow students to combine their disciplinary interests at greater depth. This concentration will allow a combination of Kent State minors and certificate programs.

This proposal also establishes more clearly defined credit hour requirements for what will be the General concentration and a very broad-based minor policy for the Three Minors concentration.

The current BGS program requires students to plan a program with a minimum of 30 new credit hours after admission to the program is approved by the College, 12 of these hours must be upper-division, from three different programs, one of which must be from the College of Arts and Sciences. Additionally, no more than 24 hours can be taken from any one program.

Many students come to this program late in their academic careers after having already accumulated a large number of credit hours. Requiring an additional 30 new credit hours beyond what they have already amassed can be cost and time prohibitive. More importantly this can also work counter to the students' goal of completing their degree and securing employment in a timely manner. Often students already have a well-developed notion of what

they want to accomplish, have started some of the coursework and are then confronted with the problem of not being allowed to count that work in their new self-designed program.

This revision will allow students to define a minimum 30 credit hour Integrative Studies-General program that can include some coursework already taken. A minimum of 15 credit hours (or half of the planned program) must be new coursework. To require a more multidisciplinary and integrative approach to program design, in the General concentration students can select up to 18 hours in any one program and the other 12 hours can be from two secondary disciplines. Of the 30 credit hours required, 15 must be from College of Arts and Sciences, of which 9 must be upper-division.

As has always been the case, all Bachelor of Integrative Studies students will need to complete the Kent Core, diversity, writing-intensive and experiential learning course requirements. In addition, students must meet the university's 121 credit hour and the College's 42 upper-division credit hour requirement to graduate.

The Three Minors concentration will require that one of the minors or certificates be from the College of Arts and Sciences.

Alternatives and Consequences: The only alternative is to not make the revision or to only partially implement some of the elements proposed here. This would have the result of maintaining a program that doesn't offer Kent State students a vibrant and viable program with the marketability they need in increasingly difficult economic times.

Specific Recommendation and Justification: In order to serve the needs of students hoping to complete a self-directed, flexible, marketable degree program, the College of Arts and Sciences recommends the approval of this revision.

Timetable and Actions Required:

Fall 2011	Arts and Sciences CCC approval
January 2012	EPC approval
Fall 2012	Effective date

AS
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Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission: [DATE]

Name of institution: Kent State University

Previously approved title: [General Studies] within the [Bachelor of General Studies] degree

Proposed new title: [Integrative Studies] within the [Bachelor of Integrative Studies] degree

Proposed implementation date of the request: [Fall 2012]

Date that the request received final approval from the appropriate institutional committee: [DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

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

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.

The name and curricular change is being made to modernize the program to better serve the students pursuing a flexible, self-designed program. Students will have a more marketable degree to present to potential employers.

Describe how the name and curricular changes will affect students in the current program.

Students in the current program will not be affected in any way. They will be able to complete their programs as currently defined or update to the new program.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

None

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

Not Applicable

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Describe how the effectiveness of the new curriculum will be monitored over time.

The university conducts periodic reviews of all programs. Program effectiveness is an integral part of the program review. In fact, this revision is the result of just such a detailed review and monitoring process.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
Minimum 30 credit hour student-designed program (all taken after admission)	30	Minimum 30 credit hour student-designed program (at least 15 hours after admission)	30
At least 3 disciplines included with no more than 24 hours in any one discipline, one of which must be from Arts and Sciences		Choice of 2 concentrations:	
		1 General concentration	
		At least 3 disciplines included with no more than 18 hours in any one discipline, one of which must be from Arts and Sciences, 15 hours must be from Arts and Sciences	
		OR	
		2 Three Minors concentration	
		Completion of 3 minors and/or certificates, one of which must be from Arts and Sciences	

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

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

~~General Studies - B.G.S.~~ Integrative Studies – B.I.S.

Kent State University Catalog 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > ~~General Studies~~ Integrative Studies

COLLEGE: College of Arts and Sciences
DEPARTMENT: 105 Bowman Hall
Tel: 330-672-2062
~~E-mail: banielsk@kent.edu or tmharper@kent.edu~~
Web:www.kent.edu/cas

- College Requirements
- Academic Policies

DESCRIPTION: The Bachelor of ~~General~~ Integrative Studies is a non-major degree that provides maximum freedom for students who wish to take ~~an interdisciplinary~~ multidisciplinary, individualized ~~and creative~~ approach to the design of an educational program while maintaining a focus on career ~~or~~ and professional goals. This degree may have the most appeal for students near the end of their academic careers (upper class students) who are re-evaluating their academic and career choices. It is ~~an individualized~~ a program in which the students ~~, rather than a faculty department,~~ undertakes the responsibility for the research and design of their program. Students choose a minimum of three academic departments in which to select courses and develop a rationale for the way in which these courses ~~are supportive of~~ their career goals. There are two concentrations within the B.I.S. degree: 'Integrative Studies-General' which allows students to choose a minimum of 30 credit hours from interrelated programs that support their career aspirations and the 'Integrative Studies-Three Minors' concentration which allows students to complete three university-recognized minors and/or certificates.

CAREER OPPORTUNITIES: Since the ~~B.G.S.~~ B.I.S. degree is designed by students to meet their individual academic and career goals, the career opportunities are limitless.

ADMISSION REQUIREMENTS: Students who wish to ~~become candidates for~~ declare and earn the ~~B.G.S.~~ B.I.S.degree must ~~make a special~~ complete a formal application to the College of Arts and Sciences. Ideally, ~~S~~students should begin the process for evaluation and program review at or near the time they have a minimum of 60 earned hours and prior to completion of 91 credit hours ~~achieve junior standing~~. The formal application must be submitted by ~~application~~ established deadlines ~~prior to the term before students begin the last 30 credit hours of academic work~~. July ~~1~~ 15 is the application deadline for program approval for the fall term; November 1 is the application deadline for program approval for the spring term; and April ~~1~~ 15 is the application deadline for program approval for the summer term.

~~To be admitted to candidacy for~~ In order to declare the ~~B.G.S.~~ B.I.S. degree, ~~follow the guidelines listed below~~: the procedures listed below must be followed.

1. Visit or call the ~~e~~College Office, 105 Bowman Hall, to arrange for an initial conference with a ~~B.I.S.~~ B.I.S. advisor. (Students on the Regional Campuses should contact their campus advising office for further information on this first step.) This conference may include or be followed by an evaluation of course credit and further advising as appropriate. The B.I.S program evaluation must occur prior to the development of the application materials listed below.
2. The following application steps must be completed in order to request admission to the degree program:
   - ~~(1)~~ Application for Admission to the B.I.S. program, ~~form~~, including date of expected graduation;
   - ~~(2)~~ Statement of ~~p~~Program ~~r~~Rationale; and
   - ~~(3)~~ B.I.S. Program Proposal ~~proposed program plan, to the College of Arts and Sciences, requesting admission to the B.I.S. degree program.~~

   The **Statement of Program ~~r~~Rationale** should state the ~~interdisciplinary~~ Integrative, multidisciplinary focus of the program design; reasons for seeking the degree; expectations concerning the usefulness of the degree for employment or for further education; acknowledgement of the nontraditional nature of the degree, ~~recognition that the degree falls outside the pattern of standard degrees;~~ and a statement declaring full responsibility for one's ~~B.G.S.~~ B.I.S. program. As part of the research process, ~~S~~students may be required to produce evidence of consultation with the campus ~~Office of~~ Career Services Center in order to develop an appropriate course plan to meet

educational and~~/or~~ career objectives. The **Program Proposal** defines the coursework the student will take to complete the remaining requirements as summarized in the B.I.S evaluation. (This proposal should include coursework in which the student is currently enrolled.) The responsibility for the design of the program rests with the student. Approval of the proposal is not automatic and will be evaluated according to the criteria stated here.

3. When the Statement of Program Rationale and ~~proposed p~~ Program Proposal ~~of study and rationale~~ have been approved by the ~~c~~College, the student and advisor complete a Change of Program form ~~in the college office~~. The ~~signing~~ Collegial approval ~~of~~ this form completes admission to the program

4. Students must select from one of the following two B.I.S. degree concentrations as part of the application process: Changing concentrations requires the completion of a new Rationale Statement and Program Proposal.

Integrative Studies-General concentration

This concentration allows the student greater flexibility in the choice of coursework. The student's ~~Submit a proposed program plan of study~~ Program Proposal~~,~~ must consist~~ing~~ of a **minimum of 30 hours from three academic ~~departments~~ programs, ~~of which a minimum of~~ one of which must be housed in the College of Arts and Sciences** ~~(e.g., history, theatre and sociology)~~ and from which courses ~~will be~~ are selected. ~~The program plan will provide a formula of academic departments from which courses are selected to meet remaining requirements (e.g., 9 credit hours history + 6 credit hours theatre + 12 credit hours sociology + 3 credit hours electives).~~ Students should be aware that some proposed courses have prerequisites that must be completed. A minimum of 15 hours (of the total allowed program hours) must be from programs in the College of Arts and Sciences, nine hours of which must be upper division. One-half (a minimum of 15 hours) of the 30 plan credit hours must be upper division. Further, a minimum 15 hours must be new courses that have resulted from the approved program plan (only one-half of the program hours can be taken from previously completed Kent State coursework). ~~In planning the proposed program of study, allowance should be made for the total number of credit hours and the total number of upper-division hours needed to complete the degree. A **maximum of 6 credit hours of electives**—courses to meet hourly totals but not bound by an academic department classification—may be permitted as part of the program plan formula. Not every course is suitable for the B.G.S. program. The B.G.S. advisor will inform students which courses are not available.~~ No more than ~~24~~ 18 semester credit hours in any one ~~department~~ program may be ~~counted toward~~ included in the plan. ~~121 credit hours required for graduation. When two or more disciplines are housed in one department (such as French and Spanish), they may be counted separately.~~

~~However, regardless of remaining total and upper-division requirements, the program plan MUST include a minimum of **12 upper-division semester credit hours** and a minimum total of **30 semester credit hours**.~~

Integrative Studies-Three Minors concentration

This concentration allows students to choose three Kent State University minors and/or certificate programs, one of which must be housed in the College of Arts and Sciences. At the time of admission to the B.I.S. program, at least 15 (new) credit hours must be proposed to complete the minors/certificates and university requirements.

- Note that ~~C~~ courses ~~taken~~ included as part of the ~~B.G.S.~~ B.I.S. program plan may not be taken ~~are **excluded** from the~~ Pass/Fail ~~grading option.~~ The ~~plan~~ degree must include remaining Kent Core and diversity, ~~and~~ writing-intensive and experiential learning ~~course~~ requirements.

GRADUATION REQUIREMENTS:

The Bachelor of ~~General Studies (B.G.S.)~~ Integrative Studies (B.I.S) requires a minimum total of 121 ~~semester~~ earned credit hours ~~of successfully completed credits~~. In addition, 42 of those 121 credit hours must be at the upper-division (30000-40000) level. Students must complete the degree with a minimum 2.00 cumulative GPA.

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Students pursuing the ~~B.G.S.~~ B.I.S must complete the university's Kent Core, ~~and~~ diversity, ~~and~~ writing-intensive and experiential learning ~~course~~ requirements as described in this Catalog.

~~(1) Minimum 3 semester credit hours in mathematics, logic or computer science; and (2) minimum one laboratory science within the 6-credit-hour basic sciences Kent Core category. Courses taken to satisfy the social sciences must be taken in at least two curricular areas (e.g., ANTH, ECON, etc.). Courses taken to satisfy the Kent Core should be carefully chosen to fit in with the overall B.G.S. program. University and college requirements apply to this degree.~~

COURSEWORK RESTRICTIONS:

All of the limitations on the applicability of credit described in this Catalog apply to the ~~B.G.S.~~ B.I.S. degree. These limitations affect applied and nontraditional coursework, applied music and music ensembles, native languages other than English, physical education activity courses and ROTC courses.

~~No more than 24 semester credit hours in any one department may be counted toward the 121 credit hours required for graduation. When two or more disciplines are housed in one department (such as French and Spanish), they may be counted separately.~~

All courses taken from the list of ~~major~~ B.I.S. program requirements are used in the calculation of the ~~major~~ B.I.S. GPA.

Students who already have completed the course or hour requirement for another major may not be admitted to the ~~B.G.S.~~ B.I.S. program unless given special permission by a dean in the College of Arts and Sciences.

Students who already have earned a baccalaureate degree are not eligible to pursue the ~~B.G.S.~~ B.I.S. degree. No credit will be allowed for duplication of courses.

No credit will be allowed for duplication of certain series of courses as stated elsewhere in this Catalog.

ADVISING:

Because the ~~B.G.S.~~ B.I.S. is a nontraditional degree program, it is essential that students pursuing this degree plan their programs with care. Careful planning demands close consultation with advisors in the ~~c~~College (and regional campus) office and with faculty advisors in the departments where the student plans to concentrate coursework, as well as with advisors in Career Services to research potential educational and career goals. Extensive advising is especially important for students who plan to pursue advanced studies after completing the ~~B.G.S.~~ B.I.S. degree.

Students pursuing the ~~B.G.S.~~ B.I.S. degree are officially advised in the ~~c~~College office or its approved designees at the Regional Campuses. All decisions regarding students' program plans are made in the ~~c~~College office, including approval of any alteration in the departmental formulas (course list) provided in the original program plan.

All program changes must be requested in writing at least six weeks prior to course registration and must include a revised ~~p~~Program ~~r~~Rationale.

Not every course is suitable for the ~~B.G.S.~~ B.I.S. program. The ~~B.G.S.~~ B.I.S. advisor will inform students which courses are not regularly available.

STUDY ABROAD/AWAY OPPORTUNITIES:

There are many Study Abroad/Away Opportunities~~,~~ ; for more information contact the Office of Global Education.

PROGRAM FEE:

None

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **10/5/11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **BSCI**

College **AS - Arts and Sciences**

Degree **BS - Bachelor of Science**

Program Name **Conservation** Program Code **CONS**

Concentration(s) Code(s)

Proposal **Revise program**

New major code: ECB
New concentration codes: CBIO
EPM

Description of proposal:

This proposal is to revise our existing BS degree in Conservation through renaming the degree (proposed name Environmental and Conservation Biology) and creating two new concentrations within the degree (Environmental Policy and Management, Conservation Biology)

ECB EPM CBIO

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There are no negative impacts on other programs. We have expanded the approved coursework included in the degree from other programs.

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

Geology, Geography, Recreation/Parks and Tourism Management (support letters included), POL, ECON

REQUIRED ENDORSEMENTS

_____ 10 / 5 / 11
Department Chair / School Director

Mary Ann Haley 11 / 18 / 11
Campus Dean (for Regional Campuses proposals)

_____ ___/___/___
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

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MEMORANDUM

TO: Mary Ann Haley, Assistant Dean, College of Arts and Sciences

FROM: Andrea Case, Biological Sciences

DATE: October 6, 2011

RE: Curricular actions approved by BSCI UGCC

The BSCI Undergraduate Curriculum Committee has approved a revision to our Conservation major as outlined below. We now forward the proposals to you for consideration by the Arts and Sciences Curriculum Committee.

A. Revision to the BS Conservation (CONS) degree program

   a. Rename the major to Environmental and Conservation Biology

   b. Create two new concentrations within the major:

      i. Conservation Biology concentration

      ii. Environmental Policy and Management concentration

   c. Propose new course work related to the major in BSCI and other departments (see below)

   d. Revise degree requirements to include both existing and new courses in Biological Sciences, Geology Geography, Economics, Political Science, and Recreation, Parks and Tourism Management

B. New course proposal: BSCI 4/5/70375 – Environmental Biology and Management

PROPOSAL SUMMARY
PROGRAM CHANGES IN BIOLOGICAL SCIENCES

Subject Specification Item 1. We propose curricular revisions and a name change to the BS in Conservation. [BS-CONS] Proposed new name is Environmental and Conservation Biology with two new concentrations – Conservation Biology and Environmental Policy and Management

Background Information. The Conservation major was first added to the curriculum in 1973 and the last revision was in 2005. Currently there are 73 students majoring in Conservation, and therefore, this major remains a popular option in the Department of Biological Sciences. Employment opportunities in this field are excellent and include a wide variety of careers such as research universities, government and state natural resource management agencies (e.g., USFWS, Ohio DNR), environmental protection agencies (e.g., USEPA, USACE, Ohio EPA), federal, state and local park departments, private businesses such as research consulting firms, and non-profit organizations (e.g. the Nature Conservancy). Furthermore, several universities (e.g., Ohio State University, University of California at Berkeley, Michigan State University) offer graduate programs in this field because of the increasing importance of understanding how to manage and protect our valuable natural resources as the global human population expands. Therefore, we expect that an up-to-date Conservation major will attract more exceptional undergraduate students to KSU.

The Department of BSCI has been discussing revising its curriculum, and it formed an ad hoc committee to revamp the Conservation major in 2010. Faculty in the Departments of Geology, Geography, Economics, and Political Science and the Program of Recreation, Park & Tourism Management were contacted because they offer courses on topics that are important in this interdisciplinary field. Input was also sought from persons employed in government agencies and private businesses. Finally, students that were currently enrolled or had graduated from the major were asked about perceived problems with the major requirements. All of these suggestions were evaluated by the ad hoc committee and used to revise the major.

Through these discussions we found that there were several issues that potentially affect enrollment in our current major. One issue is that the current major does not adequately address the needs of all career paths in this diverse field. We found that most of our students are entering jobs in two different areas: 1) Conservation biologists work at research universities and government research agencies (US Fish and Wildlife Service) gathering and analyzing empirical data to understand how ecological processes affect biological diversity; 2) Environmental biologists work at government agencies or for-profit consulting companies and they implement government policies. Some of these work as habitat managers at natural areas (e.g., Ohio Division of Natural Resources), and others work in environmental regulatory agencies (e.g., US Environmental Protection Agency). Although the current Conservation major allows

BSCI
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students to choose from among many BSCI, Geography and Geology electives, the curriculum was not designed to target the needs of these two distinctly different career tracks. Therefore, we propose to redesign the major to create two concentrations that prepare students for these areas.

A second issue is that other departments offer courses that would be valuable in careers in Environmental and Conservation Biology, but these courses are not part of our current curriculum. We spoke with faculty in Geography, Geology, Economics, Political Science, and Recreation, Park & Tourism Management, and they identified several new courses that address environmental issues and would be appropriate for our students. We feel that offering these as electives would enhance the attractiveness of the major, while increasing class enrollment for these departments. Therefore, we propose to add these courses to our revised major.

A third issue is that the major's current name, Conservation, does not clearly identify the curriculum of the degree or the wide variety of careers available after graduation. We surveyed our current Conservation students to find out how they discovered our program. We found that most students searched for key words on the internet when seeking university degree programs. Thus, it is critical that the major's name accurately identifies the program's focus. We feel that the term "Conservation" is too narrow to cover all of the aspects of the major, and we expect that many potential applicants have been overlooking our program. Therefore, we propose to change the name of the degree program to enhance the recruitment of applicants with an interest in Environmental or Conservation Biology.

Below we describe how the proposed changes will address the issues of the current major.

<u>Issue 1:</u> Create concentrations that target the needs of the two primary career areas in this field.
<u>Proposed changes:</u> We will offer two concentrations within the major: 1) Conservation Biology and 2) Environmental Policy and Management. The curriculum for the Conservation Biology concentration is targeted for students preparing for a career at a university or government research agency. Electives will offer relevant coursework in Biology, Geology, Geography, Political Science, and Anthropology. It includes a core course, Conservation Biology. It also requires Organic Chemistry, which is needed for graduate school admission. The curriculum for the Environmental Policy and Management concentration prepares students for government agencies and for-profit consulting companies implementing environmental regulations or habitat management and restoration methods. It includes a core course, Environmental Biology and Management, which will be added to the catalog concurrently with the revised major. This course will teach current concepts in applied ecology and habitat management. Students will also choose from Policy and Management electives offered by Economics, Political Science, and Recreation Parks and Management. In both concentrations, students also take an experiential learning course that could be an internship, honors thesis, or individual investigation research project.

Issue 2: Update the list of courses offered by other departments that would be valuable for careers in this field.
Proposed changes: The new major offers useful courses in Geology, Geography Economics, Political Science, and Recreation Parks and Management that are not included in our current major. We have also deleted some existing course requirements that are less important in this rapidly developing field of study.

Issue 3: Modify name of the program to enhance recruitment of applicants interested in this diverse field.
Proposed changes: We will change the name of the major from "Conservation" to "Environmental and Conservation Biology", which clearly identifies the focus of the revised major. Furthermore, the key words in the new major and the concentrations and a revised program description on Kent State's webpage will increases the number of relevant terms located by internet search engines. This will help potential applicants who are searching for university degree programs find out about our program at Kent State University.

Alternatives and consequences. If we do not revise the current curriculum, we will not increase the interest in this major. Student enrollment may decline due to ongoing changes in career requirements in this growing and developing field. Students may seek enrollment in other universities with more up-to-date majors in this field.

Timetable and Actions.
A&S CCC: Fall 2011
EPC: Fall 2011
Faculty Senate: Fall 2011
Add revised major to catalog: Fall 2012

BSCI
14-Revised

Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission: [DATE]

Name of institution: Kent State University

Previously approved title: Conservation within the BS degree

Proposed new title: Environmental and Conservation Biology within the BS degree

Proposed implementation date of the request: Fall 2012

Date that the request received final approval from the appropriate institutional committee: [DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

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

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.

First, the current major does not adequately address the needs of all career paths in this diverse field. Most of our students are entering jobs: 1) universities and government research agencies (US Fish and Wildlife Service) to gather and analyze empirical data used to understand ecological processes affecting biological diversity; 2) for-profit consulting companies or government agencies that work in the implementation of government environmental policies. The current Conservation curriculum was not designed to target the needs of these two distinctly different career tracks. The revised major contains two separate curricular tracks: Environmental Policy and Management (EPM) and Conservation Biology (CB). Second, Geography, Geology, Economics, Political Science, and Recreation, Park & Tourism Management identified several new courses that address environmental issues and would be appropriate for our students, and these are included in the revised program. Third, the term "Conservation" is too narrow to cover all of the aspects of the major, causing many potential applicants to overlook our program.

Describe how the name and curricular changes will affect students in the current program.

Students currently registered in the BS-Conservation program will be allowed to complete the degree, or switch to the revised curriculum if they wish. New courses created will be permitted as electives for current Conservation students.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.

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None are required.

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).
Not applicable.

Describe how the effectiveness of the new curriculum will be monitored over time.
According to AQIP procedures outlined for all BSCI majors and degree programs.

Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
BSCI 10110	4	BSCI 10110	4
BSCI 10120	4	BSCI 10120	4
BSCI 30156	3	BSCI 30156	3
BSCI 40163	3	BSCI 40163	3
BSCI 40600	1	BSCI 40600	1
CHEM 10060	4	CHEM 10060	4
CHEM 10061	4	CHEM 10061	4
CHEM 10062	1	CHEM 10062	1
CHEM 10063	1	CHEM 10063	1
MATH 12002	5	MATH 12002	5
GEOG 39002 OR GEOL 42035	3	GEOG 39002 OR GEOL 42035	3
GEOL 11040	3	GEOL 11040	3
GEOL 11041	1	GEOL 11041	1
TWO OF: GEOL 32006, 41077, 42067, 42069, 42078	6-8	TWO OF: GEOL 32006, 41077, 42067, 42069, 42078, 42074, 43042, 43044, 44074	6-8
THREE OF: GEOG 31062, 31064, 41066, 41073, 41074, 41082, 49070, 49080, 49230	9	TWO OF: GEOG 31062, 31064, 41052, 41066, 41073, 41074, 41082, 49080, 49230	6
BSCI 30360	4	BSCI 30360	4
BSCI 40374	4	GEOG 49070	3
FOUR CREDITS OF: BSCI 30267, 30274, 30275, 30277, 40272, 40275, 40277	4	ONE OF: BSCI 30005, 40099, 40192, 40196	1-6
ONE OF: BSCI 30560, 30580, 30582, 40439, 40515, 40525, 40556	3-4	(Track #1 - EPM) BSCI 40375	4
GENERAL BSCI ELECTIVES	14	(Track #1 - EPM) ONE SEQUENCE in either ECON 22060 AND 32084; or POL 10300 AND 40440; or RPTM 26081 AND 36082 OR 36083	6
		(Track #2 - CB) BSCI 40374	4
		(Track #2 - CB) CHEM 20481	4
		(Track #2 - CB) ONE OF: CHEM 20482 OR 30475	1-2
		GENERAL BSCI ELECTIVES	16

BSCI
16A - Revised

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

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

BSCI
16B-Revised

Revised Version

Environmental and Conservation Biology- B.S.

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > Environmental and Conservation Biology

COLLEGE: College of Arts and Sciences

DEPARTMENT: Department of Biological Sciences
256 Cunningham Hall
Tel: 330-672-3613
Fax: 330-672-3713
Web: http://www.kent.edu/cas/biology/index.cfm

- Roadmaps
- Program Requirements
- College Requirements
- University Requirements

DESCRIPTION:

The Bachelor of Science in Environmental and Conservation Biology is designed for students preparing to enter a wide variety of careers in the environmental sciences. The degree provides a strong, diverse background in biology as well as the supporting fields of geology, geography, political science, economics, recreation and tourism management, chemistry and mathematics. The major includes two concentrations: 1) Conservation Biology, and 2) Environmental Policy and Management. In both concentrations, students have the option to seek employment immediately after graduation in the private, public or non-profit sector, or to continue their education in a wide variety of graduate and professional programs. This degree is offered by the Department of Biological Sciences.

new

The Conservation Biology concentration is designed for students who plan to enter careers in government and private research agencies or universities. Students who select this program gain a strong background in applied ecology, restoration ecology and habitat management strategies used to sustain biological diversity.

The Environmental Policy and Management concentration prepares students for a career at government agencies, and non-profit or for-profit companies. Students in this program learn about the development and implementation of habitat management methods and public policies that promote the sustainable use of natural resources and address environmental problems.

CAREER OPPORTUNITIES:

Environmental and Conservation biologists work to sustainably manage or restore ecosystems, develop and implement environmental policies, or conduct research on how ecological processes affect biological diversity. A few examples of potential careers are wildlife ecologists, environmental educators, forest managers, environmental consultants, and personnel at public environmental regulatory or land use planning agencies. Those students entering a research career will need to take courses to meet admissions requirements of graduate programs, and should consult with their faculty advisor. (Source: Bureau of Labor Statistics)

The Department of Biological Sciences has several mechanisms to help students prepare for their future careers. All students are strongly encouraged to complete research projects through our Individual Investigation course or an honors thesis. Others will do an internship in the area in which they plan to be employed. In addition, we offer BSCI 30005, Career Pathways in Biology, which provides students a chance to learn more about career paths and how to achieve their goals. Lastly, students are expected to meet regularly with their faculty advisor to talk about career options, get help in selecting electives, and discuss ways to get experience required for their career goals.

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

PROGRAM FEES: None

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

STUDENT ORGANIZATIONS: Departmental Conservation Club

BSCI
17 - Revised

Current Version

Conservation - B.S.

Kent State University Catalog 2010 - 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > Conservation

COLLEGE: College of Arts and Sciences
DEPARTMENT: Department of Biological Sciences
256 Cunningham Hall
Tel: 330-672-3613
Fax: 330-672-3713
Web: http://www.kent.edu/cas/biology/index.cfm

- **Roadmaps**

- Program Requirements
- College Requirements
- University Requirements

DESCRIPTION: The Bachelor of Science in Conservation, designed for students ~~interested in a~~ career in the environmental sciences, provides a depth of educational experience in biology as well as in the supporting fields of geology, geography, chemistry and mathematics. ~~Conservation majors may~~ find employment in ~~local state and federal~~ agencies, in private industry, in foundations, nature centers, zoos or museums. This degree is offered by the Department of Biological Sciences.

CAREER OPPORTUNITIES: ~~Nationally, most conservation scientists are employed by local (including parks systems), state or federal agencies. In addition, many graduates from the conservation program at Kent State go on to work for environmental consulting firms. Some conservation students will go on to graduate school;~~ these students may need to take ~~additional~~ courses to meet admissions requirements of ~~some~~ graduate programs and ~~thus~~ should consult with their faculty advisor. (Source: Bureau of Labor Statistics)

The Department of Biological Sciences has several mechanisms to help students prepare for their future careers. All students, ~~particularly those who plan to go on to graduate school or seek employment directly after degree completion,~~ are strongly encouraged to complete research projects, through our Individual Investigation course, and/or do an internship in the area in which they plan to be employed. In addition, we offer BSCI 30005, Career Pathways in Biology, which provides students a chance to learn more about career paths and how to achieve their goals. Lastly, students are expected to meet regularly with their faculty advisor to talk about career options, get help in selecting electives, and discuss ways to get experience required for their career goals.

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

PROGRAM FEES: None

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

STUDENT ORGANIZATIONS: Departmental Conservation Club

BSCI
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Kent State University Catalog 2011

Environmental and Conservation Biology
~~Conservation~~ - B.S. Program Requirements

- Conservation semester-by-semester 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.

81-84

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 ~~81 Credits~~ Courses count in major GPA			
Type	Course		Title	Credits
~~KBS~~	~~BSCI~~	~~10110~~	~~Biological Diversity~~	~~4~~
KAD		10120	Biological Foundations	4
		30156	Elements of Genetics	3
		30360	General Ecology	4
		40163	Organic Evolution	3
		40374	Conservation Biology	4
WIC		40600	Writing in Biological Sciences**	1
KBS	CHEM	10060	General Chemistry I	4
		10061	General Chemistry II	4
KBS		10062	General Chemistry I Laboratory	1
		10063	General Chemistry II Laboratory	1
KBS	GEOL	11040	Earth Dynamics	3
KBS		11041	Earth Dynamics Laboratory	1
	GEOG	39002	Statistical Methods in Geography (3) *or*	3
	GEOL	42035	Scientific Methods in Geology (3)	
KMC	MATH	12002	Analytic Geometry and Calculus I	5
	Choose from the following: Geology Electives			6-8
		32066	Geomorphology (4)	
		41077	Geology of the National Parks (3)	
		42067	Introductory Hydrogeology (3)	
		42069	Hydrogeochemistry (3)	
		42078	Engineering Geology (4)	
		3/4xxxx	Any other upper-division Geology course with BSCI advisor approval (3-4)	
	Choose from the following: Geography Electives			9
	GEOG	31062	Fundamentals of Metrology (3)	
		31064	Principles of Climatology (3)	
		41066	Climate Change and Its Impact (3)	
		41073	Conservation of Natural Resources (3)	
		41074	Resource Geography (3)	
		41082	Geography of Soils (3)	
		49070	Geographic Information Science (3)	
		49080	Advanced Geographic Information Science (3)	
		49230	Remote Sensing (3)	
	Choose from the following: Zoology Electives			3-4
	BSCI	30560	Invertebrate Zoology (4)	
		30580	Entomology (4)	
		30582	Ornithology (4)	
		40439	Environmental Physiology (4)	
		40515	Animal Behavior (3)	
		40525	Wildlife Resources (3)	
		40556	Vertebrate Zoology (4)	
	Choose from the following:Botany Electives			4
	BSCI	30267	Plant Physiology (4)	
		30274	Forestry (3)	
		30275	Local Flora (4)	
		30277	Economic Botany (2)	
		40272	Plant Anatomy (4)	
		40275	Systematic Botany (4)	
		40277	Morphology of Lower Plants (4)	
	~~Choose from the following: Major Electives*~~			~~14~~

See following pages, including 2 Concentrations

BSCI	3/4xxxx	any upper-division courses (1-14)
	30140	Cell Biology** (4)
CHEM	20481	Basic Organic Chemistry I*** (4)
	30475	Organic Chemistry Laboratory I*** (1)
	30481	Organic Chemistry I*** (3)
	30482	Organic Chemistry II*** (3)
Maximum 11 credit hours for the following course electives:		
ANTH	48835	Primate Ecology and Conservation (3)
CHEM	30476	Organic Chemistry Laboratory II (1)
CS	10051	Introduction to Computer Science (4)
MATH	12003	Analytic Geometry and Calculus II (5)

See following pages

~~III. ADDITIONAL PROGRAM REQUIREMENTS (35 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 Elective (lower or upper division) *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*		8
		MINIMUM TOTAL	**121**

* All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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

*** Recommended for student continuing onto the graduate program.

**** Fulfills College General Requirement.

+The following Biological Sciences (BSCI) courses may NOT be used in the elective category for majors or minors in the Department of Biological Sciences:

10001	Human Biology	3
10002	Life on Planet Earth	3
10003	Laboratory Experience in Biology	1
10010	Lake Erie Environmental Science	3
10100	Anatomy for Veterinary Technicians	5
11001	Anatomy for Physical and Occupational Therapy	5
11010	Anatomy and Physiology I for Allied Health	3
11020	Anatomy and Physiology II for Allied Health	3
16001	Horticultural Botany	3
20001	Zoological Foundations of Medicine	4
20020	Biological Structure and Function	5
20021	Basic Microbiology	3
20022	Basic Microbiology Laboratory	1
26002	Ecological Principles of Pest Management	3
26003	Plant Identification and Selection I	3
26004	Plant Identification and Selection II	3
30050	Human Genetics	3
40020	Biology of Aging	3

B.S. Environmental and Conservation Biology Major

		CREDITS
CORE COURSES (BOTH CONCENTRATIONS)		**56-58**
BSCI 10110	Biological Diversity	4
BSCI 10120	Biological Foundations	4
BSCI 30156	Elements of Genetics	3
BSCI 30360	General Ecology	4
BSCI 40163	Organic Evolution	3
BSCI 40600	Writing in BSCI	1
CHEM 10060	Gen Chemistry I	4
CHEM 10061	Gen Chemistry II	4
CHEM 10062	Gen Chemistry Lab I	1
CHEM 10063	Gen Chemistry Lab II	1
MATH 12002	Analytical Geometry and Calculus I	5
GEOL 11040	Earth Dynamics	3
GEOL 11041	Earth Dynamics Lab	1
GEOG 49070	Geographical Information Science	3
	Take 1 of the following courses:	
GEOG 39002	Statistical Methods in Geography	3
GEOL 42035	Scientific Method in Geology	
	Take 2 of the following courses:	
GEOL 32066	Geomorphology	
GEOL 41077	Geology of National Parks	
GEOL 42067	Introductory Hydrogeology	
GEOL 42069	Hydrogeochemistry	
GEOL 42078	Engineering Geology	6-8
GEOL 42074	Environmental Core and Well Logging	
GEOL 43042	Environmental Geochemistry (In process of being added to catalog)	
GEOL 43044	Environmental Isotopes (In process of being added to catalog)	
GEOL 44074	Paleooceanography	
	Other upper division courses may be substituted with approval from the student's BSCI major advisor	
	Take 2 of the following courses:	
GEOG 31062	Fundamentals of Meteorology	
GEOG 31064	Principles of Climatology	
GEOG 41052	Glaciers and Glaciation	
GEOG 41066	Climate Change and Its Impacts	
GEOG 41073	Conservation of Natural Resources	6
GEOG 41074	Resource Geography	
GEOG 41082	Geography of Soils	
GEOG 49080	Advanced Geographical Information Science	
GEOG 49230	Remote Sensing	
	Other upper division courses may be substituted with approval from the student's BSCI major advisor	
ENVIRONMENTAL POLICY AND MANAGEMENT CONCENTRATION COURSES		**26**
BSCI 40375	Environmental Biology and Management (In process of being added to catalog)	4
	Take 1 of the following 3 sequences:	
	Sequence #1	
ECON 22060 and	Principles of Microeconomics	
ECON 32084	Economics of the Environment	
	Sequence #2	
POL 10300 and	Public Policy	6
POL 40440	U.S. Environmental Politics & Policies	
	Sequence #3	
RPTM 26081 and	Principles of Outdoor Recreation	
RPTM 36082 or	Interpretation of Natural and Cultural Resources	
RPTM 36083	Environmental Education and Conservation	
ENVIRONMENTAL POLICY AND MANAGEMENT CONCENTRATION ELECTIVES		

	Any BSCI upper-division courses*	
	General Electives must include one of the following courses:	
BSCI 30005	Career Pathways in Biology (1)	
BSCI 40099	Senior Honors Thesis (1-6)	
BSCI 40191	Senior Seminar (1)	
BSCI 40192	BSCI Internship in Biological Sciences (3-6)	
BSCI 40196	BSCI Individual Investigation (1-6)	
	Maximum 6 credit hours of any combination of BSCI 30005, 40099, 40191, 40192, 40193 or 40196 may be used toward fulfillment of the elective options. Maximum 4 credit hours of these courses may be S/U graded.	
	***May take up to 6 credits from the following courses**:*	
CHEM 20481	Basic Organic Chemistry I (4)	
CHEM 20482	Basic Organic Chemistry II (2)	
CHEM 30475	Organic Chemistry Laboratory I (1)	
	* Select any combination of upper-division BSCI other than those used to meet the Environmental and Conservation Biology core and Environmental Policy and Management concentration requirements as listed above. Suggested BSCI courses include 30274 Forestry, 30275 Local Flora, 30277 Economic Botany, 30370 General Plant Biology, 30580 Entomology, 30582 Ornithology, 40160 Marine Biology, 40162 Soil Biology, 40170 Stream Biology, 40360 Ichthyology, 40363 Microbial Ecology, 40368 Wetland Ecology and Management, 40376 Tropical Field Biology and Conservation, 40364 Limnology, 40367 Limnological Techniques, 40369 Lake Management, 40374 Conservation Biology, 40525 Wildlife Resources	16
	**Students planning to go onto a graduate program are encouraged to take CHEM 20481 and 20482 or 30475.	
	Students should consult with their BSCI advisor to determine the most appropriate courses given their disciplinary interests and career aspirations. See the Course descriptions section in undergraduate catalog or www.kent.edu/biology for a complete list of BSCI courses.	
CONSERVATION BIOLOGY CONCENTRATION COURSES		**25-26**
BSCI 40374	Conservation Biology	4
CHEM 20481	Basic Organic Chemistry I	4
	Take 1 of the following courses:	
CHEM 20482	Basic Organic Chemistry II (2)	1-2
CHEM 30475	Organic Chemistry Laboratory I (1)	
CONSERVATION BIOLOGY CONCENTRATION ELECTIVES		
	Any BSCI upper-division courses*	
	General Electives must include one of the following courses:	
BSCI 30005	Career Pathways in Biology (1)	
BSCI 40099	Senior Honors Thesis (1-6)	
BSCI 40191	Senior Seminar (10)	
BSCI 40192	BSCI Internship in Biological Sciences (3-6)	
BSCI 40196	BSCI Individual Investigation (1-6)	
	Maximum 6 credit hours of any combination of BSCI 30005, 40099, 40191, 40192, 40193 or 40196 may be used toward fulfillment of the elective options. Maximum 4 credit hours of these courses may be S/U graded.	16
	May take up to 6 credits from the following courses:	
ANTH 48835	Primate Ecology and Conservation (3)	
POL 10300	Public Policy (3)	
POL 40440	U.S. Environmental Politics & Policies (3)	

	*Select any combination of upper-division BSCI courses other than those used to meet the Environmental and Conservation Biology core and Conservation Biology concentration requirements as listed above. Suggested BSCI courses include: 30274 Forestry, 30275 Local Flora, 30277 Economic Botany, 30361 Biogeography, 30362 Introduction to the Biology of the Tropics, 30370 General Plant Biology, 30560 Invertebrate Zoology, 30580 Entomology, 30582 Ornithology, 40160 Marine Biology, 40162 Soil Biology, 40170 Stream Biology, 40360 Ichthyology, 40363 Microbial Ecology, 40368 Wetland Ecology and Management, 40272 Plant Anatomy, 40275 Systematic Botany, 40375 Environmental Biology and Management, 40376 Tropical Field Biology and Conservation, 40515 Animal Behavior, 40556 Vertebrate Zoology. Students should consult with their BSCI advisor to determine the most appropriate courses given their disciplinary interests and career aspirations. See the Course descriptions section in undergraduate catalog or www.kent.edu/biology for a complete list of BSCI courses.	
TOTAL		**81-84**

Conservation Biology Concentration

KENT STATE UNIVERSITY

Environmental and Biology

Roadmap: Conservation - Bachelor of Science
[AS-BS-CONS]
College of Arts and Sciences
Department of Biological Sciences
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]				
Students not placed into MATH 12002 (required in semester 3) should take MATH 11010 or 12022 in first year of study				
BSCI 10110 Biological Diversity	4			**Fulfills Kent Core Basic Sciences**
CHEM 10060 General Chemistry I	4			**Fulfills Kent Core Basic Sciences; courses must be taken together**
CHEM 10062 General Chemistry I Laboratory	1			
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: [15 Credit Hours]				
BSCI 10120 Biological Foundations	4			**Fulfills Kent Core Additional**
CHEM 10061 General Chemistry II	4			**Fulfills Kent Core Basic Sciences**
CHEM 10063 General Chemistry II Laboratory	1			**Fulfills Kent Core Basic Sciences**
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
BSCI 30360 General Ecology	4	■		**Offered in fall semesters only**
~~MATH 12002 Analytic Geometry and Calculus I~~	~~5~~			Fulfills Kent Core Mathematics and Critical Reasoning
Kent Core Requirement [16 credit hours]	6			See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]				
BSCI 30156 Elements of Genetics	3	■		
~~Kent Core Requirement~~ Math 12002	5			~~See Kent Core Summary on page~~ 2
~~Geography Elective~~ Geog. Inform. Systems	3			~~See note 1 on page~~ 2
Major Elective or Basic Org. Chem II	~~4~~ 2			~~See note 5 on page 3~~ See Note 3
Semester Five: [15-16 Credit Hours]				
BSCI 40374 Conservation Biology	4	■		Offered in fall semesters only
GEOL 11040 Earth Dynamics	3			Fulfills Kent Core Basic Sciences; courses must be taken together
GEOL 11041 Earth Dynamics Laboratory	1			
GEOG 39002 Statistical Methods in Geography *or* GEOL 42035 Scientific Methods in Geology	3	■		
Foreign Language (Elementary I) (14-16 Credit Hours)	4-5			
Semester Six: [13-16 Credit Hours]				
Foreign Language (Elementary II)	4-5			
Geography Elective	3	■		See note 1 on page 2
~~Geology Elective~~ Kent Core 3 credits	~~3-4~~	■		~~See note 2 on page~~ 2
~~Zoology Elective~~ Major Elective [13-16 Cr. Hrs]	3-4	■		~~See note 3 on page~~ 2 Note 4
Semester Seven: [15-16 Credit Hours]				
BSCI 40163 Organic Evolution	3	■		
~~BSCI 40000 Writing in Biological Sciences~~	~~1~~	■	C	Fulfills writing-intensive course requirement
~~Botany Elective~~	~~4~~	■		See note 4 on page 2
Geology Elective	3-4	■		See note 2 on page 2
~~General Elective (lower or upper division)~~	~~4~~			

Add Basic Organic Chem I (4 credit) Chem I Lab (1 credit) - optional See Note 3

Add: Kent Core 3 credits

Add writing in Biol. Science (1 credit)

Add ~~Geography Elective~~ Major Elective (4-5) (Note 4) Geography Elective (3)

BSCI 23

KENT STATE UNIVERSITY

Roadmap: Conservation - Bachelor of Science
[AS-BS-CONS]
College of Arts and Sciences
Department of Biological Sciences
Catalog Year: 2010-2011

Add Geology Elective (3-4 Credits) Generic 3 credit

Critical requirements are boldface in shaded areas

Course Subject and Title [12-17 credits hours]	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Eight: [17 Credit Hours]				
~~Geography Elective~~	~~3~~	■		~~See note 1 below~~
Major Electives 6-10	~~10~~	■		See note 5 on page 3
~~General Elective (lower or upper division)~~	~~1~~			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	42	36*	Kent Core	BSCI 40600	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.

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 BCSI 10120; may fulfill diversity requirement	2
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with BCSI 10110, CHEM 10060, CHEM 10061, CHEM 10062, CHEM 10063, GEOL 11040, 11041	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 with MATH 12002	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Add GEOL 4XXXX Environ. Isotopes
GEOL 4XXXX Environ. Geochemistry
GEOL 4 4074 Paleoceanography

Note 1: Geography electives (~~9~~ 6 credit hours), choose from the following: Add GEOG 41052 Glaciers & Glaciation

GEOG 31062 Fundamentals of Meterology	3	GEOG 41082 Geography of Soils	3
GEOG 31064 Principles of Climatology	3	~~GEOG 49070 Geographic Information Science~~	~~3~~
GEOG 41066 Climate Change and Its Impact	3	GEOG 49080 Advanced Geographic Information Science	3
GEOG 41073 Conservation of Natural Resources	3		
GEOG 41074 Resource Geography	3	GEOG 49230 Remote Sensing	3

6-EOG - upper division course with advisor approval

Note 2: Geology electives (6-8 credit hours), choose from the following:

GEOL 32066 Geomorphology	4	GEOL 42069 Hydrogeochemistry	3
GEOL 41077 Geology of the National Parks	3	GEOL 42078 Engineering Geology	4
GEOL 42067 Introductory Hydrogeology	3	GEOL upper-division course with advisor approval	3-4

Note 3: Zoology electives (3-4 credit hours), choose from the following:

Delete

~~BSCI 30560 Invertebrate Zoology~~	~~4~~	~~BSCI 40515 Animal Behavior~~	~~3~~
~~BSCI 30580 Entomology~~	~~4~~	~~BSCI 40525 Wildlife Resources~~	~~3~~
~~BSCI 30582 Ornithology~~	~~4~~	~~BSCI 40556 Vertebrate Zoology~~	~~4~~
~~BSCI 40439 Environmental Physiology~~	~~4~~		

Note 4: Botany electives (4 credit hours), choose from the following:

Delete

~~BSCI 30267 Plant Physiology~~	~~4~~	~~BSCI 40272 Plant Anatomy~~	~~4~~
~~BSCI 30274 Forestry~~	~~2~~	~~BSCI 40275 Systematic Botany~~	~~4~~
~~BSCI 30275 Local Flora~~	~~4~~	~~BSCI 40277 Morphology of Lower Plants~~	~~4~~
~~BSCI 30277 Economic Botany~~	~~2~~		

NOTE 3: Students must complete either Organic Chem I Lab (CHEM ~~20002~~ 30475) or Basic Org Chem II (CHEM 20482)

BSCI 24

KENT STATE UNIVERSITY

Roadmap: Conservation - Bachelor of Science
[AS-BS-CONS]
College of Arts and Sciences
Department of Biological Sciences
Catalog Year: 2010-2011

Note ~~5~~ 4: Major electives (~~14~~ 16 credit hours), choose from the following:

BSCI upper-division courses 10-16	~~3-14~~	Maximum ~~11~~ 6 credit hours for non BSCI course electives:	
~~BSCI 30140 Cell Biology *~~	~~4~~	ANTH 48835 Primate Ecology and Conservation	3
~~CHEM 20481 Basic Organic Chemistry I *~~	~~4~~	~~CHEM 30476 Organic Chemistry Laboratory II~~	~~1~~ 9
~~CHEM 30475 Organic Chemistry Laboratory I*~~	~~1~~	~~CS 10051 Introduction to Computer Science~~	~~4~~ 8
~~CHEM 30481 Organic Chemistry I *~~	~~3~~	~~MATH 12003 Analytic Geometry and Calculus II~~	~~5~~
~~CHEM 30482 Organic Chemistry II *~~	~~3~~		

Add POL 10300 Public Policy (3); POL 40440 U.S. Environ. Politics & Policies;

~~* Recommended for students continuing onto the graduate program~~

~~General~~ Major Electives must include one of following: BSCI 40099 Seniors honors thesis (1-6) or BSCI 40192 BSCI Internship (3-6) or BSCI 40196 BSCI Individual Investigation (1-6)

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.

BSCI
25

Environmental Policy & Management Concentration

KENT STATE UNIVERSITY

Roadmap: Environmental and Conservation Biology Bachelor of Science
[AS-BS-CONS]
College of Arts and Sciences
Department of Biological Sciences
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]				
Students not placed into MATH 12002 (required in semester 3) should take MATH 11010 or 12022 in first year of study				
BSCI 10110 Biological Diversity	4			**Fulfills Kent Core Basic Sciences**
CHEM 10060 General Chemistry I	4			**Fulfills Kent Core Basic Sciences; courses must be taken together**
CHEM 10062 General Chemistry I Laboratory	1			
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: [15 Credit Hours]				
BSCI 10120 Biological Foundations	4			**Fulfills Kent Core Additional**
CHEM 10061 General Chemistry II	4			**Fulfills Kent Core Basic Sciences**
CHEM 10063 General Chemistry II Laboratory	1			**Fulfills Kent Core Basic Sciences**
Kent Core Requirement	6			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
BSCI 30360 General Ecology	4	■		**Offered in fall semesters only**
MATH 12002 Analytic Geometry and Calculus I	5			Fulfills Kent Core Mathematics and Critical Reasoning
Kent Core Requirement [14 credit hours]	~~6~~ 3			See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]				
BSCI 30156 Elements of Genetics	3	■		
Kent Core Requirement	5			See Kent Core Summary on page 2
~~Geography Elective~~	~~3~~			~~See note 1 on page 2~~
~~Major Elective~~	~~4~~			~~See note 5 on page~~ 3
Semester Five: [15-16 Credit Hours]				
~~BSCI 40374 Conservation Biology~~	~~4~~	■		Offered in fall semesters only
GEOL 11040 Earth Dynamics	3			Fulfills Kent Core Basic Sciences; courses must be taken together
GEOL 11041 Earth Dynamics Laboratory	1			
GEOG 39002 Statistical Methods in Geography *or* GEOL 42035 Scientific Methods in Geology	3	■		
Foreign Language (Elementary I) 14-16 Credit Hrs.	4-5			
Semester Six: [13-16 Credit Hours]				
Foreign Language (Elementary II)	4-5			
Geography Elective	3	■		See note 1 on page 2
~~Geology Elective~~	~~3-4~~	■		~~See note 2 on page~~ 2
~~Zoology Elective~~ [13-15 Credit Hours]	~~3-4~~	■		~~See note 3 on page~~ 2
Semester Seven: [15-16 Credit Hours]				
BSCI 40163 Organic Evolution	3	■		
~~BSCI 40600 Writing in Biological Sciences~~	~~1~~	■	C	~~Fulfills writing-intensive course requirement~~
~~Botany Elective~~	~~4~~	■		See ~~note 4 on~~ page 2
Geology Elective	3-4	■		See note 2 on page 2
~~General Elective (lower or upper division)~~	~~4~~			

Add: Policy and Management Elective (3) See Note 4

Add: Policy & Management Elective (3) See Note 4 GEOL 49070 G.I.S. (3)

Add BSCI 40375: Environ. Biol. & Management (4)

Add BSCI 40600 Writing in Biology (1); Kent Core (3); Major Elective (3-4)

Add ~~Career Pathways (1) (2-1 (Scoop))~~
Major Electives (4-5)
Geography Electives (3)

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KENT STATE UNIVERSITY

Roadmap: Conservation - Bachelor of Science
[AS-BS-CONS]
College of Arts and Sciences
Department of Biological Sciences
Catalog Year: 2010-2011

Add Geology Elective (3-4)

Critical requirements are boldface in shaded areas

Course Subject and Title 14-17 Credit Hours	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Eight: [17 Credit Hours]				
~~Geography Elective~~	~~3~~	~~■~~		~~See note 1 below~~
Major Electives 8-10	~~10~~	■		See note 5 on page 3
General Elective (lower or upper division)	~~4~~ 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	Minimum Upper-Division Hours	Minimum Kent Core Hours	Diversity Course Global / Domestic	Writing-Intensive	Minimum Major GPA	Minimum Overall GPA
121	42	36*	Kent Core	BSCI 40600	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.

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 BCSI 10120; may fulfill diversity requirement	2
Basic Sciences (6-7 credit hours) *Must include one laboratory*	Fulfilled in this major with BCSI 10110, CHEM 10060, CHEM 10061, CHEM 10062, CHEM 10063, GEOL 11040, 11041	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 with MATH 12002	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Add: GEOL 4XXXX Environ. Isotopes
GEOL 4XXXX Environ. Geochemistry
GEOL 44074 Paleoceanography

Note 1: Geography electives (~~9~~ 6 credit hours), choose from the following: Add GEOG 41052 Glaciers & Glaciation

GEOG 31062 Fundamentals of Meterology	3	GEOG 41082 Geography of Soils	3
GEOG 31064 Principles of Climatology	3	~~GEOG 49070 Geographic Information Science~~	~~3~~
GEOG 41066 Climate Change and Its Impact	3	GEOG 49080 Advanced Geographic Information Science	3
GEOG 41073 Conservation of Natural Resources	3		
GEOG 41074 Resource Geography	3	GEOG 49230 Remote Sensing	3

Note 2: Geology electives (6-8 credit hours), choose from the following: GEOG Upper Division course with advisor approval

GEOL 32066 Geomorphology	4	GEOL 42069 Hydrogeochemistry	3
GEOL 41077 Geology of the National Parks	3	GEOL 42078 Engineering Geology	4
GEOL 42067 Introductory Hydrogeology	3	GEOL upper-division course with advisor approval	3-4

Note 3: Zoology electives (3-4 credit hours), choose from the following:

Delete

~~BSCI 30560 Invertebrate Zoology~~	~~4~~	~~BSCI 40515 Animal Behavior~~	~~3~~
~~BSCI 30580 Entomology~~	~~4~~	~~BSCI 40525 Wildlife Resources~~	~~3~~
~~BSCI 30582 Ornithology~~	~~4~~	~~BSCI 40556 Vertebrate Zoology~~	~~4~~
~~BSCI 40439 Environmental Physiology~~	~~4~~		

Note 4: Botany electives (4 credit hours), choose from the following:

Delete

~~BSCI 30267 Plant Physiology~~	~~4~~	~~BSCI 40272 Plant Anatomy~~	~~4~~
~~BSCI 30274 Forestry~~	~~2~~	~~BSCI 40275 Systematic Botany~~	~~4~~
~~BSCI 30275 Local Flora~~	~~4~~	~~BSCI 40277 Morphology of Lower Plants~~	~~4~~
~~BSCI 30277 Economic Botany~~	~~2~~		

BSCI 27

KENT STATE UNIVERSITY

Roadmap: Conservation - Bachelor of Science
[AS-BS-CONS]
College of Arts and Sciences
Department of Biological Sciences
Catalog Year: 2010-2011

Note ~~5~~ 3: Major electives (14 credit hours), choose from the following:

BSCI upper-division courses 10-16	~~3-14~~	Maximum ~~11~~ 6 credit hours for non BSCI course electives:		
~~BSCI 30140 Cell Biology *~~	~~4~~	~~ANTH 48835 Primate Ecology and Conservation~~	~~3~~	
CHEM 20481 Basic Organic Chemistry I *	4	~~CHEM 30476 Organic Chemistry Laboratory II~~	~~1~~	
CHEM 30475 Organic Chemistry Laboratory I*	1	~~CS 10051 Introduction to Computer Science~~	~~4~~	
~~CHEM 30481 Organic Chemistry I *~~	~~3~~	~~MATH 12003 Analytic Geometry and Calculus II~~	~~5~~	
~~CHEM 30482 Organic Chemistry II *~~	~~3~~			

Add CHEM 30482 Basic Org. Chem II (2) *

* Recommended for students continuing onto the graduate program

~~Students~~ Major Electives must include one of following: BSCI 40099 Seniors honors thesis (1-6) or BSCI 40192 BSCI Internship (3-6) or BSCI 40196 BSCI Individual Investigation (1-6)

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.

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Writing-Intensive Course Requirement
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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.

Note 4 Policy and Management Electives (6 Credits)
Student must take 1 of the following 3 sequences

Sequence #1
Econ 22060 Principles of Microeconomics (3)
Econ 32084 Economics of the Environment (3)

Sequence #2
Pol 10300 Public Policy (3)
Pol 40440 U.S. Environ. Politics and Policy (3)

Sequence #3
RPTM 26051 Principles of Outdoor Recreation (3)
RPTM 36082 Interpretation of Natural & Cultural Resources (3)
or
RPTM 36083 Environmental Education and Conservation (3)

BSCI 28

From: LEPP, ANDREW
Sent: Friday, April 08, 2011 12:17 PM
To: DE SZALAY, FERENC; BLANK, JAMES
Cc: DEVINE, MARY ANN
Subject: proposed Environmental and Conservation Biology Major

Dear Jim and Ferenc,
This is a fantastic proposal and all of the faculty at RPTM are happy to be a part of it. You have our full support.
Enjoy your weekend,
Andrew Lepp

From: DE SZALAY, FERENC
Sent: Wednesday, April 06, 2011 5:48 PM
To: LEPP, ANDREW
Cc: BLANK, JAMES
Subject: proposed Environmental and Conservation Biology Major

Andy,
We are submitting our proposal to the CCC to develop a new Environmental and Conservation Biology major. I appreciate your support in suggesting courses that would be useful for students in this major. I've attached a copy of the suggested courses including those in your department. Could you look this over one last time? If you are in favor of these courses, could you please send an email to Jim Blank and he will add it to the proposal package.
Please let me know if you need any further information. Thank you.

Best wishes,
Ferenc
Ferenc A. de Szalay, PhD
Associate Professor
Department of Biological Sciences
Kent State University
Kent, Ohio 44242
Office: 205 Cunningham Hall
Phone: 330-672-7936
FAX: 330-672-3713
Email: ferenc@kent.edu<mailto:ferenc@kent.edu>

From: HOLM, DANIEL
Sent: Thursday, September 15, 2011 1:20 PM
To: BLANK, JAMES
Cc: DE SZALAY, FERENC; Griffith, Elizabeth
Subject: RE: letter of support

Hi Jim:
Yes I met with Ferenc last fall about the proposed curricular changes for the conservation program. I recall that Ferenc was going to include a few of Liz Griffith's new Environmental courses (Environmental Isotopes and Environmental Geochemistry) as upper division options. I think that these courses have now been formally approved and given course numbers. I'll check into that. Meanwhile, Geology supports the proposed changes to the conservation program.

best,

Daniel
Fall 2011 Office Hours: MW 1-3 pm.

Daniel K. Holm, Professor & Chair
Dept. of Geology, Kent State University
330-672-2680 (office)
http://www.kent.edu/geology/

From: BLANK, JAMES
Sent: Thursday, September 15, 2011 11:59 AM
To: HOLM, DANIEL; MUNRO-STASIUK, MANDY
Subject: FW: letter of support

Hi – We missed the deadline last spring for submitting the curricular changes for the conservation program. Both of you had looked at the changes (your UGCC's as I recall) and indicated support. But, we don't have any correspondence of this. Would it be possible to get a short email statement to that effect? We want to submit it next week.
Jim

-----Original Message-----
From: MUNRO-STASIUK, MANDY
Sent: Thursday, April 07, 2011 10:04 AM
To: DE SZALAY, FERENC
Cc: BLANK, JAMES; HALEY, MARY ANN
Subject: Changes to Conservation Major

Dear Ferenc,

This is to confirm that the Department of geography is in full support of the changes you propose to the Conservation Major. We like the two tracks in Environmental Policy and Management and Conservation Biology, and we are happy we are able to contribute several courses to these concentrations. While there is minor overlap with some of our courses, we see no major encroachment. Rather we see this as a much needed growth area on campus that spans several disciplines.

Sincerely,

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

BSCI
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From: HOOK, STEVEN
Sent: Saturday, April 09, 2011 5:13 PM
To: DE SZALAY, FERENC
Subject: Re: Proposal for Environmental and Conservation Biology major

This is fine with POL.

Steven W. Hook
Professor and Chair
Dept. of Political Science
Kent State University
Kent OH USA 44242
(330) 672-8928

On Apr 6, 2011, at 5:40 PM, "DE SZALAY, FERENC"
<fdeszala@kent.edu<mailto:fdeszala@kent.edu>> wrote:

Steven,
We are submitting our proposal to the CCC to develop a new Environmental and Conservation Biology major. I appreciate your support in suggesting courses that would be useful for students in this major. I've attached a copy of the suggested courses including those in your department. Could you look this over one last time? If you are in favor of these courses, could you please send and email to Jim Blank and he will add it to the proposal package.
Please let me know if you need any further information. Thank you.

Best wishes,
Ferenc

Ferenc A. de Szalay, PhD
Associate Professor
Department of Biological Sciences
Kent State University
Kent, Ohio 44242
Office: 205 Cunningham Hall
Phone: 330-672-7936
FAX: 330-672-3713
Email: ferenc@kent.edu<mailto:ferenc@kent.edu>
<E&CB EPM track ver6Apr.doc>

From: Kent, Richard
Sent: Thursday, October 20, 2011 2:28 PM
To: BLANK, JAMES
Subject: RE: Environmental and Conservation Biology Proposal

Jim, the Economics Department supports Biology's proposed Environmental Policy and Management concentration in the B.S. in Environmental and Conservation Biology major.

The Economics Department believes the sequence of ECON 22060, Principles of Microeconomics, and ECON 32084, Economics of the Environment, is an excellent concentration and the Department of Economics will offer ECON 32084 on a regular basis to support the concentration when it is approved.

If the department of Economics can be of any further help please contact me.

Dick

Richard J. Kent
Professor of Economics and Chair
Kent State University
(330) 672-1084
rkent@kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Mar-11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department CS

College AS - Arts and Sciences

Degree BA - Bachelor of Arts

Program Name Computer Program Code CS

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

Proposal Establish program

Description of proposal:

The proposed BA program will be designed so that students 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 any area pursuing a liberal education objective.

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 BA uses a sub-set of courses used by our existing BS program thus should not have encroachment or duplication issue. It also does not require any additional staffing.

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

COMT, TECH, DSCI

REQUIRED ENDORSEMENTS

John RS Stalvey — 10/31/2011

Department Chair / School Director

Mary Ann Haley — 12/2/11

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)

CS
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Proposal Summary

Title: Create the BA Computer Science (CS) Major

Subject Specification: [Create a new BA Degree in Computer Science (CS) Program

Background Information: [The proposed BA program will be designed so that students with wider discipline 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 any area pursuing a liberal education objective.

Alternatives and Consequences: None. The BA offers students an additional degree option to be a computer scientists with Liberal Education concentration.

Specific Recommendation and Justification: Establish the BA in CS

Timetable and Actions Required:
Spring 2011 LOI Approved at A&S
Spring 2011 LOI Approved at EPC.
Spring 2011 LOI Sent to OBR.
Fall 2011 Full Proposal approved by A&S.
Fall 2011 Full Proposal Approved at EPC and Faculty Senate
Fall 2011 Full Proposal Approved at KSU Board of Trustee
Fall 2011 Full Proposal Sent to OBR (3-4 months).
Spring 2012 Degree Program Approved for Admission.
Fall 2012 Class Starts]

Computer Science - B.A. Program Requirements

Kent State University Catalog 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > Computer Science - B.A. Program Requirements

Computer Science semester-by-semester 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.

Degree Requirements for Proposed BA in Computer Science

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	Course	No	Title	Credits
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (41 credits) Courses count in major GPA *****			
Type	Course	No	Title	Credits
		13001	Computer Science I: Programming and Problem Solving *, **	4
		23022	Discrete Structures for Computer Science	3
		23001	Computer Science II: Data Structures and Abstraction*	4
WIC		33006	Social and Ethical Issues in computing	3
		33101	Structure of Programming Languages	3
		33211	Operating Systems	3
		35101	Computer Architecture	3
		3/4xxxx	CS Upper Division Elective	18
III.	**ADDITIONAL PROGRAM REQUIREMENTS (79 credits)**			
Type	Course			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)			9
	General Electives (lower or upper-division, min 8 must be upper division)			19
	MINIMUM TOTAL			**121**

* A Minimum C (2.0) grade must be earned.
** C or better in MATH 11001 or 11010 is a prereisite for CS 13001.
***All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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DRAFT

Roadmap: Computer Science – Bachelor of Arts
~~[AS-BA-CS]~~
College of Arts and Sciences
Department of Computer Science
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [14 Credit Hours]					
CS ~~23021~~ 13001 Computer Science I: Programming and Problem Solving	4		C	■	See note on page 2
US 10097 Destination Kent State: FYE	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
CS 23022 Discrete Structures for Computer Science	**3**			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
College General Requirement	3				Must be from Kent Core Basic Science
Semester Three: [17 Credit Hours]					
CS ~~33001~~ 23001 Computer Science II: Data Structures and Abstraction	**4**	■	**C**	■	
CS 35101 Computer Architecture	**3**	■		■	
Foreign Language	4-5				Fulfills College General Requirement
Kent Core Requirement	3				See Kent Core Summary on page 2
College General Requirement	3				Must be from Kent Core Social Science
Semester Four: [16 Credit Hours]					
CS 33101 Structure of Programming Languages	**3**	■		■	
CS 33211 Operating Systems	**3**	■		■	
CS 33006 Social and Ethical Issues in Computing	**3**	■	**C**	■	**Fulfills writing-intensive course requirement**
Foreign Language	4-5				Fulfills College General Requirement
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]					
CS Elective (upper division)	6	■		■	
Foreign Language	3				Fulfills College General Requirement
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Six: [15 Credit Hours]					
CS Elective (upper division)	3	■		■	
Foreign Language	3				Fulfills College General Requirement
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
General Elective (lower or upper division)	3				
Semester Seven: [15 Credit Hours]					
CS Elective (40000-level)	3	■		■	
General Elective (lower or upper division)	12				
Semester Eight: [14 Credit Hours]					
CS Electives (40000-level)	6	■		■	
General Elective (upper division)	8	■			Number of credits required depends on meeting minimum 121 credit hours and 42 upper-division hours

CS
25

New Major

DRAFT

Roadmap: Computer Science – Bachelor of Arts
[AS-BA-CS]
College of Arts and Sciences
Department of Computer Science
Catalog Year: 2012–2013

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	42	36	Kent Core or General Electives	CS 33006	2.00	2.00

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

Note: Students not prepared to take CS 23021 in the first semester will benefit from taking CS 10051.

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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.

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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.

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Ohio | Board of Regents

University System of Ohio

REQUEST FOR APPROVAL SUBMITTED BY:

KENT STATE UNIVERSITY

BACHELOR OF ARTS DEGREE IN COMPUTER SCIENCE

14 December 2011

anticipated date of submission

The template has been modified from the original to accommodate requests to add another degree to an existing major. With approval from the Ohio Board of Regents, specific sections have been removed; they are marked as such in the table of contents.

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KENT STATE UNIVERSITY

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REQUEST

Date of submission: 14 December 2011 *anticipated date of submission*

Name of institution: Kent State University

Degree/degree program title: Bachelor of Arts degree in Computer Science

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: 13 December 2011, Kent State Board of Trustees

Proposed start date: Fall 2012

Date Institution established: 1910

Institution's programs: Degree programs at the associate, bachelor's, master's, post-master's and doctoral level; undergraduate and graduate certificates

Educator Preparation Programs:
Program lead to licensure: No
Program lead to endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University is proposing establishing Bachelor of Arts degree for the major Computer Science in addition to the currently existing Bachelor of Science degree.
The BA degree in Computer Science will be designed for students with wider disciplinary interests to receive a solid foundation in computer science while also pursuing a broader liberal arts education. Students in the BA degree program will take the same core computer science courses as students in the BS degree program, but will have the flexibility to choose more electives from other disciplines. This will allow students to pursue other interests outside or in relation to computer science, including declaring a second major and/or a minor without increasing time to graduation.

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SECTION 2: ACCREDITATION

2.1 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 (if applicable)

Not applicable. The Computer Science programs do not report to any accrediting agencies.

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 academic organizational structure for Kent State University can be found at www.kent.edu/provost/administration/upload/visio-org-chart-provost-office_2011_10_01-link-draft.pdf.

The administrative leadership and divisions organizational structure for Kent State University can be found at www.kent.edu/president/upload/administrative-leadership-and-divisions-org-chart-2011-2012.pdf.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Administration of all the Computer Science programs (BS, MA, MS and PhD) is in the Department of Computer Science, which is housed in the College of Arts and Sciences. The department is overseen by a chair who reports to the dean of the college who, in turn, reports to the provost and senior vice president for academic affairs.

The department chair is assisted by the department's Curriculum Committee (comprising four to six faculty members) and the Faculty Advisory Committee (comprising the department's tenured and tenure-track faculty).

4.2 Program development

Background: Models for Cross-Cutting Programs Involving Computing

At the conceptual level, there may be several models to develop cross-cutting programs for interdisciplinary expansion of core computing and information technology-related knowledge. However, in practice this has proven to be highly challenging. Among those models tried over the decades, many did not thrive.

Despite being a relatively new development, the BA degree model is finally proving itself successful. Many universities nationwide have established the program as one of the most effective integrative degree to meet the needs of the new generation workforce. As of 2011, more than 50 Bachelor of Arts degrees in Computer Science are already in place just among major public and private universities in the top two tiers of the Carnegie classification ("research university/very high activity" and "research university/high activity"). Major state universities in 30 states are also among them. In Ohio, four such BA degree programs (at Ohio State University, Miami University, Wright State University and Bowling Green State University) are in existence with healthy enrollment growth. However, none exist currently in Northeastern Ohio.

As a companion to the already established BS degree, the BA degree in Computer Science is a near zero-overhead model with a favorable capital investment profile, which is particularly important in the current fiscal environment. The program can be started with no additional administrative, teaching and non-teaching staff overhead. Only further down the road (when the enrollment reaches 100+ students a year), the BA degree program may need additional faculty and staff. By that time, the model will generate sufficient revenue. Non-teaching administrator overhead is not anticipated since it is manageable within the existing departmental and college administration structure with slight increase of the load.

Needs of Kent State University, the region and the State of Ohio

Liberal education is one of Kent State University's strength, with approximately 70 bachelor's degree programs covering wide areas of liberal education. Kent State's Department of Computer Science offers full range of traditional computing degree programs within the bachelor's master's and doctoral levels. The department has also received a decade long investment from the state, chosen to be one of the four computer science programs in Ohio to be the hub of expertise in the state. The program prides itself with high-quality courses that are staffed by qualified and research active full-time tenure-track faculty. The proposed BA degree program intends to combine this dual strength of the university.

The proposed BA degree program will strategically serve Northeastern Ohio, filling a void in the region at almost no additional cost, as well as be an attractive new choice to liberal education-focused students who also want/need computer and information technology skills.

The state of Ohio has a widely diversified industrial base (compared to other information technology-focused states). With the increased adoption of computing and information technology, the state has a greater need for dual-depth workforce. This is an important distinction from regions that have much greater concentration of computer or information technology industry. Consequently, Ohio has greater prospect for such cross-cutting graduates. The new BA degree graduates will be employable in the region and the state.

Operationalization of the Program in Curriculum

To operationalize the idea the curriculum has been designed with four major features:

1. The BS major program requirements can be broadly categorized into three groups (a) programming skills, (b) design and analysis skills and (c) specialized technical tools for design and operation of conventional computing systems. The BA major program requirements will consist of (a) and (b) only.

2. The students in the BA degree will take the same core computer science courses as students in the BS degree. However, with a large choice of electives, the BA degree students will have more flexibility to pursue a liberal education objective. BA degree students can use these electives to take some of the specialized technical tools group (group "c" mentioned above), other specialized computer science electives based on their larger focus, or courses from other disciplines at Kent State.

3. The major program requirements of the BA degree program are carefully designed to be 41 credits to enable students to develop rigorous technical depth in a second liberal education area (in tune with requirements of various other social science-leaning programs) without increasing their graduation time. With the proposed BA degree, many students will be able to pursue a second major and/or declare a minor in other fields.

4. For BA degree students, the math requirement will meet the need of the individual students. Instead of a fixed prescription (as in the BS degree), students will be placed in the appropriate math sequence in the university's Kent Core (general education requirements) based on individual student level of competency. As a result, the BA degree will be more accessible to a wider range of students. In addition, students will be able to meet more diversified math requirement if they do choose a second major and/or a minor. Kent State University recently opened the Math Emporium[1], powered by the ALEKS (Assessment and LEarning in Knowledge Spaces) system to assess student knowledge for mathematics course placement.

SECTION 6: CURRICULUM

6.1 Introduction: catalog copy

Kent State's University Catalog: www.kent.edu/catalog

The **Bachelor of Arts in Computer Science** is for students who seek broad liberal education combined with a solid foundation in computer science. Students in the BA degree program students may take more electives from other programs beyond Computer Science. The program also offers excellent opportunity to pursue another major in another discipline.

The **Bachelor of Science in Computer Science** nurtures students to become leaders in their chosen fields by integrating theory with programming and using strong student-instructor interaction, faculty-supervised team-oriented programming projects and industrial internships. Graduates secure jobs involving computer networks and software development and the design, programming and administration of computers. The program is also available as a combined B.S./M.S. degree.

[1] ALEKS is an artificial intelligence-based assessment software product to determine students' mathematical strengths and weaknesses, reports its findings and then, if necessary, provide a learning module to improve the students' knowledge and skill. (www.aleks.com)

6.2 Program goals and objectives

The focus of a traditional BS degree in Computer Science across the country—including Kent State—has been to enable students to design efficient problem-solving algorithms and to build hardware and software systems with advanced programming knowledge. The outcome is that students attain required skill to understand and analyze problems related to conventional computing systems and design those.

However, the last two decades have seen a deeper penetration of computing systems in the wider spheres of life. Every profession now has to encounter immersive computing and cyber systems. These areas include (but not limited to) journalism, public administration, political science, international relations, language and education, fine arts, media, public health, justice systems, business, accounting and the environmental sciences.

This shift toward greater multidisciplinary skills created the need for a new group of Computer Science graduates who, besides having proficiency in hardware- and software-centric computing system design, have a deeper understanding of the expanded computing environment, including complex social and natural systems. These systems are generally taught in greater depth in various liberal education programs.

This new generation of Computer Science graduates calls for cross-cutting programs, which can be achieved in two ways: The liberal education programs adding more computing into their curriculum, and the computer-related programs adding more liberal education into their curriculum. The proposed BA degree program is the response from latter way, whereby Computer Science graduates can seek greater specialization in other disciplines.

One important aspect of the goal of Kent State's BA degree program needs to be underscored. The BA degree will be a specific kind of cross-cutting program that is not intended to compromise the technical rigor of the foundational knowledge of either of the disciplines in the curriculum; instead it will encourage students to acquire a high degree of sophistication in computing and other (social and natural) systems.

For example, the program may train a computer scientist who is also learned in complex issues of criminology and forensics; or an architect who is also expert in complex sensors communication systems. There are now increasing number of professions that require dual depth. In the example of a cybercrime specialist who is a criminologist, it is hard to succeed as an expert in this field without the highest level of technical knowledge in computer networking protocols. A shortcoming of a classical BS degree curriculum is that it fails to provide any curricular pathway for students to attain such dual depth in a reasonable time frame.

6.3 Program requirements/course descriptions

There will be no new courses proposed for the BA degree program. The program will use a subset of the courses currently offered in the BS degree program.

See program comparison matrix on next page.

Program Comparison Matrix			BS degree	BA degree
MAJOR PROGRAM REQUIREMENTS				
Course		**Title**	**Credits**	**Credits**
CS	13001	Computer Science I: Programming and Problem Solving	4	4
CS	23022	Discrete Structures for Computer Science	3	3
CS	23001	Computer Science II: Data Structures and Abstraction	4	4
CS	33006	Social and Ethical Issues in Computing	not required	3
CS	33101	Structure of Programming Languages	3	3
CS	33211	Operating Systems	3	3
CS	35101	Computer Architecture	3	3
CS	43005	Database Systems Design	3	not required
CS	43901	Software Engineering	3	not required
CS	45201	Computer Communication Networks	3	not required
CS	46101	Design and Analysis of Algorithms	3	not required
CS	49901	Capstone Project or Concentration-Specific Practicum	4	not required
CS	3/4xxxx	Concentration Coursework (for the BS) or Electives (for the BA)	21	18
MATH	12002	Analytic Geometry and Calculus I	5	not required
MATH	12003	Analytic Geometry and Calculus II	5	not required
Choose from the following:			3-4	not required
MATH	21001	Linear Algebra with Applications (3)		
MATH	22005	Analytic Geometry and Calculus III (4)		
MATH	30011	Basic Probability and Statistics (3)		
ADDITIONAL PROGRAM REQUIREMENTS				
Course		**Title**	**Credits**	**Credits**
US	10097	Destination Kent State: First Year Experience	1	1
Foreign Language			8	14
Kent Core Composition			6	6
Kent Core Mathematics and Critical Reasoning			not required	3
Kent Core Humanities and Fine Arts (minimum one course from each)			9	9
Kent Core Social Sciences (must be from two disciplines)			6	9
Kent Core Basic Sciences (must include one laboratory)			6-7	9
Kent Core Additional (must be from two categories)			6	6
General Electives *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*			8	23
		MINIMUM TOTAL	**121**	**121**

6.4 Program sequence

See semester-by-semester sequencing ("roadmap") in Appendix A.

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/accelerated delivery model

Not applicable to either the BA or BS degree in Computer Science.

6.6 Off-site program components (please check all that apply):

- ☐ Co-op/Internship/Externship/Practicum
- ☐ Field Placement
- ☐ Student Teaching
- ☐ Clinical Practicum
- ☒ Other: **Experiential Learning Requirement**

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Beginning fall 2012, all undergraduate students at Kent State will be required to complete an activity to give them 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. This requirement is being implemented during the 2011-2012 academic year and will be communicated to incoming students for fall 2012.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

The chair of the Department of Computer Science coordinates the assessment of all programs within the department (undergraduate and graduate). The department chair is assisted by the department's Curriculum Committee and the Faculty Advisory Committee.

The department chair consults with assessment directors in affiliated departments, schools and programs at Kent State (e.g., Technology, Computer Information Systems, Library and Information Science, Instructional Technology, Digital Sciences) to share "best practices" across those units. All program assessment at Kent State University is performed under the Academic Quality Improvement Program (AQIP), and is coordinated at the university level by the associate provost for quality initiatives and curriculum.

Students in the BA degree program will be are required to complete a capstone course—CS 33006 Social and Ethical Issues in Computing—in their final year. This writing-intensive course is an integrative experience to bring together components of the BA degree program and will assess the overall mastery that the students have achieved.

At the end of each semester, an exit survey is given to all graduating seniors in the department to get their feedback on the program, the quality of instruction, the curriculum, etc. Also, each semester, an alumni survey is given by the university to students one year after graduation to assess their preparation. The department's Industrial Advisory Committee is surveyed at the end of each academic year 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. This committee is also consulted in regular meetings (currently planned for twice per semester).

This assessment data analyzed in detail at the end of the spring semester, reported to the department faculty and advisory committees to help guide curriculum revisions, and collected by the university for AQIP reporting each summer.

7.2 Measuring student success

The chair of the Department of Computer Science coordinates assessment of student success within the department (undergraduate and graduate). The department chair is assisted by the department's Curriculum Committee and the Faculty Advisory Committee.

The department administers surveys at the end of two sophomore-level courses (CS 23021 Computer Science I: Programming and Problem Solving and CS 33001 Computer Science II: Data Structures and Abstraction) to assess the students' mastery of course and major objectives mid-way through the program.

In addition, student success in the senior-level capstone course (CS 33006 Social and Ethical Issues in Computing) will be used to assess the combined mastery of major and concentration objectives. Grades in individual courses will be used to assess the students' performance in that course.

The above assessment data will be collected each semester and analyzed in detail at the end of the spring semester, reported to the faculty and collected by the university for AQIP reporting each summer.

Students are able to view online their final course grades (as well as midterm grades for first-year courses). 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 department's undergraduate advisors also assist students in this process.

The university sends out a survey to alumni one year after graduation to assess their preparation. The Department of Computer Science remains in contact with graduates through social media channels (LinkedIn, Facebook, Twitter, etc.) and through the university's Alumni Association and Office of Institutional Advancement.

SECTION 8: FACULTY

8.2 Program faculty

Number of existing Computer Science faculty members available to teach in the proposed program.

Full-time: 16
Less than full-time: 0

An estimate number of Computer Science faculty members to be added during the first two years of program operation.

Full-time: 0
Less than full-time: 0

8.4 Faculty matrix

A copy of each faculty member's CV is in Appendix B.

See faculty matrix on next page

Name	Position	FT/PT	Degree	Courses
Baker, Johnnie W.	Professor	FT	PhD, Mathematics, University of Texas (Austin), 1968	CS 23021 Computer Science I, CS 33211 Operating Systems
Bansal, Arvind K.	Professor	FT	PhD, Computer Science, Case Western Reserve University, 1988	CS 33101 Structure of Programming Languages, CS 33211 Operating Systems
Dragan, Feodor F.	Professor	FT	PhD, Theoretical Computer Science, Belorussian Academy of Sciences, 1990	CS 23021 Computer Science I,
Farrell, Paul A.	Professor	FT	PhD, Numerical Analysis and Computing, Trinity College (Dublin), 1984	CS 33211 Operating Systems
Jin, Ruoming	Associate Professor	FT	PhD, Computer Science, Ohio State University, 2005	CS 23022 Discrete Structures for Computer Science
Khan, Javed I.	Professor	FT	PhD, Electrical Engineering/Computer, University of Hawaii (Manoa), 1995	CS 33211 Operating Systems
Lu, Cheng-Chang	Professor	FT	PhD, Southern Methodist University, 1988	CS 35101 Computer Architecture
Maletic, Jonathan I.	Professor	FT	PhD, Computer Science, Wayne State University, 1995	CS 33001 Computer Science II, CS 33101 Structure of Programming Languages
Melton, Austin C.	Professor	FT	PhD, Mathematics, Kansas State University, 1980	CS 33006 Social and Ethical Issues in Computing
Nesterenko, Mikhail	Professor	FT	PhD, Computer Science, Kansas State University, 1998	CS 23021 Computer Science I, CS 33211 Operating Systems
Peyravi, Hassan M.	Professor	FT	PhD, Computer Science, University of Oklahoma, 1985	CS 35101 Computer Architecture
Rothstein, Michael	Associate Professor	FT	PhD, Computer Science, University of Wisconsin, 1976	CS 23022 Discrete Structures for Computer Science
Ruttan, Arden G.	Professor	FT	PhD, Computer Science, Kent State University, 1977	CS 33001 Computer Science II, CS 33101 Structure of Programming Languages
Volkert, L. Gwenn	Associate Professor	FT	PhD, Computer Science, Wayne State University, 2001	CS 23021 Computer Science I, CS 33006 Social and Ethical Issues in Computing
Wang, Paul S.	Professor	FT	PhD, Massachusetts Institute of Technology, 1971	CS 23022 Discrete Structures for Computer Science
Zhao, Ye	Assistant Professor	FT	PhD, Computer Science, Stony Brook University, 2006	CS 23022 Discrete Structures for Computer Science

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

To be fiscally responsible, the proposed BA degree program has been designed to be fully realizable within the existing capacity of the Department of Computer Science without requiring any additional resources. No additional classroom, laboratory or technology is anticipated at this time. The courses used in BA degree program are subset of existing courses used for the BS degree in Computer Science. The classrooms and laboratories used for these courses are large enough to sit additional BA degree program students.

10.2 Budget/financial planning

Fiscal Impact Statement for New CS- BA Degree Programs

	2012	2013	2014	2015	2016
I. Projected Enrollment					
Head-count full time	5	20	40	70	80
Head-count part time	0	0	0	0	0
Full Time Equivalent (FTE) enrollment	5	20	40	70	80
II. Projected Program Income					
Tuition (paid by student or sponsor)	8,559	49,644	154,222	369,948	697,469
Expected state subsidy	4,216	24,451	75,960	182,213	343,530
Externally funded stipends, as applicable	0	0	0	0	0
Other income (if applicable, describe in narrative section)	0	0	0	0	0
Total Projected Program Income	**12,775**	**74,095**	**230,182**	**552,161**	**1,040,999**
III. Program Expenses					
New Personnel					
• Instruction (technical, professional, general education)					
Full: 0					
Part-time: 16	0	0	0	0	0
• Non-instruction (indicate roles in narrative section)					
Full: 0					
Part-time: 0					
New facilities/building/space renovation	0	0	0	0	0
Scholarship/stipend support	0	0	0	0	0
Additional library resources	0	0	0	0	0
Additional technology or equipment needs	0	0	0	0	0
Other expenses (describe in narrative section below)*					
Operating expenses	32,579	34,085	36,932	42,113	49,645
Collaborative course development incentive				100,000	100,000
*** Operating expenses including advertisement.**					
Total Projected Expense	**32,579**	**34,085**	**36,932**	**142,113**	**149,645**

Budget Narrative

The proposed program will utilize existing faculty of the Department of Computer Science and the existing courses as explained in comparison table attached in section 6.3. Thus, no additional full time or part time instructors will be required. Nor it will increase faculty load in terms of overall teaching hours. This will only increase the class size and the faculty-to-FTE-student ratio.

The program will be managed by the existing program management team of the department, as well as by the existing support personnel. Therefore, no new non-instructional persons will be needed. The operating expenses include printing, copying, etc. and program advertisement. Active initiatives will be taken to advertise the program in various forums over the first three years.

If the program is successful in its enrollment goal (to be visible in the third year), then with surplus income the department will set up plan for creating a specific set of interdisciplinary courses in collaborations with liberal arts programs in its fourth year. A portion of the surplus will be used as incentive in developing these interdisciplinary courses.

APPENDICES

Appendix	Description
A	Semester-by-semester sequencing (roadmap) for the BA degree in Computer Science
B	Curricula vitae for the Computer Science faculty

Kent State University is committed to continual support of the delivery of the Computer Science undergraduate degree programs. If Kent State decides in the future to close either of the programs (BA, BS degrees), 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.

Respectfully,

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

HALEY, MARY ANN

From: Edge, Irene
Sent: Wednesday, November 30, 2011 10:47 AM
To: javed
Cc: WATSON, RUTH; THOMAS, WANDA; HALEY, MARY ANN
Subject: RE: Program changes at CS and Comment from COMT

Javed,
Thank you for the consideration & the detailed explanation of the direction CS is taking with regard to the security courses. It is clear CS and COMT are serving two different audiences.

Have a blessed day!

Irene

Irene E. Edge
Assistant Professor, Computer Technology
Kent State University
iedge@kent.edu
440-964-4332

From: javed [javed@cs.kent.edu]
Sent: Tuesday, November 29, 2011 11:50 PM
To: Edge, Irene
Cc: WATSON, RUTH; THOMAS, WANDA; HALEY, MARY ANN
Subject: Re: Program changes at CS and Comment from COMT

Hi Irene,

In the meantime, I have feedback from our curriculum committee and faculty expert about the substitution. The opinion is that the two courses may not be substitutable. Following are the reasons:

These are substantially different in topic. While LAN Security has extensive focus on local area edge network- the Network Security is about internet/network (IP/BGP, RIP, etc.) protocols used among deeper network elements where the protocols and vulnerability are quite different from LAN. There is also substantial difference in the treatment of the topics. CS 45204 will not cover best practices, configuration, management related issues rather it focus is on theory, proof etc. (For example, CS courses will tend to cover mathematical design underlying virus signatures and why signature may not work always, etc.).

Also, CS 45204 to cover legal and ethical issues, cyber and computer crime, and policy issues- These topics are not in COMT 36330. These are for the compliance with broader ACM recommendation for CS curriculum.

Thus CS 45204 and COMT 36330 may not be substitutable. Please let me know your thoughts.

Regards,

-Javed.
CS Curriculum Coordinator

javed wrote:

CS

Hi Irene,

Thanks for the support for our changes and best wishes from COMT.

To help students to port some credit you made an excellent suggestion. I will share it with our committee and the faculty designing the concentration. I assume that your Security concentration road map and requirement table can also cross reference and optionally use few of our security courses if the cross note is allowed? One idea might be that sometime next semester we sit down and think about more such opportunities to tie our programs.

Best,

-Javed.

Edge, Irene wrote:
Javed,
Thank you for the documents. We hae reviewed them and attached is the response from Ruth & me on behalf of the COMT faculty. We wish you well as you pursue these concentrations.

Irene

Irene E. Edge
Assistant Professor, Computer Technology
Kent State University
iedge@kent.edu
440-964-4332

From: javed [javed@cs.kent.edu]
Sent: Monday, November 14, 2011 1:54 PM
To: WATSON, RUTH; Edge, Irene; THOMAS, WANDA
Subject: Fwd: Fwd: Program changes at CS and Comment from COMT

Here r the three attachments..

-------- Original Message --------
Subject: Fwd: Program changes at CS and Comment from COMT
Date: Sat, 22 Oct 2011 20:58:41 -0400
From:javed <javed@cs.kent.edu>
To: Prof. Wanda Thomas <wthomas4@kent.edu>

Dear Wanda,

Greetings! CS department is adding two concentrations in our BS program and one of those is game programming. I am writing to you to receive suggestion and concurrence from COMT because we are aware that COMT is also involved in offering courses in Game development. We will appreciate if you forward it to right faculty if need be.

We anticipate no overlap since the focus and content are different and the concentration uses our long existing courses.

Please find attached the current draft of our whole proposed CS program revision package. The document is kind of detailed- COMT might be interested to browse at least the concentration designs /roadmaps pages in particular- in the first attachment pack.

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Please let us know if some clarification is needed.

You will be also glad to know that we are also proposing a new BA program in CS- a brand new option at Kent which might provide an exciting 4 year transition program to many regional campus students.

Regards,

-Javed.
Curriculum Coordinator, Computer Science.
--

Dr. Javed I. Khan, Professor
Department of Computer Science
Kent State University, 233 MSB, Kent, OHIO-44242, USA
Tel: (330)-672-9038, Fax:(330)-672-0737
Email: javed@cs.kent.edu
Home page: http://www.cs.kent.edu/~javed

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Dr. Javed I. Khan, Professor
Department of Computer Science
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Tel: (330)-672-9038, Fax:(330)-672-0737
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Tel: (330)-672-9038, Fax:(330)-672-0737
Email: javed@cs.kent.edu
Home page: http://www.cs.kent.edu/~javed

CS 4

HALEY, MARY ANN

From: WALKER, ROBERT
Sent: Wednesday, October 26, 2011 11:24 AM
To: javed
Cc: WALKER, ROBERT; STALVEY, JOHN; HALEY, MARY ANN
Subject: Re: Comment on CS Program Changes

Javed,

I have reviewed the proposed changes to the BS in Computer Science, as well as the proposed new BA in Computer Science. I am strongly supportive of both proposals, both as the Director of the School of Digital Sciences and as a Professor of Computer Science.

The Computer Science faculty have taught the game design and information security courses for many years as an informal "track", and given the popularity of the tracks and the courses in each, formally establishing the two as concentrations is an obvious next step. I am sure both concentrations will be very successful.

I am also pleased to see the BA proposal and would definitely like to see that program established for Fall 2012. It will be a great complement to the CS BS degree for those students who are less mathematically inclined, who want additional flexibility, or are want to combine computer science with another degree as they pursue a double major.

I would also like to state explicitly that I do not see the proposed new CS BA competing with the DSCI BS/BA or encroaching on it. While these degrees (particularly the DSCI BS concentration in software development) do have some courses in common, the resulting skill sets of the graduates will be distinctly different and will prepare the students for different careers paths. As long as we are clear with both students and employers that the BBA CIS, BS CS, BA CS, and BS DSSD degrees have different curricula, coursework, and outcomes, Kent State will be well-served by offering this diverse set of degrees.

- bob

==========
Robert A. Walker Director, School of Digital Sciences
rawalke1@kent.edu http://www.kent.edu/dsci
walker@cs.kent.edu Professor, Computer Science Department
236 Math & CS Building http://www.cs.kent.edu/~walker
330-672-9105 Kent State University, Kent OH 44242
==========

On Oct 21, 2011, at 10:24 PM, javed wrote:

> Hi Bob,
>
> Please find attached a preview of our CS program revision package and the curriculum design of the new BA in CS.
>
> Roughly the changes are:
>
> 1. The BS in CS gets two new concentrations- Information Security and Game Programming and a cleaner core.
> 2. Design of the proposed BA in CS program- Uses a subset of BS-CS core courses.

CS 5

> 3. Also included are few revised courses BDS- Few dependencies and course numbers have changed and a special topic course Network Security now becomes a regular course.
>
> We will be glad to know comments if any and get a strong bill of support from DSCI.
>
> Best,
>
> -Javed.
>
> --
> _____
> _____
> Dr. Javed I. Khan, Professor
> Department of Computer Science
> Kent State University, 233 MSB, Kent, OHIO-44242, USA
> Tel: (330)-672-9038, Fax:(330)-672-0737
> Email: javed@cs.kent.edu
> Home page: http://www.cs.kent.edu/~javed
> _____
> _____
>
> <CSBS12F-BS-program-revision-package.pdf><CSBC12F-BDS-updates-package.
> pdf><CSBA12F-BA-program-establishment-package.pdf>

HALEY, MARY ANN

From: Ryabogin <ryabogin@math.kent.edu>
Sent: Wednesday, November 16, 2011 3:38 PM
To: javed
Cc: HALEY, MARY ANN
Subject: Re: Fwd: CS CS Program Revision Math 3

Dear Javed,

we agree with the changes,

Thank you,
Best, Dima

On 11/11/2011 1:31 AM, javed wrote:
> Dear Dima,
>
> Few weeks back I sent the proposal pack detailing our CS program
> changes. Would appreciate an email with MATH opinion/concurrence in
> next few days as it moves for consideration by A&S college curriculum committee.
> Regards,
>
> -Javed.
> Curriculum Coordinator, Computer Science
>
>
> javed wrote:
>>
>> Dear Dima,
>>
>> Please find attached of our this semesters curricular update package.
>> Its kind of large. But for math- this time CS BS is modifying the
>> math requirement a bit. We are allowing students to take CALC-III, LA
>> or P&A as Math 3 instead of only LA.
>> See the current draft of package requirements. Let me know if you
>> have any comments.
>> Regards,
>>
>> -Javed.
>>
>> Curriculum Coordinator, Computer Science.
>>
>
>

CS 7

HALEY, MARY ANN

From: MANLEY, MARK
Sent: Friday, November 18, 2011 2:59 PM
To: javed
Cc: HALEY, MARY ANN
Subject: RE: CS CS Program Revision and new CS BA Program

Importance: High

Dear Javed,

The proposed changes will have only a minor impact on physics majors in our BS concentration in Computer Science. From what I can tell, the change in course number for CS 33001 to CS 23001 means that our students will need to choose one of their "general electives" to be an upper-division course in order to satisfy the rule of 42 hours of upper-division coursework. I am happy with the proposed revision to the elective courses in the Computer Science minor.

It was not clear to me from the Program Comparison Matrix on page CS 35 what the MATH requirements would be for the proposed BA degree. Please note that physics majors are required to take only MATH 12002 (Calculus I), MATH 12003 (Calculus II), MATH 32501 (Math Methods in the Physical Sciences I), and MATH 32052 (Math Methods in the Physical Sciences II). As best I can tell, the proposed BA degree in Computer Science could be combined with a BA or BS in physics without much trouble.

Therefore please accept this message as a statement of support from the Physics Department for the proposed changes.

Best regards,
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: javed [javed@cs.kent.edu]
Sent: Thursday, November 10, 2011 3:51 PM
To: MANLEY, MARK
Cc: HALEY, MARY ANN
Subject: Re: CS CS Program Revision and new CS BA Program

Dear Mark,

Would appreciate an email with PHYSICS opinion/concurrence in next few days on the changes?
Regards,

-Javed.
Curriculum Coordinator, Computer Science

CS 8

javed wrote:
> Hi Mark,
>
> This time CS department is adding two concentrations in our BS program
> and one of those is Information Security and Game Development. The new
> roadmap required us to lower number of few courses. We anticipate no
> particular concern since Minor does not change. But we are renumbering
> CS-I and CS-II as 13001 and 23001, and thus the description in Minor
> changes.
>
> See the current draft of package.
>
> We are also proposing a new BA program in CS which might be of
> interest to you as it is specifically easing way for students
> contemplating double majors.
>
> Regards,
>
> -Javed.
>
> Curriculum Coordinator, Computer Science.
>

--

Dr. Javed I. Khan, Professor
Department of Computer Science
Kent State University, 233 MSB, Kent, OHIO-44242, USA
Tel: (330)-672-9038, Fax:(330)-672-0737
Email: javed@cs.kent.edu
Home page: http://www.cs.kent.edu/~javed

CS 9

HALEY, MARY ANN

From: FITZSIMMONS, VERNA
Sent: Monday, November 14, 2011 2:14 PM
To: javed
Cc: HALEY, MARY ANN; STALVEY, JOHN; URIBE-RENDON, ROBERTO; GRAHAM, JOHN; SAMBA, AUGUSTINE; ADKINS, LINDEN; NETTEY, ISAAC RICHMOND
Subject: RE: CS Program Update and Revisions for Fall 2012: COT Comments

Hello Javed,
After consultation with the appropriate faculty members, the College of Applied Engineering, Sustainability and Technology, Applied Science and Technology academic program area has no issue with the proposed updates to the CS program and adding Information Security and Game Development concentrations.

We look forward to working with you and the CS faculty in developing collaborative opportunities for both programs and courses.

Best Regards,
Verna
Curriculum Coordinator, Applied Science and Technology

Verna M. Fitzsimmons, PhD
Associate Professor
Change Leader, NSF- Institutions Developing Excellence in Academic Leadership The Ohio MTSDBC at MAGNET/KSU
Specialty Counsler College of Technology, Kent State University Kent, OH 44242
330.672.7064 (Office)

-----Original Message-----
From: javed [mailto:javed@cs.kent.edu]
Sent: Thursday, November 10, 2011 3:53 PM
To: FITZSIMMONS, VERNA
Cc: HALEY, MARY ANN; STALVEY, JOHN
Subject: Re: CS Program Update and Revisions for Fall 2012: COT Comments

Dear Verna,

Few weeks back I sent the proposal pack detailing our CS program changes.
Apparently I have not received any email yet. Hope the changes are OK with you? Would appreciate an email with COMT opinion/concurrence in next few days as it moves for consideration by A&S college curriculum committee.
Regards,

-Javed.
Curriculum Coordinator, Computer Science.

Would appreciate an email with COT opinion/concurrence in next few days as it moves for consideration by A&S college curriculum committee.
Regards,

-Javed.
Curriculum Coordinator, Computer Science

CS 10

javed wrote:
> Dear Verna,
>
> CS department is adding two concentrations in our BS program and one
> of those is Information Security and Game Development. I am writing to
> you to receive suggestion and concurrence from COT. Last semester CS
> faculty met COT faculty and discussed increased sharing of our program
> information. We will appreciate if you forward it to right faculty if
> need be.
>
> We anticipate no particular concern over overlap since the content are
> different- these concentrations use our existing courses- except one.
>
> Please find attached the current draft of our whole proposed CS
> program revision package. The document is kind of detailed- COT might
> be interested to browse at least the concentration requirements and
> roadmaps in particular (inside the first attachment pack).
>
> Please let us know if some clarification is needed. You will be also
> glad to know that we are also proposing a new BA program in CS which
> might be of interest to you as it is specifically designed to enable
> students pursuing double Majors.
>
> Regards,
>
> -Javed.
>
> Curriculum Coordinator, Computer Science.
>

--

Dr. Javed I. Khan, Professor
Department of Computer Science
Kent State University, 233 MSB, Kent, OHIO-44242, USA
Tel: (330)-672-9038, Fax:(330)-672-0737
Email: javed@cs.kent.edu
Home page: http://www.cs.kent.edu/~javed

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Mar-11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	CS
College	AS - Arts and Sciences
Degree	BS - Bachelor of Science
Program Name	**Computer Science** Program Code **CS**
Concentration(s)	Concentration(s) Code(s) adding New Concentrations GMPR INSE
Proposal	Revise program

Description of proposal: optional

The proposal adds concentrations to the major, reduces the core requirements and increases electives.

In the core it removes CS 33006 Social and Ethical Issues (SEI) course from the required courses. Actions: (a) The credit is moved to CS Upper Division Elective in CS or related areas (b) The Capstone course and the Game Design Practicum are revised to request WIC and ELR status. (c) MATH course options are increased. (d) We also lower several course number to match the new degree roadmap (CS 23021 to CS 13001, CS 33001 to CS 23001, CS 45201 to CS 35201, CS 43901 to CS 33901, and CS 43005 to CS 33007.

We further add two Concentrations areas to BS program - Game Programming and Information Security which were previously CS unofficial tracks.

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):

COMT, TECH, DSCI, MATH, PHYSICS

REQUIRED ENDORSEMENTS

John R D Stalvey — 10 / 31 / 2011

Department Chair / School Director

Mary Ann Haley — 12 / 2 / 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)

CS 3

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 1-Mar-11 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	CS
College	AS - Arts and Sciences
Degree	BS - Bachelor of Science
Program Name	**Computer Science** Program Code **CS**
Concentration(s)	Concentration(s) Code(s) adding New concentrations GMPR INSE
Proposal	Revise program

Description of proposal:

The proposal adds optional concentrations to the major, reduces the core requirements and increases electives.

In the core it removes CS 33006 Social and Ethical Issues (SEI) course from the required courses. Actions: (a) The credit is moved to CS Upper Division Elective in CS or related areas (b) The Capstone course and the Game Design Practicum are revised to request WIC and ELR status. (c) MATH course options are increased. (d) We also lower several course number to match the new degree roadmap (CS 23021 to CS 13001, CS 33001 to CS 23001, CS 45201 to CS 35201, CS 43901 to CS 33901, and CS 43005 to CS 33007.

We further add two Concentrations areas to BS program - Game Programming and Information Security which were previously CS unofficial tracks.

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):

COMT, TECH, DSCI, MATH, PHYSICS

REQUIRED ENDORSEMENTS

John R D Stalvey — 10 / 31 / 2011

Department Chair / School Director

Mary Ann Haley — 12 / 2 / 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)

CS 3

Date: November 1, 2011

Transmittal memo/ Overview of Updates

The Computer Science Department proposes curricular changes to its programs. Specifically:

1. **CS BS Program Revision:**

    a. CS 33006 SEI (Social and Ethical Issues) is removed from Major Program Requirements (MPR).
    b. 3 credit associated with SEI moves to CS Upper Division Electives. Total MPR credit remains same.
    c. Some SEI topics added to the content of courses: CS 35201 Computer Communication Networks (CCN), CS 35201 Database Systems Design (DB) and CS 33901 Software Engineering (SE).
    d. Add options in Math 3 (MATH 21001 (Linear Algebra), 22005 (CALC-III), or 30011 (Probability and Stat)).
    e. Add two concentrations *Game Programming (GP)* and *Information Security (IS).*
    f. CS 49901 Capstone Project and CS 48102 Game Development Practicum are new WIC and ELR options.
    g. Revise the number of five courses based on new road map.

2. The above required the following update of 11 existing courses, and addition of one new course:

    a. CS 13001 (23021 old) CS-I: Revise course number.
    b. CS 23001 (33001 old) CS-II: Revise course number and course number of its pre-requisite.
    c. CS 49901 Capstone Project: Revise description, content, update prerequisites and make it WIC+ELR.
    d. CS 48102 Game Development Practicum: Revise description, content, update prerequisites and make it WIC+ELR.
    e. CS 35201 (45201 old) Computer Communication Networks: Revise course number, content, course number of its pre-requisite remove cross-listing.
    f. CS 33007 (43005 old) Database Systems Design: Revise course number, content, pre-requisite, remove cross-listing.
    g. CS 33901 (43901 old) Software Engineering: Revise course number, descriptions, content, pre-requisite, remove cross-listing.
    h. CS 55201 Software Engineering-G: Revise pre-requisite and remove cross-listing.
    i. CS 53901 Database Systems Design -G: Revise pre-requisite and remove cross-listing.
    j. CS 53005 Software Engineering G: Revise pre-requisite and remove cross-listing.
    k. CS 48101 Game Engine Concepts: revise prerequisite.
    l. CS 45203 Computer Network Security: A new course for IS concentration created in the template of an existing graduate course
    m. CS 55203 is graduate cross-listing of the CS 45203 above.

    Note: Also a number of courses' prerequisite description need to be updated due to renumbering of five courses. Marked catalog attached.

3. **CS Minor Program Revision:**
    a. The requirement table updated to reflect new course numbers.
    b. CS Electives can now be any upper division courses.

4. **BA Program Proposal**:
    a. A new BA in Computer Science program is proposed using the existing courses.
    b. **Revise Computer Science Graduate Programs description in University Catalog**: Edit BS description; add the two new concentrations and new BA program description.

Proposal Summary

Title: Revise BS Computer Science Major

Subject Specification: [Revise BS-CS, by reducing core requirements and introducing 2 concentrations.: Game Programming and Information Security

Background Information: [We are adding concentrations to give students specific marketable training. We are increasing flexibility by decreasing core and increasing electives. We are also introducing new WICs and ELR. Increasing MATH course options.

Steps:

Elimination of CS 33006 Social and Ethical Issues (SEI) from core. These 3 credits will be replaced with any CS UD Elective.

To fullfill the WIC requirement we will revise CS 49901 Capstone Project and CS 48102 Game Design Practicum to make these the new WIC. We also designate both as ELR courses. We will also revise the content of these new WIC and ELR courses to include selected topics from SEI.

We also establish two concentration areas "Game Programming" and "Information Security", which will primarily use existing courses. These named concentratrions will add value to the degree earned by BS CS students.
]

Alternatives and Consequences: None. It helps reduce graduation time for some students and increases visibility of concentrations.

Specific Recommendation and Justification: Revise BS in CS as described.

Timetable and Actions Required:
Spring 2011 Approved at CS
Fall 2011 Approved in A&S CCC
Fall 2011 Approved at EPC and Faculty Senate
Fall 2012 Effective date]

CS 4

Computer Science - B.S. and B.A

COLLEGE: College of Arts and Science
DEPARTMENT: Department of Computer Science
241 Mathematics and Computer Science Building
Tel: 330-672-9980
E-mail: cs-ugradinfo@cs.kent.edu
Web: www.kent.edu/cas/cs

Resources:

- Roadmaps
- Program Requirements
- College Requirements
- Academic Policies

DESCRIPTION:

Bachelor of Science (BS): ~~The Bachelor of Science in Computer Science nurtures students to become leaders in their chosen fields by integrating theory with programming and using strong student-instructor interaction, faculty-supervised team-oriented programming projects and industrial internships. Graduates secure jobs involving computer networks and software development and the design, programming and administration of computers. The program is also available as a combined B.S./M.S. degree.~~ **The Bachelor of Science in Computer Science** is intended to teach students how to understand, design, and build complex computer software systems. Foundational course work and materials cover the theory and practice of programming and designing software. Students are given an understanding how the underlying operating and networking systems interact with local and remote information sources to solve complex problems. Computer science offers a foundation that permits graduates to adapt to new technologies and new ideas over their lifetime. Computer science majors have careers developing, managing, and building software in all types of industries including finance, health care, entertainment, telecommunications, and manufacturing.

Besides the general program the B.S. program currently offers two concentrations in **Game Programming** and **Information Security**.

The Game Programming Concentration is designed to provide students with a solid understanding of the algorithms, techniques, and software used to construct interactive virtual environments. Students work in teams with content specialists and artists to develop the teamwork skills required in this multi-disciplinary field ranging from game industry to education and training design.

The Information Security Concentration is designed to provide students with enhanced understanding about various security, privacy and cryptographic techniques and protocols used in computing and communication to meet the security needs in industry and government.

Bachelor of Arts (BA): **The Bachelor of Arts in Computer Science** has been designed for students who seek broad liberal education combined with a solid foundation in Computer Science.

BA students may choose electives from any complementary liberal education programs beyond CS. It also offers an excellent opportunity to pursue a double major and attain depth in exciting cross-cutting areas.

*The department also offers a **Minor in CS**.*

CAREER OPPORTUNITIES:

~~Computers influence the daily lives of almost every individual and industry in modern civilization. Many careers in computer science involve a large amount of social interaction with users and customers to determine product requirements or problems. Careers often require creativity and drive to develop and apply new technology. Teams of bright, social, and creative individuals develop software. Certainly, computer science is one of the most exciting and rewarding career choices for the future.~~

~~Computer Science graduates hold jobs in the areas of computer networking, database administration, computer-aided design such as in the auto and aviation industries; IT services (including contract based programming) for automation of industrial processes; custom computer programming services, network and information security, computer game design, computer animation, network and data communication analysis, network and system administration, financial software development, computer design and development, computer related software development, web development and management, mobile computing software development, management of large scale software systems, development of automation software, software for intelligent systems used in robotics, avionics, automation, and defense industries, data mining for planning and forecasting, medical Informatics for managing and analyzing large amount of health related data, bioinformatics to design and develop new medicines, multimedia interfaces for human Â,Â¬computer interaction.~~

~~Computer Science graduates are employed in a wide range of industries such as the auto industry, avionics industries, the telecommunications industry, manufacturing industries; transportation and postal industries, health industries, finance industries such as investment, insurance and banking, computer design and software development industries, government agencies for data and information management analysis, the corporate sector of every industry to analyze data, automate and plan tasks, and forecast sales.~~

~~According to the 2008 United States Bureau of Labor statistics, computer network, systems, and database administrators held about 961,200 jobs. There are 120,400 database administrators with a median salary, in May 2008, of $72,900. There were 339,500 network and computer systems administrators with a median salary of $66,310; 292,000 network systems and data communication analysts with a median salary of $71,100. In addition, about 209,300 were employed as "computer specialists" in other industries. According to this same source, there were 394,230 computer programmers with a median salary of $73,470; 494,160 computer software application engineers with a median salary of $87,900; 381,830 computer software system engineers with a median salary of $94,520. There are 191,780 other computer specialists in various industries with a median salary of $76,000. There are 489,890 computer systems analysts with a median salary of $78,830. There are 26,610 research computer and information scientists with a median salary of $100,900.~~

~~The starting salary of a new computer science graduate (BS in Computer Science) in the year 2010 is estimated to be $59,700. Job prospects are excellent, and job growth is expected to be much faster (around 20% faster) than other similar disciplines. Salaries are growing at a healthy 4% – 6% rate per year. According to the Northeast Ohio Information Technology Workforce (NorTech) Report, the demand for computer scientists will remain strong for years to come with demand easily outpacing supply.~~

Computers influence the daily lives of almost every individual and industry in today's civilization. There are actually more computing jobs than qualified people to fill them in the United States. Additionally, computing jobs are among the highest paid and have the highest job satisfaction.

The work of computer scientists broadly falls into three categories: a) designing and building software; b) developing effective ways to solve computing problems, such as storing information in databases, sending data over networks or providing new approaches to security problems; and c) devising new and better ways of using computers and addressing particular challenges in areas such as robotics, computer vision, digital forensics, computer game design, and information management.

Many careers in computer science involve large amounts of social interaction with users, customers, and fellow team members. Careers often require real creativity, the solving complex

challenging problems, and the learning and application of new technologies. Computer scientists help drive innovation in the sciences (e.g., human genome project, AIDS vaccine research, environmental monitoring and protection, just to mention a few), and also in engineering, business, entertainment, and education. It is a career that will allow you to make a positive difference in the world.

Our concentrations provides enhanced skill~~s~~ ~~father~~ targeting a few of these high ~~payoff~~ paid careers.

The **Game Programming Concentration** in addition to a career in game development, trains students to work in the increasing important industries involved with the development of training simulators and the development of educational virtual environments for use in K-12, college, and post college education.

[Bold]
Information security has become one of the biggest challenges of the 21st century. The interconnectedness of various financial, governmental, and service industry systems through the Internet has increased both the risk and severity of potential harms. The **Information Security Concentration** trains students for a career in industry and government with specialized strength to handle their security needs.

(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 Global Education.

PROGRAM FEE: None

STUDENT ORGANIZATIONS: Association of Computing Machinery (ACM)

GRADUATE PROGRAMS: Computer Science (M.A. and M.S.), Digital Sciences (M.S.)

CS
7

Computer Science - B.S. Program Requirements

Kent State University Catalog 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > Computer Science - B.S. Program Requirements

Computer Science semester-by-semester 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 (70-71 credits) Courses count in major GPA				
Type	Course		Title		Credits
KMC					
	CS	13001	Computer Science I: Programming and Problem Solving *, **		4
		23022	Discrete Structures for Computer Science		3
		23001	Computer Science II: Data Structures and Abstraction**		4
~~WIC~~	~~–~~	~~33006~~	~~Social and Ethical Issues in computing**~~		
		33101	Structure of Programming Languages		3
		33211	Operating Systems		3
		35101	Computer Architecture		3
		33007	Database Systems Design		3
		33901	Software Engineering		3
		35201	Computer Communication Networks		3
		46101	Design and Analysis of Algorithms		3
WIC		49901	Capstone Project** (or Concentration specific Practicum ***)		4
		3/4xxxx	CS UD Electives*** (9 credit hours must be at CS 40000-level), Choose some of these from IV. if taking a Concentration.		21
KAD	MATH	12002	Analytic Geometry and Calculus I		5
		12003	Analytic Geometry and Calculus II		5
		2/3xxxx	Math 3 ***, Choose from MATH 21001 (LA), 22005 (CALC-III) or 30011 (P&S)). Check concentration which might specify one.	3--4	3-4
III.	ADDITIONAL PROGRAM REQUIREMENTS (50-51 credits)				
Type	Course		Title		Credits
	Foreign Language ****				8--10
	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 Social Sciences (must be from two disciplines)				6
	General Electives (lower or upper-division)				11
			MINIMUM TOTAL		121
IV.	CONCENTRATION REQUIREMENTS (9-13 Credits)				
	Name of the Concentration				Credits
	Information Security (9) Choose CS UD Electives from Courses in V. below.				9

CS
8

	Game Design & Programming (13), Choose CS UD Electives (and substitute Capstone) from Courses in VI. below		13

V.	CS CONCENTRATION INFORMATION SECURITY (9 credits)				
Type	Course		Title		Credits
	MATH		Math 3 choose from MATH 21001 (LA) or 22005 (CALC-III)		0
	CS	47205	Information Security		3
	CS	43401	Secure Programming		3
	CS		Choose CS 45203 Network Security OR CS 47221 Introduction to Cryptography		3
WIC			This concentration has no specific practicum recommendation.		

VI.	CS CONCENTRATION GAME PROGRAMMI(NG (13 credits)				
Type	Course		Title		Credits
	MATH		This concentration has no specific Math3 recommendation.		0
	CS	38101	Game Programming		3
	CS	48101	Game Engine Concepts		3
	CS	47101	Computer Graphics		3
WIC	CS	48102	Game Design Practicum		4

*All courses taken from the list of major program requirements are used in the calculation of the major GPA.
** A Minimum C (2.0) grade must be earned.
*** Check concentration requirement.
**** Fulfills College general requirements.
***** MATH 12002 fulfills 5 credits of Kent core additional.

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See revised on following pages

change term

2011

KENT STATE UNIVERSITY

Roadmap: Computer Science – Bachelor of Science
[AS-BS-CS]
College of Arts and Sciences
Department of Computer Science
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 16	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester One: [17 Credit Hours]					
CS 23021 Computer Science I: Programming and Problem Solving	4		C	■	See note on page 2
US 10097 Destination Kent State: FYE	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				Fulfills Kent Core 21st Century Skills based on MAP test score. Enrollment based on placement test.
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
General Elective (lower or upper division)	3				Recommended: MATH 11022 Trigonometry, which is prerequisite for MATH 12002
Semester Two: [14 Credit Hours]					
CS 33022 Discrete Structures for Computer Science	3			■	
MATH 12002 Analytic Geometry and Calculus I	5			■	**Fulfills Kent Core Mathematics and Critical Reasoning**
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement 14-15	3				
Semester Three: [15 Credit Hours]					
CS 33001 Computer Science II: Data Structures and Abstraction	4	■	C	■	
CS 35101 Computer Architecture	3	■		■	
MATH 12003 Analytic Geometry and Calculus II	5			■	
Kent Core Requirement 14-15	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
CS 33101 Structure of Programming Languages	3	■		■	
CS 33211 Operating Systems	3	■		■	
CS 33000 Social and Ethical Issues in Computing	3	■	C	■	**Fulfills writing-intensive course requirement**
MATH 24001 Linear Algebra with Applications	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 Credit Hours]					
CS 43005 Database Systems Design	3	■		■	
CS 46301 Computer Communication Networks	3	■		■	
CS Elective (upper division)	3	■		■	May be first Capstone course
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Six: [15 Credit Hours]					
CS 43901 Software Engineering	3	■		■	
CS 46101 Design and Analysis of Algorithms	3	■		■	
CS Elective (upper division)	3	■		■	May be second Capstone course
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement 16	3				
Semester Seven: [14 Credit Hours]					
CS 49901 Capstone Project	4	■		■	Fulfills Kent Core Experiential Learning
CS Elective (40000-level)	3	■		■	May be third Capstone course
Foreign Language (Elementary I) CS Elective (upper)	4-5 3				Fulfills College General Requirement
Kent Core Requirement 16	3				See Kent Core Summary below
Semester Eight: [15-17 Credit Hours]					
CS Electives (40000-level)	6	■		■	
Foreign Language (Elementary II) 4-5	4-5				Fulfills College General Requirement
General Elective (lower or upper division) 3	3				Number of credits required depends on meeting minimum 121 credit hours and 42 upper division hours

Page 1 of 2 | Last Updated: 19-May-11/LNHD

MATH 11022 may be pursued with other lecture

MATH 23

Credit Hours Sum

CS Electives (upper division) 3

CS Electives (40000-level) 6

KENT STATE UNIVERSITY

Roadmap: Computer Science – Bachelor of Science
[AS-BS-CS]
College of Arts and Sciences
Department of Computer Science
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	42	36	Kent Core or General Electives	~~CS 33000~~ CS 44101 CS 48102	2.00	2.00

Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10207*	Enrollment based on placement test	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in the major with MATH 12002	0
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

Note: **Students not prepared to take CS 23021 in the first semester will benefit from taking CS 10051.**

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Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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.

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KENT STATE UNIVERSITY

Revised

Roadmap: Computer Science – BS
[AS-CS-BS]
College of Arts & Science
Department of Computer Science
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]				
CS 13001 Computer Science I: Programming and Problem Solving	4		C	See note on page 2.
US 100097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits.
MATH 12002 Analytic Geometry and Calculus I	5			Fulfills Kent Core Additional based on MATH sequence; Enrollment based on placement tests; prerequisites: MATH 11010 and 11022 may be bypassed with sufficient background. Otherwise, Recommended MATH 11022 Trigonometry which is prerequisite for MATH 12002.
General Electives (lower or upper division)	3			Otherwise enroll in MATH 11011 and 11022.
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Two: [#15]				
CS 23001 Computer Science II: Data Structures and Abstraction	4		C	
CS 23022 Discrete Structures for CS	3			
MATH 12003 Analytic Geometry and Calculus II	5			
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Three: [#14-15]				
CS 33211 Operating Systems	3	Y		
CS 35101 Computer Architecture	3	Y		
Math 3	3-4			Choose from MATH 21001 (LA), MATH 22005 (CALC-III), or MATH 30011 (P&S)), * Check concentration.
Foreign Language (Elementary-I)	4-5			Fulfills College General Requirements.
Semester Four: [#14-15]				
CS 35201 Computer Communication Network	3	Y		
CS 33007 Database System Design	3	Y		
Foreign Language (Elementary-II)	4-5			Fulfills College General Requirements.
Kent Core Requirement	4			See Kent Core Summary on page-2
Semester Five: [# 15]				
CS 33901 Software Engineering	3	Y		
CS 46101 Design and Analysis of Algorithms	3	Y		
CS Electives (upper division)	3	Y		*May be the first concentration course.
General Electives (lower or upper division)	3			
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Six: [# 15]				
CS 33101 Structure of Programming Languages	3	Y		
CS Electives (upper division)	3	Y		*May be the second concentration course.

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KENT STATE UNIVERSITY

Revised

Roadmap: Computer Science – BS
[AS-CS-BS]
College of Arts & Science
Department of Computer Science
Catalog Year: 2012-2013

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
CS Electives (upper division)	3	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
Semester Seven: [# 16]				
CS 49901 Capstone Project	4	Y	C	Fulfills WIC & experiential learning requirement, * Concentration may substitute it by a practicum.
CS Electives (40000 Level)	3	Y		*May be the third concentration course.
CS Electives (upper division)	3	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
Semester Eight: [# 15]				
CS Electives (40000 Level)	6	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
General Electives (lower or upper division)	3			Number of credits required depends on meeting minimum 121 credit hours and 42 upper division 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	39	36	Kent Core or General Electives	CS 499101 or CS 48102	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)	Fulfilled in the major with MATH 12002	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Note: Students not prepared to take CS 13001 in the first semester will benefit from taking CS 10051.
Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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

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KENT STATE UNIVERSITY

Roadmap: Computer Science – BS
[AS-CS-BS]
College of Arts & Science
Department of Computer Science
Catalog Year: 2012-2013

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.

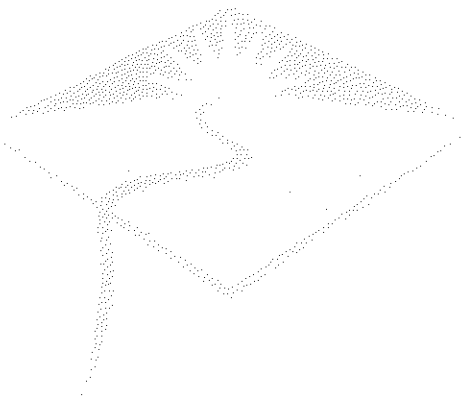
Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade.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



CS
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New Concentration

KENT STATE UNIVERSITY

Roadmap: Computer Science - Game Programming - BS

[AS-CS-BS]
College of Arts & Science
Department of Computer Science
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]				
CS 13001 Computer Science I: Programming and Problem Solving	4		C	See note on page 2.
US 100097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits.
MATH 12002 Analytic Geometry and Calculus I	5			Fulfills Kent Core Additional based on MATH sequence; Enrollment based on placement tests; prerequisites: MATH 11010 and 11022 may be bypassed with sufficient background. Recommended MATH 11022 Trigonometry which is pre req for MATH 12002.
General Electives (lower or upper division)	3			Otherwise enroll in MATH 11011 and 11022.
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Two: [#15]				
CS 23001 Computer Science II: Data Structures and Abstraction	4		C	
CS 23022 Discrete Structures for CS	3			
MATH 12003 Analytic Geometry and Calculus II	5			
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Three: [#14-15]				
CS 33211 Operating Systems	3	Y		
CS 35101 Computer Architecture	3	Y		
Math 3	3-4			Choose from MATH 21001 (LA) or MATH 22005 (CALC-III).
Foreign Language (Elementary-I)	4-5			Fulfills College General Requirements.
Semester Four: [#14-15]				
CS 35201 Computer Communication Network	3	Y		
CS 33007 Database System Design	3	Y		
Foreign Language (Elementary-II)	4-5			Fulfills College General Requirements.
Kent Core Requirement	4			See Kent Core Summary on page-2
Semester Five: [# 15]				
CS 33901 Software Engineering	3	Y		
CS 46101 Design and Analysis of Algorithms	3	Y		
CS 38101 Game Programming	3	Y		Take the First Concentration Course.
General Electives (lower or upper division)	3			
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Six: [# 15]				
CS 33101 Structure of Programming Languages	3	Y		
CS 48101 Game Engine Concepts	3	Y		Take the Second Concentration Course.

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KENT STATE UNIVERSITY

Roadmap: Computer Science -Game Programming– BS
[AS-CS-BS]
College of Arts & Science
Department of Computer Science
Catalog Year: 2012-2013

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
CS Electives (upper division)	3	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
Semester Seven: [# 16]				
CS 48102 Game Design Practicum	4	Y	C	Fulfills WIC & experiential learning requirement.
CS 47101 Computer Graphics	3	Y		Take the Third Concentration Course.
CS Electives (upper division)	3	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
Semester Eight: [# 15]				
CS Electives (40000 Level)	6	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
General Electives (lower or upper division)	3			Number of credits required depends on meeting minimum 121 credit hours and 42 upper division 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	39	36	Kent Core or General Electives	CS 48102	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)	Fulfilled in the major with MATH 12002	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Note: Students not prepared to take CS 13001 in the first semester will benefit from taking CS 10051.
Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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

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KENT STATE UNIVERSITY

Roadmap: Computer Science -Game Programming– BS
[AS-CS-BS]
College of Arts & Science
Department of Computer Science
Catalog Year: 2012-2013

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 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.

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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.

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KENT STATE UNIVERSITY

Roadmap: Computer Science -Information Security- BS
[AS-CS-BS]
College of Arts & Science
Department of Computer Science
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]				
CS 13001 Computer Science I: Programming and Problem Solving	4		C	See note on page 2.
US 100097 Destination Kent State: FYE	1			Not required of transfer students with 25 credits.
MATH 12002 Analytic Geometry and Calculus I	5			Fulfills Kent Core Additional based on MATH sequence; Enrollment based on placement tests; prerequisites: MATH 11010 and 11022 may be bypassed with sufficient background. Recommended MATH 11022 Trigonometry which is pre req for MATH 12002.
General Electives (lower or upper division)	3			Otherwise enroll in MATH 11011 and 11022.
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Two: [#15]				
CS 23001 Computer Science II: Data Structures and Abstraction	4		C	
CS 23022 Discrete Structures for CS	3			
MATH 12003 Analytic Geometry and Calculus II	5			
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Three: [#14-15]				
CS 33211 Operating Systems	3	Y		
CS 35101 Computer Architecture	3	Y		
Math 3	3-4			Choose from MATH 21001 (LA), MATH 22005 (CALC-III), or MATH 30011 (P&S)).
Foreign Language (Elementary-I)	4-5			Fulfills College General Requirements.
Semester Four: [#14-15]				
CS 35201 Computer Communication Network	3	Y		
CS 33007 Database System Design	3	Y		
Foreign Language (Elementary-II)	4-5			Fulfills College General Requirements.
Kent Core Requirement	4			See Kent Core Summary on page-2
Semester Five: [# 15]				
CS 33901 Software Engineering	3	Y		
CS 46101 Design and Analysis of Algorithms	3	Y		
CS 47205 Information Security	3	Y		Take the First Concentration Course.
General Electives (lower or upper division)	3			
Kent Core Requirement	3			See Kent Core Summary on page-2
Semester Six: [# 15]				
CS 33101 Structure of Programming Languages	3	Y		
CS 43401 Secure Programming	6	Y		Take the Second Concentration Course.

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KENT STATE UNIVERSITY

Roadmap: Computer Science -Information Security-- BS
[AS-CS-BS]
College of Arts & Science
Department of Computer Science
Catalog Year: 2012-2013

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
CS Electives (upper division)	3	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
Semester Seven: [# 16]				
CS 49901 Capstone Project	4	Y	C	Fulfills WIC & experiential learning requirement, * Concentration may substitute it by a practicum.
CS 45203 Network Security or CS 47221 Introduction to Cryptography	3	Y		Take the Third Concentration Course.
CS Electives (upper division)	3	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
Semester Eight: [# 15]				
CS Electives (40000 Level)	6	Y		
Kent Core Requirement	6			See Kent Core Summary on page-2
General Electives (lower or upper division)	3			Number of credits required depends on meeting minimum 121 credit hours and 42 upper division 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	39	36	Kent Core or General Electives	CS 499101 or CS 48102	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)	Fulfilled in the major with MATH 12002	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	6

Note: Students not prepared to take CS 13001 in the first semester will benefit from taking CS 10051.
Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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

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KENT STATE UNIVERSITY

Roadmap: Computer Science -Information Security-- BS
[AS-CS-BS]
College of Arts & Science
Department of Computer Science
Catalog Year: 2012-2013

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 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
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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.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-9-2011 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	MCLS		
College	AS - Arts and Sciences		
Degree	BA - Bachelor of Arts		
Program Name	**French**	Program Code	**FR**
Concentration(s)		Concentration(s) Code(s)	
Proposal	Revise program		

Description of proposal:

1)Add three courses to the French major: TRST 30230 (Approaches to Translation), FR 33231 (Translation Practice: French) and one of the following: MCLS 20000 (Global Literacy and Cultural Awareness) or MCLS 30420 (Foreign Language and Culture Studies).
2) Change the wording from in the elective category from "French Literature or Cultural Electives" to simply "Electives."
3) Remove two courses from the list of electives: FR 33095 (Selected Topics in French) and FR 33301 (French Play Production).
4) Add one course to the electives: FR 43230 (Advanced Translation Practice).
5) Add two non-course requirements to the program requirements: completion of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and Writing Proficiency Test.
6) Change program title from BA in French to BA in French Literature, Culture and Translation. (FLCT)

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

Current total credit hours: 32 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 is being made with a simulanteous proposal to inactivate the B.S. in French Translation Program from which the proposed added courses to the B.A. program originated. This will result in more efficient staffing and use of resources without compromising our departmental mission. The proposal assures that students will have the opportunity to take unique courses from our soon-to-be former B.S. in French Translation (a field with rapid employment growth) despite its pending deactivation, and, in fact, makes the course available to all future French majors. Since this proposal, in essence, involves merging two existing programs within our department and the incorporation of existing courses into the revised B.A. French program, no encroachment issues are anticipated and no new staff is needed. MCLS 20000 and MCLS 30420 do not have prerequisites, which means that students do not have to wait until they have acquired signficant proficiency to take them. Teacher licensure candidates will be advised to take MCLS 30420 and not MCLS 20000, since MCLS 30420 is a requirement for the Education Minor. Students will incur the costs of the OPI and WPT. French teacher licensure candidates are already required to take the exams for Ohio teaching licensure, but the exams are not currently listed anywhere as program requirements. These candidates have been paying for their own exams.

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

None.

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REQUIRED ENDORSEMENTS

Jennifer Larson — 12/9/11
Department Chair / School Director

___/___/___
Campus Dean (for Regional Campuse proposals)

Mary Ann Haley — 12/16/11
College Dean (or designee)

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

___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

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KENT STATE UNIVERSITY

Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Jennifer Larson, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 12-8-2011

Re: Transmittal Memo for MCLS Curricular revisions to BA and BS programs

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1. Program Revisions

Please find attached documentation to suspend admissions effective fall 2012 to:

a) the B.S. in French Translation (FRTR);
b) the B.S. in German Translation (GRTR);
c) the B.S. in Russian Translation (RUTR);
d) and the B.S. in Spanish Translation (SPTR).

Vote to suspend this programs was approved by the MCLS CC on 12/5/2011. These proposals to suspend the four B.S. programs should replace the proposals to inactivate the B.S. in translation programs referenced in our transmittal memo to you dated 10-7-2011.

On 10-7-2011, we also sent forth proposals to revise:

→ a) the B.A. in French (FR);
b) the B.A. in German (GER);
c) the B.A. in Russian (RUSS);
d) the B.A. in Spanish (SPAN).

We would now like to add one more change (approved by MCLS CC on 12/5/2011) to each of these proposals as follows:

→ a) change the name of the B.A. in French to B.A. in French Literature, Culture and Translation;
b) change the name of the B.A. in German to B.A. in German Literature, Culture and Translation;
c) change the name of the B.A. in Russian to B.A. in Russian Literature, Culture and Translation;
d) change the name of the B.A. in Spanish to B.A. in Spanish Literature, Culture and Translation.

KENT STATE
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Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Jennifer Larson, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 10/09/2011

Re: Transmittal Memo for MCLS Curricular revisions.

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3. **Program revisions** (Approved MCLS CC on 10/07/2011)

   a. BA in French

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i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the French BA: **TRST 30230** Approaches to Translation, **FR 33231** Translation Practice: French.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Add one course to French electives **FRN 43240** to Advanced Translation Practice).

v. Remove two 30000 courses from the elective list **FR 33095** Selected Topics in French and **FR 33301** French Play Production.

vi. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

b. BA in German

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add three required courses to the German BA: **TRST 30230** Approaches to Translation; **GER 31231** Translation Practice: German, and **GER 41240** Business and Special Texts: German.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Add one course to the German upper division electives: **GER 41240** Advanced Translation Practice: German.

v. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

c. BA in Russian

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the Russian BA: **TRST 30230** Approaches to Translation, **FR 32231** Translation Practice: Russian.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

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iv. Add one course to Russian electives **RUSS 43240** to Advanced Translation Practice).

v. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

d. BA in Spanish

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the Spanish BA: **TRST 30230** Approaches to Translation, **SPAN 38231** Translation Practice: Spanish.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Increase Spanish 40000 electives from three hours to six hours. Add four courses to the Spanish electives **SPAN 38240** Conversation for Business and Special Purposes: Spanish; **SPAN 48230** Advanced Translation Practice: Spanish; **SPAN 48240** Business and Special Texts: Spanish and **TRST 38303** Medical Spanish Translation and Interpreting. 30000 level courses from this list can fulfill the 3/40000 elective category. 40000 level courses from this list can fulfill either the 3/40000 category or the 40000 category.

v. Revise Spanish literature survey course configuration as follows. Reduce number of hours from nine to six. Students must choose one from **SPAN 38330** Early Spanish Literature or **SPAN 38331** Recent Spanish Literature; and students must choose one from **SPAN 38334** Early Spanish-American Literature or **SPAN 38335** Recent Spanish American Literature

vi. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

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Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission: 12-9-2011

Name of institution: Kent State University

Previously approved title: French within the BA degree

Proposed new title: French Literature, Culture and Translation within the BA degree

Proposed implementation date of the request: Fall 2012

Date that the request received final approval from the appropriate institutional committee: [DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request
Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Educator Preparation Programs:
Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.
To reflect the incorporation of translation courses in the revised BA program and to give translation, the applied component, more visibility.

Describe how the name and curricular changes will affect students in the current program.

Current students will not be affected.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.
N/A

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

N/A

Describe how the effectiveness of the new curriculum will be monitored over time.
The effectiveness will be monitored through a revised Academic Quality Improvement Program (AQIP) submitted with the program revisions.

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Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
FR 33211 French Conversation	3	FR 33211 French Conversation	3
FR 33212 French Composition	3	FR 33212 French Composition	3
FR 33214 French Composition Extended	2	FR 33214 French Composition Extended	2
FR 33215 French Phonetics and Diction	3	FR 33215 French Phonetics and Diction	3
		FR 33231 Translation Practice	1
FR 33421 French Civilization	3	FR 33421 French Civilization	3
FR 33335 Introduction to French Theatre***	3	FR 33335 Introduction to French Theatre***	3
FR 33336 Introduction to French Poetry***	3	FR 33336 Introduction to French Poetry***	3
FR 33337 Introduction to French Novel***	3	FR 33337 Introduction to French Novel***	3
FR 43213 French Composition Advanced	3	FR 43213 French Composition Advanced	3
		MCLS 20000 Global Literacy & Cultural Awareness or MCLS 30420 Foreign Language and Culture Studies	3
		TRST 30230 Approaches to Translation	3
	26		**33**
French Literature or Cultural Electives	**6**	French Electives	**6**
FR 43091 French Seminar (3)		FR 43091 French Seminar (3)	
FR 43093 Variable Title Workshop in French (3)		FR 43093 Variable Title Workshop in French (3)	
FR 43096 Individual Investigation (3)		FR 43096 Individual Investigation (3)	
FR 43216 Contemporary French Culture (3)		FR 43216 Contemporary French Culture (3)	
		FR 43230 Advanced Translation Practice: French (3)	
FR 43240 Business and Special Texts: French (3)		FR 43240 Business and Special Texts: French (3)	
FR 43366 Studies in 19th-Century Novel (3)		FR 43366 Studies in 19th-Century Novel (3)	
FR 43368 20th Century French Novel (3)		FR 43368 20th Century French Novel (3)	
FR 43369 20th-Century French Poetry (3)		FR 43369 20th-Century French Poetry (3)	
FR 43370 20th-Century French Theatre (3)		FR 43370 20th-Century French Theatre (3)	
FR 43380 Francophone Literature (3)		FR 43380 Francophone Literature (3)	
Total hours	**32**	**Total hours**	**39**

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

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

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Proposal Summary

Title: Revisions to BA in French (FR) program requirements

Subject Specification: This proposal, with a net increase in credit hours from 32 to 39, seeks to add three courses to the French BA core requirements: TRST 30230 (Approaches to translation), FR 33231 (Translation Practice: French) and one of either of the following two choices: MCLS 20000 (Global Literacy and Cultural Awareness) or MCLS 30420 (Foreign Language and Culture Studies); to add one course to the list of electives: FR 43230 (Advanced Translation Practice: French); and to remove two courses from the list of electives: FR 33095 (Selected Topics in French) and FR 33301 (French Play Production). Two non-course requirements will be added: completion of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the ACTFL Writing Proficiency Test (WPT). Major name will change to French Literature, Culture and Translation.

Background Information: Currently, the Department of Modern and Classical Language Studies offers two options for students majoring in French: a B.A. in French and a B.S. in French Translation. It is no longer feasible for MCLS to spread its resources across two undergraduate French majors. The proposed revisions to the French BA major are being submitted simultaneously with a proposal to inactivate the B.S. in French Translation major with the goal of increasing efficiency while remaining faithful to our department mission of instilling in our majors (in this case French majors) functional proficiency, cultural literacy and greater sensitivity, tolerance and appreciation for diversity through the study of language, literature and culture. In fact, the addition of the three core courses, TRST 30230, FR 33231 and one of either MCLS 20000 or MCLS 30420 (presently required only of B.S. in French Translation majors and students seeking French teaching licensure) to the B.A. in French major, will enhance our ability to achieve our mission for all undergraduate French majors as the course content addresses multiple objectives in our mission. Similar proposals are being submitted for the other languages with two bachelors programs (German, Russian and Spanish).

The addition of TRST 30320 with the corresponding practice, FR 33231, will introduce all French majors to a field that, according to the U.S. Bureau of Labor Statistics, is projected to grow a faster-than-average 22% between 2008 and 2018. The addition of FR 43230 to the French B.A. electives will enable students interested in pursuing a career in translation or a related field to further develop translation and applied language skills and to learn more about professional opportunities for French majors, despite the inactivation of the B.S. in French Translation major.

The revisions to the B.A. French major, coupled with our proposal to deactivate the B.S. in French Translation major, are predicted to produce dramatic revenue savings and more cost-effective delivery methods. MCLS 20000, MCLS 30420 and TRST 30230 are non-language specific courses and, therefore, will have larger enrollments than is possible in language-specific courses. Since all B.A. majors in French, German, Russian and Spanish will take these courses and the courses will be planned in identical semesters on all the roadmaps (assuming approval of proposals parallel to this one in the other languages), demand for these courses is expected to increase and to occur in the same semesters across languages, raising FTEs.

ACTFL OPI and ACTFL WPT are being proposed as additional requirements because they will provide us an independent, internationally recognized standardized measure of our students' functional proficiency in French as they approach the end of their program. This will allow us to

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compare our graduates to others who have taken the ACTFL exams. In 2002, the National Council for Accreditation of Teacher Education (NCATE) mandated that foreign language teaching licensure programs must produce candidates with Advanced-Low proficiency scores on the OPI and WPT and many departments of education including the Ohio Department of Education are requiring the OPI and WPT for licensure. Consequently, universities across the nation are beginning to require the OPI and WPT either for licensure candidates only or for all of their language majors. Our proposal follows a national trend. Upon completion of each exam, students are given a certificate that states their proficiency level.

The new major name will better reflect the variety of courses students will be able to take.

Alternatives and Consequences: If these courses are not added, with the exception of MCLS 20000, which also serves to fulfill a language requirement for many non-language majors, we would eventually cease to offer them after the B.S. in French Translation is inactivated and no students of French would be introduced to translation studies at the undergraduate level, which would be unfortunate given the projected growth rate in this field. Demand for FR 43230 and FR 43240 would be limited primarily to Business French minor students, compromising our ability to sustain that program, our only remaining French progam, after the inactivation of the B.S. in French Translation, with a professional, applied emphasis.

We plan to use the OPI and WPT as part of our AQIP to identify strengths and weakenesses in the preparation of our B.A. in French majors. Failure to institute OPI and WPT as program requirements will result in incomplete data, invalidating our AQIP results and action plans. We will not be able to compare our student proficiency outcomes to national norms.

Specific Recommendation and Justification: In sum, we seek to add three courses to the B. A. French major to be taken by all students: TRST 30230 (3 credit hours), the corresponding practice course of 1 credit hour: FR 33231 and one 3-credit course on cultural literacy and cross-cultural sensitivity with students' being able to choose either MCLS 20000 or MCLS 30420. Additionally, we propose to remove two electives at the 30000 level, which have not been offered in many years and which do not apply towards the major: FR 33095 and FR 33391. We wish to add a 3-credit 40000 course to the list of electives: FR 43230. The addition of TRST 30230 and FR 33231 will introduce all French majors to one of the most rapidly growing occupational fields: translation. Requiring MCLS 20000 or MCLS 30420 of all French majors will ensure that all are exposed to similar theories, concepts and applications related to cultural literacy, cross-cultural understanding and appreciation for diversity. The addition of FR 43230 to the list of electives will allow students with an interest skills in French for special purposes. These proposed changes result in an increase from 32 to 39 credit hours for the B.A. French major. Finally, we propose the addition of two non-course program requirements: completion of the ACTFL OPI and ACTFL WPT. These exams will improve our current AQIP methodology and provide data that can be used to compare the proficiency of our majors to that of other French majors in Ohio and the nation. Students will have a greater awareness of their own proficiency levels, knowledge which will help make realistic academic and career decisions. Students who take the exams will be able to document their proficiency to prospective employers and when making applications to graduate schools.

Timetable and Actions Required:
Departmental approval: fall 2011
CCC approval: fall 2011
EPC approval: fall ; 2011
Effective date, fall 2012

French Literature, Culture and Translation - B.A. Program Requirements

Kent State University Catalog 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > French - B.A. Program Requirements

- French semester-by-semester 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.	**PREREQUISITE REQUIREMENTS***			
Type	**Course**		**Title**	**Credits**
	FR	13201	Elementary French I (4)	
		13202	Elementary French II (4)	
		23201	Intermediate French I (3)	
		23202	Intermediate French II (3)	
III.	**MAJOR PROGRAM REQUIREMENTS (32 credits) ** Courses count in major GPA**			
Type	**Course**		**Title**	**Credits**
	FR	33211	French Conversation	3
		33212	French Composition	3
		33214	French Composition Extended	2
		33215	French Phonetics and Diction	3
		33421	French Civilization	3
WIC		33335	Introduction to French Theatre***	3
WIC		33336	Introduction to French Poetry***	3
WIC		33337	Introduction to French Novel***	3
		43213	French Composition Advanced	3
	(FR)	33231	Translation Practice: French	1
	MCLS	20000 or 30420	Global Literacy and Cultural Awareness Foreign Language and Culture Studies	3
	TRST	30230	Approaches to Translation	3
	Choose from the following: ~~French Literature or Cultural~~ Electives			6
	FR	~~33095~~	~~Selected Topics in French (3)~~	
		~~33301~~	~~French Play Production (3)~~	
		43091	French Seminar (3)	
		43093	Variable Title Workshop in French (3)	
		43096	Individual Investigation (3)	
		43216	Contemporary French Culture (3)	
		43230	Advanced Translation Practice: French	3
		43240	Business and Special Texts: French (3)	
		43366	Studies in 19th-Century Novel (3)	
		43368	20th Century French Novel (3)	
		43369	20th-Century French Poetry (3)	
		43370	20th-Century French Theatre (3)	
		43380	Francophone Literature (3)	

39 credits

Add

Remove words "French literature or Cultural"

Remove FR 33095 and 33301 from the list of electives

⇦Add

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IV. ADDITIONAL PROGRAM REQUIREMENTS (88 credits)		
Type Course	**Title**	**Credits**
	Foreign Language or General Electives****	14
	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
	College General Requirement (must be from Kent Core Basic Science)	3
	College General Requirement (must be from Kent Core Social Science)	3
	General Electives (minimum 6 upper-division credit hours) *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*	32
	MINIMUM TOTAL	**121**

* Many students begin their university studies with substantial proficiency in French and therefore, should begin their program of study with the first courses in the French major: FR 33211, FR 33212 and FR 33214. Other students may need to complete one or more of the prerequisite courses: FR 13201, FR 13202, FR 23201, FR 23202. Starting French studies in the appropriate course(s) is critical to on-time graduation. All students intending to major in French should contact a French faculty advisor in the department of Modern and Classical Language Studies prior to enrolling in their first French course for individualized placement and advising information. Students entering the university with substantial knowledge of French should consider taking the College-Level Examination Program through with they may receive up to 14 hours of university credit. Students wishing to earn credit through CLEP should take the exam several weeks prior to enrolling in their first French course to ensure eligibility, timely granting of credits and timely placement into the correct French course(s).

** All courses taken from the list of major program requirements are used in the calculation of the major GPA.

*** One course must be passed with minimum C grade to fulfill writing-intensive requirement.

****Students who fulfill the language requirement in fewer than 14 hours as a result of starting their French studies in a course higher than FR 13201 will complete remaining hours with general electives.

*[add] ***** All French majors must take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview , ACTFL Writing Proficiency Test, and the French Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Web site (www.actfl.org) and the Language Testing International (LTI) Web site: http://www.languagetesting.com/about_us.cfm, the exclusive licensee of ACTFL. B.A. in French candidates should consult with their designated French faculty advisor for more information on arranging to take the proficiency exams.*

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KENT STATE UNIVERSITY

Roadmap: French - Bachelor of Arts
[AS-BA-FR]
College of Arts and Sciences
Department of Modern and Classical Language 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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [15 Credit Hours]					
Students interested in completing teacher licensure should use the major map with an Education minor and contact the department's pedagogy coordinator for advising. Students not placing out of Intermediate II will need to take the appropriate language course(s) as determined by the department. See note 1.					
FR 33211 French Conversation	3	■		■	**See note 1 on page 2**
FR 33212 French Composition	3	■		■	
FR 33214 French Composition Extended	2	■		■	
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				
Semester Two: [15 Credit Hours]					
FR 33215 French Phonetics and Diction	3	■		■	**Offered in spring only**
FR 3333X Introductory French Literature Course	3	■		■	**See note 2 on page 2; fulfills writing-intensive course requirement**
~~Kent Core Requirement~~ *MCLS 20000 or MCLS 30240*	3			■	*MCLS 20000 Global Literacy and Cultural Awareness*
Kent Core Requirement	3				See Kent Core Summary on page 2 *See note 5 on page 2*
Kent Core Requirement	3				*MCLS 30420 Foreign Language & Culture Studies*
Semester Three: [15 Credit Hours]					
FR 33421 French Civilization	3	■		■	**Offered in fall only**
FR 3333X Introductory French Literature Course	3	■		■	**See note 2 on page 2; fulfills writing-intensive course requirement**
College General Requirements	6				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
FR 3333X Introductory French Literature Course	3	■		■	**See note 2 on page 2; fulfills writing-intensive course requirement**
College General Requirements	3				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Five: [14 Credit Hours]					
FR 43213 French Composition - Advanced	3				
College General Requirements *TRST 30230 Approaches to Translation (3) and FR 33213 Translation Practice: French (1)*	5	■		■	Taken from any Kent Core Categories or Foreign Language
College General Requirement	3	■		■	Must be from Kent Core Basic Science
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Six: [15 Credit Hours]					
French Literature or Culture Elective	3	■		■	**See note 3 on page 2**
College General Requirement	3				Must be from Kent Core Social Science
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
General Elective (lower or upper division)	3				
Semester Seven: [15 Credit Hours]					
French Literature or Culture Elective	3	■		■	**See note 3 on page 2**
General Electives (upper division)	12	■			
Semester Eight: [17 Credit Hours]					
General Electives (upper division)	17	■			Number of credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours

ACTFL Oral Proficiency Interview, ACTFL Written Proficiency Test and Departmental Outcomes Assessment Test should be taken in this semester.

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KENT STATE UNIVERSITY

Roadmap: French - Bachelor of Arts
[AS-BA-FR]
College of Arts and Sciences
Department of Modern and Classical Language 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	42	36	Kent Core or General Electives	FR 33335, FR 33336, FR 33337	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 category and minimum one course from fine arts category*	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

Note 1: Many students begin their university studies with substantial proficiency in French and therefore, should begin their program of study with the first courses in the French major: FR 33211, FR 33212 and FR 33214. Other students may need to complete one or more of the prerequisite courses: FR 13201, FR 13202, FR 23201, FR 23202. Starting French studies in the appropriate course(s) is critical to on-time graduation. All students intending to major in French should contact a French faculty advisor in the department of Modern and Classical Language Studies prior to enrolling in their first French course for individualized placement and advising information. Students entering the university with substantial knowledge of French should consider taking the College-Level Examination Program (http://career.kent.edu/home/testing/t_clep.cfm) through with they may receive up to 14 hours of university credit. Students wishing to earn credit through CLEP should take the exam several weeks prior to enrolling in their first French course to ensure eligibility, timely granting of credits and timely placement into the correct French course(s).

Note 2: **Required Introductory French Literature Courses (9 credit hours):**
(One course must be earned with minimum C grade to fulfill writing-intensive requirement)

FR 33335 Introduction to French Theatre	3	FR 33337 Introduction to French Novel	3
FR 33336 Introduction to French Poetry	3		

Note 3: **French Literature or Cultural Electives (6 credit hours)**, choose from the following:

~~FR 33095 Selected Topics in French~~	3	FR 43240 Business and Special Texts: French	3
~~FR 33301 French Play Production~~	3	FR 43366 Studies in 19th-Century Novel	3
FR 43091 French Seminar	3	FR 43368 20th-Century French Novel	3
FR 43093 Variable Title Workshop in French	3	FR 43369 20th-Century French Poetry	3
FR 43096 Individual Investigation	3	FR 43370 20th-Century French Theatre	3
FR 43216 Contemporary French Culture	3	FR 43380 Francophone Literature	3

FR 43230: Advanced Translation Practice: French 3

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

Note 5: Students seeking teaching licensure through the Education Minor should take MCLS 30420.

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.

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Assessment Plan for Proposed Revised B.A. in French Major Effective Fall 2012

a. Learning Goals

The mission of the French BA program is to instill functional proficiency in the target language, cultural literacy and a greater sensitivity, tolerance and appreciation for diversity through the study of the French language, Francophone literature and culture and MCLS courses in global awareness and literacy, cultural studies, applied linguistics and translation studies. Functional proficiency means the ability to use French as a medium for communication in real-life tasks and interactions with other speakers of French. The program, particularly when combined with a second major, a minor, a concentration or specialization in a second discipline, prepares students to work in a variety of language-centered and language-related jobs in fields such as, but not limited to, education, international relations, politics, law, government, finance, commerce, and medicine. Language-centered careers are those such as teaching, translating and interpreting in which language ability is a primary skill and language-related careers are those in which knowledge of a foreign language complements other skills (Bluford 1994/1995[1]).

The program aims to develop the reading, writing, speaking and listening skills and cultural competence necessary for using French as a medium for socially, culturally and pragmatically appropriate communication in real-life tasks and interactions with other speakers of French in a range of informal and formal settings. At the same time, a successful program will ensure that students have a firm understanding of the diverse nature of Francophone cultures throughout the ages and a thorough familiarity with the conventions for discussing these cultures in an intellectual manner. Additionally, students will learn basic concepts and skills in translation.

b. Student Learning Outcomes

O1. Functional Proficiency – Speaking

The American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI) and the corresponding rating scale or speaking guidelines (www.actfl.org/files/public/Guidelinesspeak.pdf) is one of the most widely used assessments of speaking skills in the U.S., and in fact, since 2002, has been mandated by the National Council for Accreditation of Teacher Education (NCATE) in foreign language teacher licensure programs. The ACTFL Oral Proficiency Scale is an independent, standardized, performance-based rating of proficiency comprised of four major levels: Superior, Advanced, Intermediate and Novice, the lower three of which have sub-levels of High, Mid and Low, for a total of ten levels ranging from Novice-Low to Superior[2].

[1] Bluford, V. (1994/5). Working with foreign languages. *Occupational Outlook Quarterly, 38* (4). http://www.bls.gov/opub/ooq/home.htm.

[2] Note: These levels are derived from and correlated with the U.S. Government scale as promulgated by the Interagency Language Roundtable (ILR - http://www.govtilr.org/). The ILR scale ranges from 0 (no proficiency) to 5 (functionally native proficiency). The correlation is 0 = Novice, 1 = Intermediate, 2 = Advanced, and 3 = Superior. The ILR level 3 is called General Professional Proficiency and is the minimum level accepted by the U.S. government for language-related employment.

ACTFL proficiency ratings represent a continuum with each level entailing proficiency at the levels below it. An ACTFL oral proficiency rating represents the highest level an OPI candidate can sustain across a variety of language settings (e.g., formal, informal, professional), functions (e.g., describing, supporting an opinion, hypothesizing), topics, and so forth, when pushed. Speakers invariably are able to perform at a higher level than their current level for some language functions and when speaking about certain topics; sustainability is the crucial factor in assigning an ACTFL rating. The ACTFL Scale is often depicted as an inverted pyramid because the distinction between levels increases exponentially. For example, the difference between the Novice-Mid and Novice-High levels is much smaller than the difference between the Advanced-Mid and Advanced-High levels. Consequently, while most language learners progress rapidly through the lower ends of the proficiency scale, they will need considerably more exposure to and experience with the target language to progress through the Intermediate range, and in most cases, extended residence in the country where the target language is spoken to achieve Advanced or Superior proficiency.

We will set our own targets for oral proficiency in French in accordance with the ACTFL results reported by Swender[3] (2003). All B.A. candidates in French will be required to take the OPI prior to being cleared for graduation effective with the 2012 catalog. Swender (2003) has reported that among the 501 college juniors and seniors who took the ACTFL OPI in one of seven languages between 1998 and 2002, the majority fell into one four levels spanning Intermediate-Mid to Advanced-Mid, with the mode being Intermediate-High and relatively even distributions at the Intermediate-Mid, Advanced-Low and Advanced-Mid levels. Distributions in French (n = 210) were similar with slightly higher percentages in Advanced-High and Advanced-Low (2% and 1% higher, respectively) and slightly lower (3% lower) in the Intermediate-Mid and Intermediate-Low ranges.

Only 7% of the interviewees in the ACTFL data reported by Swender tested at Advanced-High or Superior, likely native speakers or students who lived abroad for an extended period of time. Consequently, we will collapse the upper levels setting our highest target to "Advanced-Mid or higher". Similarly, only 1% of the ACTFL interviewees scored at Intermediate-Low or below (.4% for French). Therefore, we will set our lowest target at Intermediate-Mid.

Since the ACTFL Proficiency scale is continuous, with each level entailing those below it, OPI data is reported in both total and cumulative percentages (counted downwards from the highest proficiency level). For instance in the ACFTL data shown in the table below, the cumulative percentage of interviewees rated at Superior down to Advanced-Mid in French was 30%, while down the scale, the cumulative percentage of candidates who reached Intermediate-Mid was 99%. Our targets will be expressed in terms of cumulative percentages. Concretely, we expect 100% of our B.A. in French candidates to achieve Intermediate-Mid, at least 80% of our candidates to reach Intermediate-High, at least 50% to reach Advanced-Low and 25% or more to reach Advanced-Mid or higher. Also in line with national data, we expect the mode for our candidates in French to be at the Intermediate-High level once the sample is large enough to allow for statistically meaningful interpretation.

Twelve MCLS students have completed the OPI in various languages as of 8-10-2011. The sample is too small to predict a trend for the entire population of MCLS candidates who take the OPI, but results

[3] Swender, E. (2003). Oral proficiency testing in the real world: Answers to frequently asked questions. *Foreign Language Annals 36* (4), 520-526. Swender is the Director of the ACTFL Division of Professional Programs.

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suggest that it is realistic to expect nearly all of our candidates to reach Intermediate-Mid (100% so far have) and that roughly 50% will reach Advanced-Low or higher. As MCLS data accumulate enough to show meaningful trends we may refine our targets.

	ACTFL Data reported by Swender **French** / (All languages)			Targets for KSU BA in French candidates	MCLS Candidates who have taken OPI through 8-10-2011
ACTFL Rating	No. of OPI Interviewees	% of total	Cumulative %	Cumulative %	Cumulative %
Advanced-Mid or higher	**63** (131)	**30%** (26%)	**30%** (26%)	25%	17%
Advanced-Low	**47** (105)	**22%** (21%)	**52%** (47%)	50%	50%
Intermediate-High	**68** (175)	**32%** (35%)	**84%** (82%)	80%	75%
Intermediate-Mid	**31** (86)	**15%** (17%)	**99%** (99%)	100%	100%

The ACTFL definitions of Intermediate and Advanced should not be confused with the achievement-based concepts associated with course titles, course numbering system or a student's academic standing. ACTFL proficiency levels are determined by performance on the OPI independently of how candidates arrive at their level. The ACTFL descriptor for the Intermediate-High level (our targeted mode) is included below to illustrate how ACTFL Proficiency descriptors differ from academic ones. Descriptors for other levels are similar:

> **Intermediate-High** speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate-High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Further, it is important to understand "functional oral proficiency" outcomes as context-bound and relative. For instance, for BA candidates seeking a career as a bilingual sales representative or tour guide, the ability to open and close conversations and to ask and answer simple questions in highly predictable contexts in French (ACTFL Intermediate levels) may constitute "functional proficiency" for those candidates. For those desiring to become preK-12 teachers, functional proficiency will be the level required by the state of Ohio (presently Intermediate-High, although NCATE specifies for program accreditation the target is Advanced-Low). Those interested in diplomacy and intelligence will need Superior level proficiency, normally acquired by living abroad or being a highly educated native speaker, and accompanied by professional specialization in a discipline in addition to foreign language. Those interested in translation and interpreting will need at least Superior (3) proficiency, and

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realistically more on the ILR scale (see note 2). Thus, a range of outcomes that varies with students' in- and out-of-class experience with the target language and career aspirations is both expected (supported by data) and appropriate.

O2. Functional Proficiency – Writing

Parallel to the Oral Proficiency Interview are the ACTFL Writing Proficiency Guidelines (2001, http://www.actfl.org/files/public/writingguidelines.pdf) and Writing Proficiency Test (WPT). As with oral proficiency, writing proficiency in ACTFL terms is understood to describe a continuous range of qualities rather than an absolute norm and will vary according to task and discourse type, language function, topic, level of formality and so forth. Writing proficiency is cumulative with the highest sustained level reached by a candidate entailing proficiency at the levels below it.

The WPT has been used less than the OPI. However, since 2002, NCATE Program Standards for the Preparation of Foreign Language Teachers require licensure candidates to achieve writing proficiency at Advanced-Low. Use of this instrument and availability of data for norming will increase. In a symposium at the 2007 ACTFL conference, Swender, Surface and Hamlyn (2007[4]) reported on nearly 3,200 teacher licensure candidates who took ACTFL Proficiency Exams between 2005 and 2007. Of the 1,332 candidates who took the WPT, 57.4% scored in the Advanced ranges (Low, Mid or High), while only 17% ranked in the Intermediate level and none scored in the Novice range. No information was given as to the educational status (graduate or undergraduate) or native-speaker status—native, non-native or heritage of the candidates. The authors pointed out three general trends in the comparison between OPI and WPT proficiency ratings: (1) Below the Advanced-Low level, writing proficiency appears to equal or surpass oral proficiency; (2) at the Advanced-Low level, oral and writing proficiency tend to be about equal; and (3) above Advanced-Low oral proficiency tends to exceed written proficiency. However, no statistical data indicating the strength of these correlations were included in the symposium handout.

In their symposium on teacher licensure candidates, Swender, Surface and Hamlyn (2007), mentioned a early study of 307 undergraduate WPT results (no bibliographic information provided) gathered over a five year period (no dates given) which showed a clustering at both Intermediate-High and Advanced-Low levels (58% were in these two levels). Until more national data is available and until we collect more data on our own students (so far only two have taken the WPT, one scoring Intermediate-High and one Advanced-Low), we will set the same cumulative targets for writing as for speaking: 100% should reach Intermediate-Mid or higher, at least 80% should reach Intermediate-High or higher, at least 50% should reach Advanced-Low or higher and at least 25% should reach Advanced-Mid or higher. The mode(s) should be near the Intermediate-High / Advanced-Low boundary. The ACTFL descriptor for Advanced-Low Writing Proficiency is as follows:

> **Writers at the Advanced-Low** level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers demonstrate the ability to narrate and describe in major time frames with some control of aspect. Advanced-

[4] Swender, E., Surface, E.A. & Hamlyn, H. (2007). What proficiency testing is telling us about teacher certification candidates. ACTFL Conference, San Antonio Texas, Nov. 2007.

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Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy, and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer's first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text.

O3. Functional Proficiency – Reading

A standardized ACTFL reading proficiency exam is currently under development but has not yet been licensed to Language Testing International, the agency through which the OPI and WPT are administered. Therefore, we will continue to assess reading proficiency in French through a departmentally-designed Outcomes Assessment Test (OAT). Students are expected to exhibit reading skills comparable to those of the ACTFL Advanced and ACTFL Advanced PLUS levels. These descriptions will guide our assessment of students' reading proficiency through the OAT, but students will be given a numerical score in lieu of an ACTFL rating for reading since our OAT is not an ACTFL test. Once the Reading Proficiency Test and data showing national trends become available, MCLS will consider its adoption.

Advanced: Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced Plus: Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

(1986, http://www.languagetesting.com/download/LTI_ACTFL_Reading_Guidelines.pdf.)

O4 Cultural Literacy and Global Awareness

Graduates are expected to have knowledge of French history and culture and to understand the diverse nature of culture throughout the ages. Graduates will be able to discuss cultural differences, distinguishing between fact, opinion, stereotyping, etc. Through the study of the French language, Francophone literature and culture and either MCLS 30420 (Foreign Language and Culture Studies) or MCLS 20000 (Global Literacy and Cultural Awareness) our students learn to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups and to esteem diversity as they gain the skills necessary for sensitive, effective interpersonal and intercultural communication. Additionally, in learning to recognize and accept cultural differences, they are able to maintain an ongoing assessment of their own cultural values and behaviors. A successful program will instill in our students a lifetime commitment and desire to continue learning about languages, literatures, and cultures different from their own. Evaluation of global literacy and cultural awareness will be added to the departmentally designed OAT already in place.

O5. Introductory Translation Skills
In TRST 30230, students are introduced to foreign language translation concepts, principles, resources, and strategies along with techniques for text analysis. In FR 33231, taken concurrently with TRST 30230, students apply what they learn by completing original translations from French to English of various text types appropriate to their proficiency level in French, their world knowledge and academic background (translation requires familiarity with the subject matter of the text to be translated). Students will be expected to retain the conceptual knowledge and to be able translate from French to English texts appropriate to their current French proficiency, current world knowledge and current academic background. At present, B.S. students are required to complete translations on the departmentally-designed Outcomes Assessment for French Translation. The current measure will be adapted as appropriate and incorporated into the same departmentally-prepared OAT that will be used to address cultural literacy and global awareness and reading comprehension.

c. Measures

O1 Speaking Proficiency.
M1 ACTFL Oral Proficiency Interview.

O2 Writing Proficiency.
M1 ACTFL Writing Proficiency Test.

O3 Reading Proficiency
M1 Outcomes Assessment Test (already in place, revise reading comprehension section if necessary).

04 Global Awareness and Cultural Literacy
M1 Outcomes Assessment Test (review existing OAT and revise as necessary).

05 Translation
M1 Outcomes Assessment Test (revise since students will take fewer translation courses)

Timeline

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Departmentally designed OATs are already in place. Revise existing BA OATs by May 2012 to incorporate assessment of translation skills. If current assessment does not appear to adequately evaluate global awareness and literacy, revise the existing OAT by May 2012.

Add OPI and WPT as graduation requirements effective 2012 catalog and implement a system for coordinating tracking with graduation clearance advisors in the College of Arts and Science and Registrar. Foreign language teacher licensure candidates are already required to take OPI and WPT in order to be licensed in Ohio to teach their language. We already track their scores. The MCLS Assistant Chair can retrieve test results for KSU students through a logon to the Language Testing International Website. Students are also given logins to retrieve and print their own certificates.

Since most students starting with the 2012 catalog will not begin graduating until 2016, full data collection on OPI and WPT results will not be possible until then. However, MCLS will encourage all French majors in earlier catalog years with pending graduations to take the ACTFL exams. Being able to document one's language proficiency is beneficial for job candidates seeking employment in language-centered and language-related fields. ACTFL proficiency standards are recognized internationally in business, government and education sectors.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12-9-2011 Curriculum Bulletin _____
Effective Date Fall 2012 Approved by EPC _____

Department	MCLS
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts
Program Name	**German** Program Code **GER**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise program

Description of proposal:

1) Add TRST 30230 (Approaches to Translation) to the BA in German requirements.
2) Add GER 31231 (Translation Practice) to the BA in German requirements.
3) Add GER 41240 (Business and Special Texts: German) to the BA in German requirements.
4) Add a global awareness and cultural literacy requirement to the BA in German. Students will be required to choose from MCLS 20000 (Global Awareness and Cultural Literacy) or MCLS 30240 (Foreign Language and Culture Studies).
4) Add one course to the upper-division German electives: GER 41230 (Advanced Translation Practice: German).
5) Add two non-course requirements to the program requirements: completion of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and ACTFL Writing Proficiency Test.
6) Change program title from BA in German to BA in German Literature, Culture and Translation. (GLCT)

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: 30 Proposed total credit hours 40

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

This proposal is being made with a simulanteous proposal to inactivate the B.S. in German Translation Program from which the proposed added courses to the B.A. program originated. This will result in more efficient staffing and use of resources without compromising our departmental mission. The proposal assures that students will have the opportunity to take unique courses from our soon-to-be former B.S. in German Translation (a field with rapid employment growth) despite its pending deactivation, and, in fact, makes the courses available to all future German majors. Since this proposal, in essence, involves merging two existing programs within our department and the incorporation of existing courses into the revised B.A. German program, no encroachment issues are anticipated and no new staff is needed. MCLS 20000 and MCLS 30420 do not have prerequisites, which means that students do not have to wait until they have acquired signficant proficiency to take them. Teacher licensure candidates will be advised to take MCLS 30420 and not MCLS 20000, since MCLS 30420 is a requirement for the Education Minor. Students will incur the costs of the OPI and WPT. German teacher licensure candidates are already required to take the exams for Ohio teaching licensure, but the exams are not currently listed anywhere as program requirements. These candidates have been paying for their own exams.

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

None.

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REQUIRED ENDORSEMENTS

Jennifer Larson Department Chair / School Director	12/9/11
Campus Dean (for Regional Campuse proposals)	/ /
Mary Ann Haley College Dean (or designee)	12/16/11
Dean of Graduate Studies (for graduate proposals)	/ /
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

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KENT STATE
UNIVERSITY

Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Jennifer Larson, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 12-8-2011

Re: Transmittal Memo for MCLS Curricular revisions to BA and BS programs

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1. Program Revisions

Please find attached documentation to suspend admissions effective fall 2012 to:

a) the B.S. in French Translation (FRTR);
b) the B.S. in German Translation (GRTR);
c) the B.S. in Russian Translation (RUTR);
d) and the B.S. in Spanish Translation (SPTR).

Vote to suspend this programs was approved by the MCLS CC on 12/5/2011. These proposals to suspend the four B.S. programs should replace the proposals to inactivate the B.S. in translation programs referenced in our transmittal memo to you dated 10-7-2011.

On 10-7-2011, we also sent forth proposals to revise:

a) the B.A. in French (FR);
b) the B.A. in German (GER);
c) the B.A. in Russian (RUSS);
d) the B.A. in Spanish (SPAN).

We would now like to add one more change (approved by MCLS CC on 12/5/2011) to each of these proposals as follows:

a) change the name of the B.A. in French to B.A. in French Literature, Culture and Translation;
b) change the name of the B.A. in German to B.A. in German Literature, Culture and Translation;
c) change the name of the B.A. in Russian to B.A. in Russian Literature, Culture and Translation;
d) change the name of the B.A. in Spanish to B.A. in Spanish Literature, Culture and Translation.

KENT STATE
UNIVERSITY

Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Jennifer Larson, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 10/09/2011

Re: Transmittal Memo for MCLS Curricular revisions.

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3. **Program revisions** (Approved MCLS CC on 10/07/2011)

   a. BA in French

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i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the French BA: **TRST 30230** Approaches to Translation, **FR 33231** Translation Practice: French.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Add one course to French electives **FRN 43240** to Advanced Translation Practice).

v. Remove two 30000 courses from the elective list **FR 33095** Selected Topics in French and **FR 33301** French Play Production.

vi. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

b. BA in German

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add three required courses to the German BA: **TRST 30230** Approaches to Translation; **GER 31231** Translation Practice: German, and **GER 41240** Business and Special Texts: German.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Add one course to the German upper division electives: **GER 41240** Advanced Translation Practice: German.

v. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

c. BA in Russian

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the Russian BA: **TRST 30230** Approaches to Translation, **FR 32231** Translation Practice: Russian.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

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iv. Add one course to Russian electives **RUSS 43240** to Advanced Translation Practice).

v. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

d. BA in Spanish

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the Spanish BA: **TRST 30230** Approaches to Translation, **SPAN 38231** Translation Practice: Spanish.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Increase Spanish 40000 electives from three hours to six hours. Add four courses to the Spanish electives **SPAN 38240** Conversation for Business and Special Purposes: Spanish; **SPAN 48230** Advanced Translation Practice: Spanish; **SPAN 48240** Business and Special Texts: Spanish and **TRST 38303** Medical Spanish Translation and Interpreting. 30000 level courses from this list can fulfill the 3/40000 elective category. 40000 level courses from this list can fulfill either the 3/40000 category or the 40000 category.

v. Revise Spanish literature survey course configuration as follows. Reduce number of hours from nine to six. Students must choose one from **SPAN 38330** Early Spanish Literature or **SPAN 38331** Recent Spanish Literature; and students must choose one from **SPAN 38334** Early Spanish-American Literature or **SPAN 38335** Recent Spanish American Literature

vi. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

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Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission: 12-9-2011

Name of institution: Kent State University

Previously approved title: German within the BA degree

Proposed new title: German Literature, Culture and Translation within the BA degree

Proposed implementation date of the request: Fall 2012

Date that the request received final approval from the appropriate institutional committee: [DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request
Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Educator Preparation Programs:
Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.
To reflect the incorporation of translation courses in the revised BA program and to give translation, the applied component, more visibility.

Describe how the name and curricular changes will affect students in the current program.

Current students will not be affected.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.
N/A

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

N/A

Describe how the effectiveness of the new curriculum will be monitored over time.
The effectiveness will be monitored through a revised Academic Quality Improvement Program (AQIP) submitted with program revisions.

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Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
GER 31201 Intensive German Grammar	3	GER 31201 Intensive German Grammar	3
GER 31211 German Composition and Conversation	3	GER 31211 German Composition and Conversation	3
GER 31215 German Phonetics and Diction	3	GER 31215 German Phonetics and Diction	3
		GER 31231 Translation Practice: German	1
GER 31303 Introduction to German Literature	3	GER 31303 Introduction to German Literature	3
GER 31421 German Civilization	3	GER 31421 German Civilization	3
GER 41211 Adv. German Composition & Conversation	3	GER 41211 Adv. German Composition & Conversation	3
GER 41216 Contemporary German Culture	3	GER 41216 Contemporary German Culture	3
		GER 41240 Business and Special Texts: German	3
MCLS 21417 Multiculturalism in Today's German	3	MCLS 21417 Multiculturalism in Today's German	3
		MCLS 20000 Global Literacy & Cultural Awareness or MCLS 30420 Foreign Language and Culture Studies	3
		TRST 30230 Approaches to Translation	3
	24		**34**
Upper-Division German Electives	**6**	Upper-Division German Electives	**6**
GER 31240 Conversation for Business and Special Purposes: German (3)		GER 31240 Conversation for Business and Special Purposes: German (3)	
GER 41095 Special Topics (3)		GER 41095 Special Topics (3)	
GER 41096 Individual Investigation (3)		GER 41096 Individual Investigation (3)	
		GER 41230 Advanced Translation Practice (3)	
GER 41240 Business and Special Texts (3)			
GER 41330 Twentieth-Century German Authors (3)		GER 41330 Twentieth-Century German Authors (3)	
GER 41332 German Literature by Women (3)		GER 41332 German Literature by Women (3)	
GER 41334 The German Novella (3)		GER 41334 The German Novella (3)	
GER 41335 German Drama (3)		GER 41335 German Drama (3)	
GER 41338 German Poetry (3)		GER 41338 German Poetry (3)	
GER 41340 History of German Literature to 1750 (3)		GER 41340 History of German Literature to 1750 (3)	
GER 41341 History of German Literature 1750 to the Present (3)		GER 41341 History of German Literature 1750 to the Present (3)	
GER 41365 Classical German Literature (3)		GER 41365 Classical German Literature (3)	
GER 41731 Survey of German Cinema (3)			
Total hours	**30**	Total hours	**40**

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

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

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Proposal Summary

Title: Revisions to BA in German program requirements

Subject Specification: This proposal, with a net increase in credit hours from 30 to 40, seeks to add four courses to the German BA core requirements: TRST 30230 (Approaches to translation), GER 31231 (Translation Practice: German), GER 41240 (Business and Special Texts: German), and one of either of the following two choices: MCLS 20000 (Global Literacy and Cultural Awareness) or MCLS 30420 (Foreign Language and Culture Studies); and to add one course to the list of electives: GER 41230 (Advanced Translation Practice: German). Two non-course requirements will be added: completion of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the ACTFL Writing Proficiency Test (WPT). Major name will change to German Literature, Culture and Translation.

Background Information: Currently, the Department of Modern and Classical Language Studies offers two options for students majoring in German: a B.A. in German and a B.S. in German Translation. It is no longer feasible for MCLS to spread its resources across two undergraduate German major programs. The proposed revisions to the German BA major are being submitted simultaneously with a proposal to inactivate the B.S. in German Translation major with the goal of increasing efficiency while remaining faithful to our department mission of instilling in our majors (in this case German majors) functional proficiency, cultural literacy and a greater sensitivity, tolerance and appreciation for diversity through the study of language, literature and culture. In fact, the addition of the four core courses, TRST 30230, GER 31231, GER 41230, and one of either MCLS 20000 or MCLS 30420 (this latter presently required only of B.S. in German Translation majors and students seeking German teaching licensure) to the B.A. in German major, will enhance our ability to achieve our mission for all undergraduate German majors as the content of these couses addresses multiple objectives in our mission. Similar proposals are being submitted for the other languages with two bachelors programs (French, Russian and Spanish).

The addition of GER 41240, and TRST 30320 with the corresponding practice, GER 31231, to the German BA program will introduce all German majors to a field that, according to the U.S. Bureau of Labor Statistics, is projected to grow a faster-than-average 22% between 2008 and 2018. The addition of GER 41230 to the German B.A. electives will enable students interested in pursuing a career in translation or a related field to further develop translation and applied language skills and to learn more about professional opportunities for German majors, despite the inactivation of the B.S. in German Translation major.

The revisions to the B.A. German major, coupled with our proposal to deactivate the B.S. in German Translation major, are predicted to produce dramatic revenue savings and more cost-effective delivery methods. MCLS 20000, MCLS 30420 and TRST 30230 are non-language specific courses and, therefore, will be delivered with larger enrollments than is possible in language-specific courses. Since all B.A. majors in French, German, Russian and Spanish will take these courses and the courses will be planned in identical semesters on all the roadmaps (assuming approval of parallel proposals in the other languages), demand for these courses is expected to increase and to occur in the same semesters across languages, raising FTEs.

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ACTFL OPI and ACTFL WPT are being proposed as additional requirements because they will provide us an independent, internationally recognized standardized measure of our students'

functional proficiency in German as they approach the end of their program. This will allow us to compare our graduates to others who have taken the ACTFL exams. In 2002, the National Council for Accreditation of Teacher Education (NCATE) mandated that foreign language teaching licensure programs must produce candidates with Advanced-Low proficiency scores on the OPI and WPT and many departments of education including the Ohio Department of Education are requiring the OPI and WPT for licensure. Consequently, universities across the nation are beginning to require the OPI and WPT either for licensure candidates only or for all of their language majors. Our proposal follows a national trend. Upon completion of each exam, students are given a certificate that states their proficiency level. The new major name will better reflect the variety of courses students will be able to take.

Alternatives and Consequences: If these courses are not added, with the exception of MCLS 20000, which also serves to fulfill a language requirement for many non-language majors, we would eventually cease to offer them after the B.S. in German Translation is inactivated and no students of German would be introduced to translation studies at the undergraduate level, which would be unfortunate given the projected growth rate in this field. Demand for GER 41230 and GER 41240 would be limited primarily to Business German minor students, compromising our ability to sustain that program, our only remaining German progam, after the inactivation of the B.S. in German Translation, with a professional, applied emphasis.

We plan to use the OPI and WPT as part of our AQIP to identify strengths and weakenesses in the preparation of our B.A. in German majors. Failure to institute OPI and WPT as program requirements will result in incomplete data, invalidating our AQIP results and action plans. We will not be able to compare our student proficiency outcomes to national norms.

Specific Recommendation and Justification: In sum, we seek to add four courses to the B.A. German major to be taken by all students: GER 41240 (3 credit hours), TRST 30230 (3 credit hours), the corresponding practice course of 1 credit hour: GER 31231 and one 3-credit course on cultural literacy and cross-cultural sensitivity with students' being able to choose either MCLS 20000 or MCLS 30420. We wish to add a 3-credit 40000 course to the list of electives: GER 41230. The addition of GER 41240, TRST 30230 and GER 31231 will introduce all German majors to one of the most rapidly growing occupational fields: translation. Requiring MCLS 20000 or MCLS 30420 of all German majors will ensure that all are exposed to similar theories, concepts and applications related to cultural literacy, cross-cultural understanding and appreciation for diversity. The addition of GER 41230 to the list of electives will allow students with an interest in translation an opportunity to gain further skills in German translation. These proposed changes result in an increase from 30 to 40 credit hours for the B.A. German major. Finally, we propose the addition of two non-course program requirements: completion of the ACTFL OPI and ACTFL WPT. These exams will improve our current AQIP methodology and provide data that can be used to compare the proficiency of our majors to that of other German majors in Ohio and the nation. Students will have a greater awareness of their own proficiency levels, knowledge which will help make realistic academic and career decisions. Students who take the exams will be able to document their proficiency to prospective employers and when making applications to graduate schools.

Timetable and Actions Required:
Departmental approval: fall 2011
CCC approval: fall 2011
EPC approval: fall ; 2011
Effective date, fall 2012

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Literature, Culture and Translation

German - B.A. Program Requirements

Kent State University Catalog 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > German - B.A. Program Requirements

- German semester-by-semester Roadmap

Type Legend: DD Diversity–Domestic; DG Diversity–Global; KAD Kent Core Additional; KBS Kent Core Basic Sciences; KCC 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.	**PREREQUISITE REQUIREMENTS***			
Type	Course		Title	Credits
	GER	11201	Elementary German I (4)	
		11202	Elementary German II (4)	
		21201	Intermediate German I (3)	
		21202	Intermediate German II (3)	
III.	**MAJOR PROGRAM REQUIREMENTS ~~40 (30~~ credits)** *Courses count in major GPA*			40
Type	Course		Title	Credits
	GER	31201	Intensive German Grammar	3
		31211	German Composition and Conversation	3
		31215	German Phonetics and Diction	3
Add→		31231	Translation Practice: German	1
		31303	Introduction to German Literature	3
		31421	German Civilization	3
		41211	Advanced German Composition and Conversation	3
WIC		41216	Contemporary German Culture***	3
Add→		41240	Business and Special Texts: German	3
DG	MCLS	21417	Multiculturalism in Today's Germany	3
	TRST	30230	Approaches to Translation	3
Add	Choose from the following Global Literacy and Cultural Awareness Courses			3
	MCLS	20000	Global Literacy and Cultural Awareness	3
	MCLS	30420	Foreign Language and Culture Studies	3
	Choose from the following: Upper-division German electives			6
	GER	31240	Conversation for Business and Special Purposes: German (3)	
		41095	Special Topics (3)	
		41096	Individual Investigation (3)	
Add→		41230	Advanced Translation Practice: German (3)	
		~~41240~~	~~Business and Special Texts: German (3)~~	
		41330	Twentieth-Century German Authors (3)	
		41332	German Literature by Women (3)	
		41334	The German Novella (3)	
		41335	German Drama (3)	
		41338	German Poetry (3)	
		41340	History of German Literature to 1750 (3)	
		41341	History of German Literature 1750 to the Present (3)	
		41365	Classical German Literature (3)	
		41731	Survey of German Cinema (3)	

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IV. ADDITIONAL PROGRAM REQUIREMENTS (90 credits)		
Type Course	**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
	College General Requirements (must be from Kent Core Basic Sciences)	3
	College General Requirements (must be Kent Core Social Sciences)	3
	College General Requirements (taken from any Kent Core Categories or Foreign Language)	14
	General Electives (minimum 12 upper-division credit hours) *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*	34
	MINIMUM TOTAL	**121**

*Student majoring in German are expected to have some proficiency in German through high school study. Students with previous German study should take the German Placement Test and enroll in the correct course(s) based on their score. Students who have completed three or four years of high school German should see a German major advisor for placement. Student lacking in sufficient major-level proficiency to take the first major courses (GER 31201 and 31211) can reach it by taking courses in the prerequisite sequence (GER 11201, 11202, 21201 and 21202) based on their placement score and high school training. Students with sufficient German to place into higher semesters are not allowed to take Elementary German I (GER 11201).

** All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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

*[add] ***** All German majors must take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview , ACTFL Writing Proficiency Test, and the German Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Web site (www.actfl.org) and the Language Testing International (LTI) Web site: http://www.languagetesting.com/about_us.cfm, the exclusive licensee of ACTFL. B.A. in German candidates should consult with their designated German faculty advisor for more information on arranging to take the proficiency exams.*

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Literature, Culture and Translation

KENT STATE UNIVERSITY

Roadmap: German – Bachelor of Arts
[AS-BA-GER]
College of Arts and Sciences
Department of Modern and Classical Language 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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [13 Credit Hours]					
Students interested in completing teacher licensure should use the major map with an Education minor and contact the department's pedagogy coordinator for advising. Students not placing out of Intermediate II will need to take the appropriate language course(s) as determined by the department, see note 1.					
US 10097 Destination Kent State: FYE	1				Not required for transfer students with 25 credits
College General Requirements	3				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
MCLS 21417 Multiculturalis MCLS 20000 or MCLS 30240	3			■	**Offered in spring only of even-numbered years (2012, 2014, 2016)** See note 3 on page 2
College General Requirements	3				Taken from any Foreign Language or general electives
Kent Core Requirement	3				MCLS 20000 Global Literacy and Cultural Awareness
Kent Core Requirement	3				See Kent Core Summary on page 2 See note 5 on page 2
Kent Core Requirement	3				MCLS 30420 Foreign Language & Culture Studies
Semester Three: [15 Credit Hours]					
GER 31201 Intensive German Grammar	3	■		■	**Offered in fall only**
GER 31211 German Composition and Conversation	3	■		■	
College General Requirements	3				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
~~Kent Core Requirement~~ GER 31215 German Phonetics...	3	■		■	German Phonetics and Diction (Offered in fall only of odd-numbered years, 2013, 2015, 2017)
Semester Four: [15 Credit Hours]					
GER 31303 Introduction to German Literature	3	■		■	**Offered in spring only**
GER 31421 German Civilization	3	■		■	
College General Requirements	3				Taken from any Foreign Language or general electives
College General Requirement	3				Must be from Kent Core Basic Science
College General Requirement	3				Must be from Kent Core Social Science
Semester Five: [17 Credit Hours]					
GER ~~31215 German Phonetics and Diction~~	3	■		■	**Offered in fall only ~~of odd-numbered years (2013, 2015, 2017)~~**
College General Requirements	2				Taken from any Kent Core Categories or Foreign Language
Add ~~Kent Core Requirement~~ TRST 30230 Approaches to Translation	1 ~~3~~	■		■	Fall only See Kent Core Summary on page 2
~~Kent Core Requirement~~ GER 31231 Translation Practice: German	3	■		■	Fall only
Add ~~General Electives (lower or upper division)~~	3 ~~6~~			■	MCLS 21417 Multicultural Germany (Fall 2014, Fall 2016) Add
Semester Six: [15 Credit Hours]					
Upper-division German Electives	3	■		■	**See note 2 on page 2** 2
General College Requirement	3				Taken from any Foreign Language or general elective
General Electives (lower or upper division)	6 ~~9~~				
Semester Seven: [15 Credit Hours]					
GER 41211 Advanced German Composition and Conversation	3	■		■	**Offered in fall only**
Upper-division German Electives	3	■		■	**See note 2 on page 2** 2
General College Requirement	3				Must be from Kent Core Basic Science
General Electives	6	■			3 credit hours must be upper-division

Semester Six: GER 41216 Contemporary German Culture 3 UD min grade C major GPA Offered in odd-numbered spring (2013, 2015, 2017), fulfills WIC requirement. (Shade)

Semester Five Insert GER 41240 (in place of GERM 31215) UD major GPA Offered in even falls only (2014, 2016, 2018) (shade)

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Sem V Ger 41240 Replaces Ger 31215 3 UD MAJOR GPA F2014, 2016 2018

KENT STATE UNIVERSITY

Roadmap: German – Bachelor of Arts
[AS-BA-GER]
College of Arts and Sciences
Department of Modern and Classical Language Studies
Catalog Year: 2011–2012

ACTFL Oral Proficiency Interview, ACTFL Written Proficiency Test and Departmental Outcomes Assessment Test should be taken in this semester.

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Eight: [16 Credit Hours]					
~~**GER 41216 Contemporary German Culture**~~	~~3~~	■	~~C~~	■	~~**Offered in spring only of odd-numbered years; fulfills writing-intensive course requirement**~~
General Electives (6 credits must be upper-division)	13	■			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	42	36	Kent Core or General Electives	GER 41216	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 category and minimum one course from fine arts category*	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

Note 1: Student majoring in German are expected to have some proficiency in German through high school study. Students with previous German study should take the German Placement Test and enroll in the correct course(s) based on their score. Students who have completed three or four years of high school German should see a German major advisor for placement. Student lacking in sufficient major-level proficiency to take the first major courses (GER 31201 and 31211) can reach it by taking courses in the prerequisite sequence (GER 11201, 11202, 21201 and 21202) based on their placement score and high school training. Students with sufficient German to place into higher semesters are not allowed to take Elementary German I (GER 11201).

~~Note 3: Students seeking teaching licensure through the Education Minor should take MCLS 30420~~

2 **Note 2:** **Upper-division German electives (6 credit hours)**, choose from the following:

GER 31240 Conversation for Business and Special Purposes: German	3	GER 41341 History of German Literature 1750 to the Present	3
GER 41095 Special Topics	3	GER 41334 The German Novella	3
GER 41096 Individual Investigation	3	GER 41335 German Drama	3
~~GER 41240 Business and Special Texts: German~~	3	GER 41338 German Poetry	3
GER 41330 Twentieth-Century German Authors	3	GER 41365 Classical German Literature	3
GER 41332 German Literature by Women	3	GER 41731 Survey of German Cinema	3
GER 41340 History of German Literature to 1750	3		

Add GER 41230 Advanced Translation Practice: German

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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.

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note 3 Students seeking teacher licensure in German through the Education Minor should take MCLS 30420

Assessment Plan for Proposed Revised B.A. in German Major Effective Fall 2012

a. Learning Goals

The mission of the German BA program is to instill functional proficiency in the target language, cultural literacy and a greater sensitivity, tolerance and appreciation for diversity through the study of the German language, literature and culture and MCLS courses in global awareness and literacy, cultural studies, applied linguistics and translation studies. Functional proficiency means the ability to use German as a medium for communication in real-life tasks and interactions with other speakers of German. The program, particularly when combined with a second major, a minor, a concentration or specialization in a second discipline, prepares students to work in a variety of language-centered and language-related jobs in fields such as, but not limited to, education, international relations, politics, law, government, finance, commerce, and medicine. Language-centered careers are those such as teaching, translating and interpreting in which language ability is a primary skill and language-related careers are those in which knowledge of a foreign language complements other skills (Bluford 1994/1995[1]).

The program aims to develop the reading, writing, speaking and listening skills and cultural competence necessary for using German as a medium for socially, culturally and pragmatically appropriate communication in real-life tasks and interactions with other speakers of German in a range of informal and formal settings. At the same time, a successful program will ensure that students have a firm understanding of the diverse nature of German culture throughout the ages and a thorough familiarity with the conventions for discussing these cultures in an intellectual manner. Additionally, students will learn basic concepts and skills in translation.

b. Student Learning Outcomes

O1. Functional Proficiency – Speaking

The American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI) and the corresponding rating scale or speaking guidelines (www.actfl.org/files/public/Guidelinesspeak.pdf) is one of the most widely used assessments of speaking skills in the U.S., and in fact, since 2002, has been mandated by the National Council for Accreditation of Teacher Education (NCATE) in foreign language teacher licensure programs. The ACTFL Oral Proficiency Scale is an independent, standardized, performance-based rating of proficiency comprised of four major levels: Superior, Advanced, Intermediate and Novice, the lower three of which have sub-levels of High, Mid and Low, for a total of ten levels ranging from Novice-Low to Superior.

ACTFL proficiency ratings represent a continuum with each level entailing proficiency at the levels below it. An ACTFL oral proficiency rating represents the highest level an OPI candidate can sustain across a variety of language settings (e.g., formal, informal, professional), functions (e.g., describing, supporting an opinion, hypothesizing), topics, and so forth, when pushed. Speakers invariably are able to perform at a higher level than their current level for some language functions and when speaking about certain topics; sustainability is the crucial factor in assigning an ACTFL rating. The ACTFL Scale is

[1] Bluford, V. (1994/5). Working with foreign languages. *Occupational Outlook Quarterly, 38* (4). http://www.bls.gov/opub/ooq/home.htm.

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often depicted as an inverted pyramid because the distinction between levels increases exponentially. For example, the difference between the Novice-Mid and a Novice-High levels is much smaller than the difference between the Advanced-Mid and Advanced-High levels. Consequently, while most language learners progress rapidly through the lower ends of the proficiency scale, they will need considerably more exposure to and experience with the target language to progress through the Intermediate range, and in most cases, extended residence in the country where the target language is spoken to achieve Advanced or Superior proficiency.

We will set our own targets for oral proficiency in German in accordance with the ACTFL reported by Swender[2] (2003). All B.A. candidates in German will be required to take the OPI prior to being cleared for graduation effective with the 2012 catalog. Swender (2003) has reported that among the 501 college juniors and seniors who took the ACTFL OPI in one of seven languages between 1998 and 2002, the majority fell into one four levels spanning Intermediate-Mid to Advanced-Mid, with the mode being Intermediate-High and relatively even distributions at the Intermediate-Mid, Advanced-Low and Advanced-Mid levels. Of the 32 German OPI candidates, 80% fell within these four levels.

Since the ACTFL Proficiency scale is continuous, with each level entailing those below it, OPI data is reported in both total and cumulative percentages (counted downwards from the highest proficiency level). For instance, in the ACFTL data shown in the table below, the cumulative percentage of interviewees rated at Superior down to Advanced-Mid in German was 32%, while down the scale, 100% of the candidates reached Intermediate-Mid. Our own targets will be expressed in terms of cumulative percentages. Concretely, we expect 100% of our B.A. in German candidates to achieve Intermediate-Mid, at least 70% of our candidates to reach Intermediate-High, at least 40% to reach Advanced-Low and 20% or more to reach Advanced-Mid or higher. These targets span the same range as the other languages in which the OPI will be required, with a distribution shifted downward slightly since it has been suggested that learners of "Group II" (Foreign Service Institute Classification) languages such as German require more instructional hours to reach comparable levels of proficiency achieved by learners of "Group I" languages such as French and Spanish. This is borne out by Swender's (2003) data. Spanish and French show a clear mode at Intermediate-High with nearly twice as many candidates reaching that level than topped out at Intermediate-Mid, whereas the German data resulted in a bimodal distribution with 28% testing at Intermediate-High and 28% at Intermediate-Mid. Frequencies in German at the Advanced-Low and Advanced-Mid are somewhat lower as well (13% for each) compared to around 20% at each level in Spanish and French. However, upper-level skewing with 13% in German testing at Superior compared to 3% in Spanish, 1% in French and 0% in the other languages, coupled with the small sample size, distorts the German data somewhat.

Twelve MCLS students have completed the OPI in various languages as of 8-10-2011. The sample is too small to predict a trend for the entire population of MCLS candidates who take the OPI, but results suggest that it is realistic to expect nearly all of our candidates to reach Intermediate-Mid (100% so far have) and that roughly 50% will reach Advanced-Low or higher, with the results in German, perhaps being slightly lower at around 40%. As MCLS data accumulate enough to show meaningful trends we may refine our targets.

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[2] Swender, E. (2003). Oral proficiency testing in the real world: Answers to frequently asked questions. *Foreign Language Annals 36* (4), 520-526. Swender is the Director of the ACTFL Division of Professional Programs.

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	ACTFL Data reported by Swender **German** / (All languages)			Targets for KSU BA in German candidates	MCLS Candidates who have taken OPI through 8-10-2011
ACTFL Rating	No. of OPI Interviewees	% of total	Cumulative %	Cumulative %	Cumulative %
Advanced-Mid or higher	**10** (131)	**31%** (26%)	**31%** (26%)	25%	17%
Advanced-Low	**4** (105)	**13%** (21%)	**44%** (47%)	40%	50%
Intermediate-High	**9** (175)	**28%** (35%)	**72%** (82%)	70%	75%
Intermediate-Mid	**9** (86)	**28%** (17%)	**100%** (99%)	100%	100%

The ACTFL definitions of Intermediate and Advanced should not be confused with the achievement-based concepts associated with course titles, course numbering system or a student's academic standing. ACTFL proficiency levels are determined by performance on the OPI independently of how candidates arrive at their level. The ACTFL descriptor for the Intermediate-High level (our targeted mode) is included below to illustrate how ACTFL Proficiency descriptors differ from academic ones. Descriptors for other levels are similar:

> **Intermediate-High** speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Further, it is important to understand "functional oral proficiency" outcomes as context-bound and relative. For instance, for BA candidates seeking a career as a bilingual sales representative or tour guide, the ability to open and close conversations and to ask and answer simple questions in highly predictable contexts in German (ACTFL Intermediate levels) may constitute "functional proficiency" for those candidates. For those desiring to become preK-12 teachers, functional proficiency will be the level required by the state of Ohio (presently Intermediate-High, although NCATE specifies for program accreditation the target is Advanced-Low). Those interested in diplomacy and intelligence will need Superior level proficiency, normally acquired by living abroad or being a highly educated native speaker, and accompanied by professional specialization in a discipline in addition to foreign language. Thus, a range of outcomes that varies with students' in- and out-of-class experience with the target language and career aspirations is both expected (supported by data) and appropriate.

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O2. Functional Proficiency – Writing

Parallel to the Oral Proficiency Interview are the ACTFL Writing Proficiency Guidelines (2001, http://www.actfl.org/files/public/writingguidelines.pdf) and Writing Proficiency Test (WPT). As with oral proficiency, writing proficiency in ACTFL terms is understood to describe a continuous range of qualities rather than an absolute norm and will vary according to task and discourse type, language function, topic, level of formality and so forth. Writing proficiency is cumulative with the highest sustained level reached by a candidate entailing proficiency at the levels below it.

The WPT has been used less than the OPI. However, since 2002, NCATE Program Standards for the Preparation of Foreign Language Teachers require licensure candidates to achieve writing proficiency at Advanced-Low. Use of this instrument and availability of data for norming will increase. In a symposium at the 2007 ACTFL conference, Swender, Surface and Hamlyn (2007[3]) reported on nearly 3,200 teacher licensure candidates who took ACTFL Proficiency Exams between 2005 and 2007. Of the 1,332 candidates who took the WPT, 57.4% scored in the Advanced ranges (Low, Mid or High), while only 17% ranked in the Intermediate level and none scored in the Novice range. No information was given as to the educational status (graduate or undergraduate) or native-speaker status—native, non-native or heritage of the candidates. The authors pointed out three general trends in the comparison between OPI and WPT proficiency ratings: (1) Below the Advanced-Low level, writing proficiency appears to equal or surpass oral proficiency; (2) at the Advanced-Low level, oral and writing proficiency tend to be about equal; and (3) above Advanced-Low oral proficiency tends to exceed written proficiency. However, no statistical data indicating the strength of these correlations were included in the symposium handout.

In their symposium on teacher licensure candidates, Swender, Surface and Hamlyn (2007), mentioned an earlier study of 307 undergraduate WPT results (no bibliographic information provided) gathered over a five year period (no dates given) which showed a clustering at both Intermediate High and Advanced-Low levels (58% were in these two levels). Until more national data is available and until we collect more data on our own students (so far only two have taken the WPT, one scoring Intermediate-High and one Advanced-Low), we will set the same cumulative targets for writing as for speaking: 100% should reach Intermediate-Mid or higher, at least 70% should reach Intermediate-High or higher, at least 40% should reach Advanced-Low or higher and at least 25% should reach Advanced-Mid or higher. The mode(s) should be near the Intermediate-High / Advanced Low boundary. The ACTFL descriptor for Advanced-Low Writing Proficiency is as follows:

> **Writers at the Advanced-Low** level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers demonstrate the ability to narrate and describe in major time frames with some control of aspect. Advanced-Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy, and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies

[3] Swender, E., Surface, E.A. & Hamlyn, H. (2007). What proficiency testing is telling us about teacher certification candidates. ACTFL Conference, San Antonio Texas, Nov. 2007.

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on native patterns of oral discourse or the writing style of the writer's first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text.

O3. Functional Proficiency – Reading

A standardized ACTFL reading proficiency exam has yet to be developed and licensed to Language Testing International, the agency through which the OPI and WPT are administered. Therefore we will continue to assess reading proficiency in German through a departmentally-designed Outcomes Assessment Test (OAT). Students are expected to exhibit reading skills comparable to those of the ACTFL Advanced and ACTFL Advanced PLUS levels. These descriptions will guide our assessment of students' reading proficiency through the OAT, but students will be given a numerical score in lieu of an ACTFL rating for reading since our OAT is not an ACTFL test. Once the Reading Proficiency Test and data showing national trends become available, MCLS will consider its adoption.

Advanced: Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced Plus: Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

(1986, http://www.languagetesting.com/download/LTI_ACTFL_Reading_Guidelines.pdf.)

O4 Cultural Literacy and Global Awareness

Graduates are expected to have a substantial knowledge of German history and culture and to understand the diverse nature of culture throughout the ages. Graduates will be able to discuss cultural differences, distinguishing between fact, opinion, stereotyping, etc. Through the study of the German language, German literature and culture and either MCLS 30420 (Foreign Language and Culture Studies) or MCLS 20000 (Global Literacy and Cultural Awareness) our students learn to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups and to esteem

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diversity as they gain the skills necessary for sensitive, effective interpersonal and intercultural communication. Additionally, in learning to recognize and accept cultural differences, they are able to maintain an ongoing assessment of their own cultural values and behaviors. A successful program will instill in our students a lifetime commitment and desire to continue learning about languages, literatures, and cultures different from their own. Evaluation of global literacy and cultural awareness will be added to the departmentally designed OAT already in place.

O5. Introductory Translation Skills
In TRST 30230, students are introduced to foreign language translation concepts, principles, resources, and strategies along with techniques for text analysis. In GER 31231, taken concurrently with TRST 30230, students apply what they learn by completing original translations from German to English of various text types appropriate to their proficiency level in German, their world knowledge and academic background (translation requires familiarity with the subject matter of the text to be translated). Students will be expected to retain the conceptual knowledge and to be able translate from German to English texts appropriate to their current German proficiency, current world knowledge and current academic background. At present, B.S. students are required to complete translations on the departmentally-designed Outcomes Assessment for German Translation. The current measure will be adapted as appropriate and incorporated into the same departmentally-prepared OAT that will be used to address cultural literacy and global awareness and reading comprehension.

c. Measures

O1 Speaking Proficiency.
M1 ACTFL Oral Proficiency Interview.

O2 Writing Proficiency.
M1 ACTFL Writing Proficiency Test.

O3 Reading Proficiency
M1 Outcomes Assessment Test (already in place, revise reading comprehension section if necessary).

04 Global Awareness and Cultural Literacy
M1 Outcomes Assessment Test (review existing OAT and revise as necessary).

05 Translation
M1 Outcomes Assessment Test (revise since students will take fewer translation courses)

Timeline
Departmentally designed OATs are already in place. Revise existing BA OATs by May 2012 to incorporate assessment of translation skills. If current assessment does not appear to adequately evaluate global awareness and literacy, revise the existing OAT by May 2012.

Add OPI and WPT as graduation requirements effective 2012 catalog and implement a system for coordinating tracking with graduation clearance advisors in the College of Arts and Science and Registrar. Foreign language teacher licensure candidates are already required to take OPI and WPT in order to be licensed in Ohio to teach their language. We already track their scores. The MCLS Assistant

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Chair can retrieve test results for KSU students through a logon to the Language Testing International Website. Students are also given logins to retrieve and print their own certificates.

Since most students starting with the 2012 catalog will not begin graduating until 2016, full data collection on OPI and WPT results will not be possible until then. However, MCLS will encourage all German majors in earlier catalog years with pending graduations to take the ACTFL exams. Being able to document one's language proficiency is beneficial for job candidates seeking employment in language-centered and language-related fields. ACTFL proficiency standards are recognized internationally in business, government and education sectors.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12/9/2011 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	MCLS
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts
Program Name	**Russian** Program Code **RUSS**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise program

Description of proposal:

1) Add TRST 30230 (Approaches to Translation) to the BA in Russian requirements.
2) Add RUSS 32231 (Translation Practice: Russian) to the BA in Russian requirements.
3) Add a global awareness and cultural literacy requirement to the BA in Russian. Students will be required to choose from MCLS 20000 (Global Awareness and Cultural Literacy) or MCLS 30240 (Foreign Language and Culture Studies).
4) Add one course to the upper-division Russian electives: RUSS 42230 (Advanced Translation Practice: Russian).
5) Add two non-course requirements to the program requirements: completion of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and ACTFL Writing Proficiency Test.
6) Change program name from BA in Russian to BA in Russian Literature, Culture and Translation. (RLCT)

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

Current total credit hours: 31 Proposed total credit hours 38

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 is being made with a simulanteous proposal to inactivate the B.S. in Russian Translation Program from which the proposed added courses to the B.A. program originated. This will result in more efficient staffing and use of resources without compromising our departmental mission. The proposal assures that students will have the opportunity to take unique courses from our soon-to-be former B.S. in Russian Translation (a field with rapid employment growth) despite its pending deactivation, and, in fact, makes the courses available to all future Russian majors. Since this proposal, in essence, involves merging two existing programs within our department and the incorporation of existing courses into the revised B.A. Russian program, no encroachment issues are anticipated and no new staff is needed. MCLS 20000 and MCLS 30420 do not have prerequisites, which means that students do not have to wait until they have acquired signficant proficiency to take them. Teacher licensure candidates will be advised to take MCLS 30420 and not MCLS 20000, since MCLS 30420 is a requirement for the Education Minor. Students will incur the costs of the OPI and WPT. Russian teacher licensure candidates are already required to take the exams for Ohio teaching licensure, but the exams are not currently listed anywhere as program requirements. These candidates have been paying for their own exams.

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

None.

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REQUIRED ENDORSEMENTS

Jennifer Larson Department Chair / School Director	12/9/11
Campus Dean (for Regional Campuse proposals)	/ /
Mary Ann Haley College Dean (or designee)	12/16/11
Dean of Graduate Studies (for graduate proposals)	/ /
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

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KENT STATE
UNIVERSITY

Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Jennifer Larson, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 12-8-2011

Re: Transmittal Memo for MCLS Curricular revisions to BA and BS programs

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1. Program Revisions

Please find attached documentation to suspend admissions effective fall 2012 to:

a) the B.S. in French Translation (FRTR);
b) the B.S. in German Translation (GRTR);
c) the B.S. in Russian Translation (RUTR);
d) and the B.S. in Spanish Translation (SPTR).

Vote to suspend this programs was approved by the MCLS CC on 12/5/2011. These proposals to suspend the four B.S. programs should replace the proposals to inactivate the B.S. in translation programs referenced in our transmittal memo to you dated 10-7-2011.

On 10-7-2011, we also sent forth proposals to revise:

a) the B.A. in French (FR);
b) the B.A. in German (GER);
c) the B.A. in Russian (RUSS);
d) the B.A. in Spanish (SPAN).

We would now like to add one more change (approved by MCLS CC on 12/5/2011) to each of these proposals as follows:

a) change the name of the B.A. in French to B.A. in French Literature, Culture and Translation;
b) change the name of the B.A. in German to B.A. in German Literature, Culture and Translation;
c) change the name of the B.A. in Russian to B.A. in Russian Literature, Culture and Translation;
d) change the name of the B.A. in Spanish to B.A. in Spanish Literature, Culture and Translation.

KENT STATE
UNIVERSITY

Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Jennifer Larson, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 10/09/2011

Re: Transmittal Memo for MCLS Curricular revisions.

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3. **Program revisions** (Approved MCLS CC on 10/07/2011)

    a. BA in French

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i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the French BA: **TRST 30230** Approaches to Translation, **FR 33231** Translation Practice: French.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Add one course to French electives **FRN 43240** to Advanced Translation Practice).

v. Remove two 30000 courses from the elective list **FR 33095** Selected Topics in French and **FR 33301** French Play Production.

vi. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

b. BA in German

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add three required courses to the German BA: **TRST 30230** Approaches to Translation; **GER 31231** Translation Practice: German, and **GER 41240** Business and Special Texts: German.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Add one course to the German upper division electives: **GER 41240** Advanced Translation Practice: German.

v. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

c. BA in Russian

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the Russian BA: **TRST 30230** Approaches to Translation, **FR 32231** Translation Practice: Russian.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

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iv. Add one course to Russian electives **RUSS 43240** to Advanced Translation Practice).

v. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

d. BA in Spanish

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the Spanish BA: **TRST 30230** Approaches to Translation, **SPAN 38231** Translation Practice: Spanish.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Increase Spanish 40000 electives from three hours to six hours. Add four courses to the Spanish electives **SPAN 38240** Conversation for Business and Special Purposes: Spanish; **SPAN 48230** Advanced Translation Practice: Spanish; **SPAN 48240** Business and Special Texts: Spanish and **TRST 38303** Medical Spanish Translation and Interpreting. 30000 level courses from this list can fulfill the 3/40000 elective category. 40000 level courses from this list can fulfill either the 3/40000 category or the 40000 category.

v. Revise Spanish literature survey course configuration as follows. Reduce number of hours from nine to six. Students must choose one from **SPAN 38330** Early Spanish Literature or **SPAN 38331** Recent Spanish Literature; and students must choose one from **SPAN 38334** Early Spanish-American Literature or **SPAN 38335** Recent Spanish American Literature

vi. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

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Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission: 12-9-2011

Name of institution: Kent State University

Previously approved title: Russian within the BA degree

Proposed new title: Russian Literature, Culture and Translation within the BA degree

Proposed implementation date of the request: Fall 2012

Date that the request received final approval from the appropriate institutional committee: [DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request
Name: Therese E. Tillett
Title: Director of Curriculum Services, Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Educator Preparation Programs:
Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.
To reflect the incorporation of translation courses in the revised BA program and to give translation, the applied component, more visibility.

Describe how the name and curricular changes will affect students in the current program.

Current students will not be affected.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.
N/A

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

N/A

Describe how the effectiveness of the new curriculum will be monitored over time.
The effectiveness will be monitored through a revised Academic Quality Improvement Program (AQIP) submitted with program revisions.

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Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
		MCLS 20000 Global Literacy & Cultural Awareness or MCLS 30420 Foreign Language and Culture Studies	3
RUSS 32201 Intensive Russian Grammar	3	RUSS 32201 Intensive Russian Grammar	3
RUSS 32211 Russian Composition & Conversation	3	RUSS 32211 Russian Composition & Conversation	3
RUSS 32215 Russian Phonetics and Diction	3	RUSS 32215 Russian Phonetics and Diction	3
		RUSS 33231 Translation Practice: Russian	1
RUSS 32303 Modern Writers	3	RUSS 32303 Modern Writers	3
RUSS 32421 Russian Civilization	3	RUSS 32421 Russian Civilization	3
RUSS 42211 Advanced Russian Composition and Conversation	3	RUSS 42211 Advanced Russian Composition and Conversation	3
RUSS 42351 Survey: Russian and Soviet Literature	4	RUSS 42351 Survey: Russian and Soviet Literature	4
		TRST 30230 Approaches to Translation	3
	22		**28**
Russian literature or culture electives at 30000 or 40000 level	**6**	Russian electives at 30000 or 40000 level	**6**
RUSS 32240 Conversation for Business and Special Purposes: Russian (3)		RUSS 32240 Conversation for Business and Special Purposes: Russian (3)	
RUSS 32325 Russian Poetry and Folklore (3)		RUSS 32325 Russian Poetry and Folklore (3)	
RUSS 32350 Russian Prose (3)		RUSS 32350 Russian Prose (3)	
RUSS 32354 Russian Drama (4)		RUSS 32354 Russian Drama (4)	
RUSS 32501 Russian Literature in English		RUSS 32501 Russian Literature in English	
RUSS 42095 Special Topics in Russian language and literature (1-4)		RUSS 42095 Special Topics in Russian language and literature (1-4)	
Choose from the following	**3**	Choose from the following	**3**
RUSS 42095 Special Topics in Russian Language and Literature (3)		RUSS 42095 Special Topics in Russian Language and Literature (3)	
RUSS 42096 Individual Investigation (3)		RUSS 42096 Individual Investigation (3)	
		RUSS 42230 Advanced Translation Practice (3)	
RUSS 42240 Business & Special Texts: Russian (3)		RUSS 42240 Business & Special Texts: Russian (3)	
RUSS 42399 Research Project in Russian Language and Literature (3)		RUSS 42399 Research Project in Russian Language and Literature (3)	
Total hours	**31**	Total hours	**38**

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

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

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Proposal Summary

Title: Revisions to BA in Russian program requirements

Subject Specification: This proposal, with a net increase in credit hours from 31 to 38, seeks to add three courses to the Russian BA core requirements: TRST 30230 (Approaches to translation), RUSS 32231 (Translation Practice: Russian) and one of either of the following two choices: MCLS 20000 (Global Literacy and Cultural Awareness) or MCLS 30420 (Foreign Language and Culture Studies); and to add one course to the list of electives: RUSS 42230 (Advanced Translation Practice: Russian). Two non-course requirements will be added: completion of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the ACTFL Writing Proficiency Test (WPT). Major name will change to Russian Literature, Culture and Translation.

Background Information: Currently, the Department of Modern and Classical Language Studies offers two options for students majoring in Russian: a B.A. in Russian and a B.S. in Russian Translation. It is no longer feasible to spread our resources across two undergraduate Russian programs. The proposed revisions to the Russian BA major are being submitted simultaneously with a proposal to inactivate the B.S. in Russian Translation major with the goal of increasing efficiency while remaining faithful to our department mission of instilling in our majors (in this case Russian majors) functional proficiency, cultural literacy and a greater sensitivity, tolerance and appreciation for diversity through the study of language, literature and culture. In fact, the addition of the three core courses, TRST 30230, RUSS 32231, and one of either MCLS 20000 or MCLS 30420 (presently required only of B.S. in Russian Translation majors and students seeking Russian teaching licensure) to the B.A. in Russian major, will enhance our ability to achieve our mission for all undergraduate Russian majors as the courses to be added address multiple objectives in our mission. Similar proposals are being submitted for the other languages with two bachelors programs (French, German and Spanish).

The addition of TRST 30320 with the corresponding practice, RUSS 32231, to the Russian BA will introduce all Russian majors to a field that, according to the U.S. Bureau of Labor Statistics, is projected to grow a faster-than-average 22% between 2008 and 2018. The addition of RUSS 42230 to the Russian B.A. electives will enable students interested in pursuing a career in translation or a related field to further develop translation and applied language skills and to learn more about professional opportunities for Russian majors, despite the inactivation of the B.S. in Russian Translation major.

The revisions to the B.A. Russian major, coupled with our proposal to deactivate the B.S. in Russian Translation major, are predicted to produce dramatic revenue savings and more cost-effective delivery methods. MCLS 20000, MCLS 30420 and TRST 30230 are non-language specific courses and, therefore, will be delivered with larger enrollments than is possible in language-specific courses and on a frequency that fits demand. Since all B.A. majors in French, German, Russian and Spanish will take these courses and the courses will be planned in identical semesters on all the roadmaps (assuming approval of proposals parallel to this one in the other languages), demand for these courses is expected to increase and to occur in the same semesters across languages, raising FTEs.

ACTFL OPI and ACTFL WPT are being proposed as additional requirements because they will provide us an independent, internationally recognized standardized measure of our students'

functional proficiency in Russian as they approach the end of their program. This will allow us to compare our graduates to others who have taken the ACTFL exams. In 2002, the National Council for Accreditation of Teacher Education (NCATE) mandated that foreign language teaching licensure programs must produce candidates with Advanced-Low (Intermediate High for Russian writing proficiency) proficiency scores on the OPI and WPT and many departments of education including the Ohio Department of Education are requiring the OPI and WPT for licensure. Consequently, universities across the nation are beginning to require the OPI and WPT either for licensure candidates only or for all of their language majors. Our proposal follows a national trend. Upon completion of each exam, students are given a certificate that states their proficiency level. The new major name will better reflect the variety of courses students will be able to take.

Alternatives and Consequences: If these courses are not added, with the exception of MCLS 20000, which also serves to fulfill a language requirement for many non-language majors, we would eventually cease to offer them after the B.S. in Russian Translation is inactivated and students of Russian would not be introduced to translation studies at the undergraduate level, which would be unfortunate given the projected growth in this field. Demand for RUSS 42230 and RUSS 42240 would be limited primarily to Business Russian minor students, compromising our ability to sustain that program, our only remaining Russian progam, after the inactivation of the B.S. in Russian Translation, with a professional, applied emphasis.
We plan to use the OPI and WPT as part of our AQIP to identify strengths and weakenesses in the preparation of our B.A. in Russian majors. Failure to institute OPI and WPT as program requirements will result in incomplete data, invalidating our AQIP results and action plans. We will not be able to compare our student proficiency outcomes to national norms.

Specific Recommendation and Justification: In sum, we seek to add three courses to the B.A. Russian major to be taken by all students: TRST 30230 (3 credit hours), the corresponding practice course of 1 credit hour: RUSS 32231 and one 3-credit course on cultural literacy and cross-cultural sensitivity with students' being able to choose either MCLS 20000 or MCLS 30420. We wish to RUSS 42230 (3 credits) to the list of Russian electives. The addition of TRST 30230 and RUSS 32231 introduce all Russian majors to one of the most rapidly growing occupational fields: translation. Requiring MCLS 20000 or MCLS 30420 of all Russian majors will ensure that all are exposed to similar theories, concepts and applications related to cultural literacy, cross-cultural understanding and appreciation for diversity. The addition of RUSS 42230 to the electives will allow students with an interest in translation an opportunity to gain further skills in Russian translation. These proposed changes result in an increase from 31 to 38 credit hours for the B.A. Russian major. Finally, we propose the addition of two non-course program requirements: completion of the ACTFL OPI and ACTFL WPT. These exams will improve our current AQIP methodology and provide data that can be used to compare the proficiency of our majors to that of other Russian majors in Ohio and the nation. Students will have a greater awareness of their own proficiency levels, knowledge which will help make realistic academic and career decisions. Students who take the exams will be able to document their proficiency to prospective employers and when making applications to graduate schools.

Timetable and Actions Required:
Departmental approval: fall 2011
CCC approval: fall 2011
EPC approval: fall 2011
Effective date, fall 2012

Literature & Culture and Translation

Russian - B.A. Program Requirements

Kent State University Catalog 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > Russian - B.A. Program Requirements

- Russian semester-by-semester 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. PREREQUISITE PROGRAM REQUIREMENTS*				
Type	**Course**		**Title**	**Credits**
	RUSS	12201	Elementary Russian I (4)	
		12211	Elementary Russian I Recitation (1)	
		12202	Elementary Russian II (4)	
		12212	Elementary Russian II Recitation (1)	
		22201	Intermediate Russian I (4)	
		22211	Intermediate Russian I Recitation (1)	
		22202	Intermediate Russian II (4)	
		22212	Intermediate Russian II Recitation (1)	
III. MAJOR PROGRAM REQUIREMENTS (31 credits) *** *Courses count in major GPA*				38 credits
Type	**Course**		**Title**	**Credits**
Add "RUSS	RUSS	32201	Intensive Russian Grammar	3
		32211	Russian Composition and Conversation	3
		32215	Russian Phonetics and Diction	3
		32231	Translation Practice: Russian	1 Add
WIC		32303	Modern Writers***	3
WIC		32421	Russian Civilization***	3
		42211	Advanced Russian Composition and Conversation	3
		42351	Survey: Russian and Soviet Literature	4
	TRST	30230	Approaches to Translation	3 Add
	Choose from the following Global Literacy and Cultural Awareness Courses			3 Add
	MCLS	20000	Global Literacy and Cultural Awareness (3)	
	MCLS	30420	Foreign Language and Culture Studies (3)	
	Choose from the following 40000-level Russian Elective:			3
	RUSS	42095	Special Topics in Russian Language and Literature (3)	
		42096	Individual Investigation (3)	
		42240	Business and Special Texts: Russian (3)	
		42399	Research Project in Russian Language and Literature (3)	
	Choose from the following: Russian ~~Literature or Culture~~ Elective			6 Remove words "Literature or Culture
	RUSS	32240	Conversation for Business and Special Purposes: Russian (3)	
		32325	Russian Poetry and Folklore (3)	
		32350	Russian Prose (3)	
		32354	Russian Drama (4)	
		32501	Russian Literature in English (3)	
		42095	Special Topics in Russian Language (1-4)	

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		42230	Advanced Translation Practice: Russian (3)	Add
		42240	Business and Special Texts: Russian (3)	

IV.	ADDITIONAL PROGRAM REQUIREMENTS (89 credits)	
Type Course	**Title**	**Credits**
	Foreign Language or General Electives****	14
	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
	College General Requirement (must be from Kent Core Basic Sciences)	3
	College General Requirement (must be from Kent Core Social Sciences)	3
	General Electives (minimum 12 upper-division credit hours) *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*	33
	MINIMUM TOTAL	**121**

* Students majoring in Russian are not necessarily expected to have some proficiency in Russian through high-school study. However, students with previous Russian study should see a Russian major advisor for placement. Students lacking in sufficient major-level proficiency to take the first major courses (RUSS 32201 and RUSS 32203) can reach it by taking courses in the prerequisite sequence (RUSS 12201, 12202, 22201 and 22202) based on the advisor's placement recommendation and high school training. Students with sufficient Russian to place into higher semesters are not allowed in Elementary Russian I (RUSS 12202).

** All courses taken from the list of major program requirements are used in the calculation of the major GPA.

*** Students are required to earn a minimum C (2.0) grade in either RUSS 32303 Modern Writers or RUSS 32421 Russian Civilization to fulfill the one-course writing-intensive requirement.

**** Students who fulfill the language requirement in fewer than 14 hours as a result of starting their Russian studies in a course higher than RUSS 22202 will complete remaining hours with general electives.

[add] ***** All Russian majors must take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview, ACTFL Writing Proficiency Test, and the Russian Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Web site (www.actfl.org) and the Language Testing International (LTI) Web site http://www.languagetesting.com/about_us.cfm, the exclusive licensee of ACTFL. B.A. in Russian candidates should consult with their designated Russian faculty advisor for more information on arranging to take the proficiency exams.

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Literature, Culture and Translation

KENT STATE UNIVERSITY

Roadmap: Russian – Bachelor of Arts

[AS-BA-RUSS]
College of Arts and Sciences
Department of Modern and Classical Languages 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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [13 Credit Hours]					
Students interested in completing teacher licensure should use the major map with an Education minor and contact the department's pedagogy coordinator for advising. Students not placing out of Intermediate II will need to take the appropriate language course(s) as determined by the department. See note 1.					
US 10097 Destination Kent State: FYE	1				Not required of transfer students with 25 credits
College General Requirements	3				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
College General Requirements	3				Taken from any Foreign Language or general electives
~~Kent Core Requirement~~ MCLS 20000 or MCLS 30420	~~3~~			■	MCLS 20000 Global Literacy and Cultural Awareness MCLS 30420 Foreign Language and Culture Studies (spring only)
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				See note 4 page 2
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
RUSS 32201 Intensive Russian Grammar	**3**	■		■	**Offered in fall only**
College General Requirements	3				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
RUSS 32211 Russian Composition and Conversation	**3**	■		■	**Offered in spring only**
RUSS 32215 Russian Phonetics and Diction	**3**	■		■	**Offered in spring only of odd-numbered years**
Kent Core Requirement Move RUSS 32215 to semester 6	3				See Kent Core Summary on page 2
College General Requirement	3				Must be from Kent Core Basic Science
College General Requirement	3				Must be from Kent Core Social Science
Semester Five: [17 Credit Hours]					
RUSS 32303 Modern Writers	**3**	■		■	**Offered in fall only; see note 2 on page 2; fulfills writing-intensive requirement**
Russian Literature or Culture Elective	**3**	■		■	**See note 3 on page 2**
College General Requirements	5				Taken from any Kent Core Categories or Foreign Language
General Electives (lower or upper division)	6				
Semester Six: [15 Credit Hours]					
RUSS 32421 Russian Civilization	**3**	■		■	**Offered in spring only; see note 2 on page 2 fulfills writing-intensive requirement**
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (lower or upper division)	~~9~~ 6				
Semester Seven: [15 Credit Hours]					
RUSS 42211 Advanced Composition and Conversation	**3**	■		■	
Russian Literature or Culture Elective	**3**	■		■	**See note 3 on page 2**
General Electives (6 credits must be upper division)	9	■			

Add to Semester Five:
TRST 30230 Approaches to Translation 3 hours, UD, major GPA Offered in Fall only.
RUSS 32231 Translation Practice: Russian 1 hour, UD, major GPA Offered in Fall only

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Roadmap: Russian – Bachelor of Arts
[AS-BA-RUSS]
College of Arts and Sciences
Department of Modern and Classical Languages Studies
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 Eight: [16 Credit Hours]					
RUSS 42351 Survey: Russian and Soviet Literature	4	■		■	**Offered in spring only**
RUSS 42095 Special Topics in Russian Language and Literature *or* **RUSS 42096 Individual Investigation** *or* **RUSS 42240 Business and Special Texts: Russian** *or* **RUSS 42399 Research Project in Russian Language and Literature**	3	■		■	
General Electives (upper division)	9	■			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	42	36	Kent Core and General Electives	RUSS 32303 or RUSS 32421	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 category and minimum one course from fine arts category*	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

Note 1: Students majoring in Russian are not necessarily expected to have some proficiency in Russian through high-school study. However, students with previous Russian study should see a Russian major advisor for placement. Students lacking in sufficient major-level proficiency to take the first major courses (RUSS 32201 and RUSS 32203) can reach it by taking courses in the prerequisite sequence (RUSS 12201, 12202, 22201 and 22202) based on the advisor's placement recommendation and high school training. Students with sufficient Russian to place into higher semesters are not allowed in Elementary Russian I (RUSS 12202).

Note 2: Students are required to earn a minimum C (2.0) grade in either RUSS 32303 Modern Writers or RUSS 32421 Russian Civilization to fulfill the one-course writing-intensive requirement.

Note 4: Teaching licensure candidates should take MCLS 30420.

Note 3: **Russian literature or culture electives (6 credit hours), choose from the following:**

RUSS 32240 Conversation for Business and Special Purposes: Russian	3	RUSS 32501 Russian Literature in English	3
RUSS 32325 Russian Poetry and Folklore	3	RUSS 42095 Special Topics in Russian Language and Literature	1-4
RUSS 32350 Russian Prose	3	RUSS 42240 Business and Special Texts: Russian	3
RUSS 32354 Russian Drama	3	RUSS 42230 Advanced Translation Practice: Russian (3)	

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

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.

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Assessment Plan for Proposed Revised B.A. in Russian Major Effective Fall 2012

a. Learning Goals

The mission of the Russian BA program is to instill functional proficiency in the target language, cultural literacy and a greater sensitivity, tolerance and appreciation for diversity through the study of the Russian language, literature and culture and MCLS courses in global awareness and literacy, cultural studies, applied linguistics and translation studies. Functional proficiency means the ability to use Russian as a medium for communication in real-life tasks and interactions with other speakers of Russian. The program, particularly when combined with a second major, a minor, a concentration or specialization in a second discipline, prepares students to work in a variety of language-centered and language-related jobs in fields such as, but not limited to, education, international relations, politics, law, government, finance, commerce, and medicine. Language-centered careers are those such as teaching, translating and interpreting in which language ability is a primary skill and language-related careers are those in which knowledge of a foreign language complements other skills (Bluford 1994/1995[1]).

The program aims to develop the reading, writing, speaking and listening skills and cultural competence necessary for using Russian as a medium for socially, culturally and pragmatically appropriate communication in real-life tasks and interactions with other speakers of Russian in a range of informal and formal settings. At the same time, a successful program will ensure that students have a firm understanding of the diverse nature of Russian culture throughout the ages and a thorough familiarity with the conventions for discussing these cultures in an intellectual manner. Additionally, students will learn basic concepts and skills in translation.

b. Student Learning Outcomes

O1. Functional Proficiency – Speaking

The American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI) and the corresponding rating scale or speaking guidelines (www.actfl.org/files/public/Guidelinesspeak.pdf) is one of the most widely used assessments of speaking skills in the U.S., and in fact, since 2002, has been mandated by the National Council for Accreditation of Teacher Education (NCATE) in foreign language teacher licensure programs. The ACTFL Oral Proficiency Scale is an independent, standardized, performance-based rating of proficiency comprised of four major levels: Superior, Advanced, Intermediate and Novice, the lower three of which have sub-levels of High, Mid and Low, for a total of ten levels ranging from Novice-Low to Superior[2].

[1] Bluford, V. (1994/5). Working with foreign languages. *Occupational Outlook Quarterly, 38* (4). http://www.bls.gov/opub/ooq/home.htm.

[2] Note: These levels are derived from and correlated with the U.S. Government scale as promulgated by the Interagency Language Roundtable (ILR - http://www.govtilr.org/). The ILR scale ranges from 0 (no proficiency) to 5 (functionally native proficiency). The correlation is 0 = Novice, 1 = Intermediate, 2 = Advanced, and 3 = Superior. The ILR level 3 is called General Professional Proficiency and is the minimum level accepted by the U.S. government for language-related employment.

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ACTFL proficiency ratings represent a continuum with each level entailing proficiency at the levels below it. An ACTFL oral proficiency rating represents the highest level an OPI candidate can sustain across a variety of language settings (e.g., formal, informal, professional), functions (e.g., describing, supporting an opinion, hypothesizing), topics, and so forth, when pushed. Speakers invariably are able to perform at a higher level than their current level for some language functions and when speaking about certain topics; sustainability is the crucial factor in assigning an ACTFL rating. The ACTFL Scale is often depicted as an inverted pyramid because the distinction between levels increases exponentially. For example, the difference between the Novice-Mid and Novice-High levels is much smaller than the difference between the Advanced-Mid and Advanced-High levels. Consequently, while most language learners progress rapidly through the lower ends of the proficiency scale, they will need considerably more exposure to and experience with the target language to progress through the Intermediate range, and in most cases, extended residence in the country where the target language is spoken to achieve Advanced or Superior proficiency.

We will set our own targets for oral proficiency in Russian in accordance with the ACTFL results reported by Swender[3] (2003). All B.A. candidates in Russian will be required to take the OPI prior to being cleared for graduation effective with the 2012 catalog. Swender (2003) has reported that among the 501 college juniors and seniors who took the ACTFL OPI in one of seven languages between 1998 and 2002, the majority fell into one four levels spanning Intermediate-Mid to Advanced-Mid, with the mode being Intermediate-High and relatively even distributions at the Intermediate-Mid, Advanced-Low and Advanced-Mid levels. Seven of the 501 OPI candidates in Swender's report were interviewed in Russian. Two (28.5%) were rated at Advanced-Mid, two at Advanced-Low, two at Intermediate-High and one (14%) at Intermediate-Mid. Thus, all fell within the same range as the entire population in the study.

Since the ACTFL Proficiency scale is continuous, with each level entailing those below it, OPI data is reported in both total and cumulative percentages (counted downwards from the highest proficiency level). For instance, across the entire data set (all languages) reported in Swender (2003), cumulatively 26% of the candidates tested at Advanced-Mid or higher, 47% at Advanced-Low or higher on down to Intermediate-Mid reached by 99% of the candidates. It has been suggested that learners of "Group III" (Foreign Service Institute classification) languages such as Russian require considerably more instructional hours to reach comparable levels of proficiency to those achieved by learners of "Group I" languages such as French and Spanish and "Group II" languages such as German. Norming data for Russian is too small to be meaningful. Therefore, unlike for French, German and Spanish, until more national and MCLS data can be gathered for Russian candidates, we will establish only two cumulative norms. All (100%) Russian candidates are expected to achieve Intermediate-Mid and some 60% will achieve Intermediate-High or higher. Data are too scant to predict a mode at this time.

	ACTFL Data reported by Swender **Russian** / (All languages)			Targets for KSU BA in Russian candidates	MCLS Candidates (all languages) who have taken OPI through 8-10-2011
ACTFL Rating	No. of OPI Interviewees	% of total	Cumulative %	Cumulative %	Cumulative %

[3] Swender, E. (2003). Oral proficiency testing in the real world: Answers to frequently asked questions. *Foreign Language Annals 36* (4), 520-526. Swender is the Director of the ACTFL Division of Professional Programs.

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	ACTFL Data reported by Swender **Russian** / (All languages)			Targets for KSU BA in Russian candidates	MCLS Candidates (all languages) who have taken OPI through 8-10-2011
ACTFL Rating	No. of OPI Interviewees	% of total	Cumulative %	Cumulative %	Cumulative %
Advanced-Mid or higher	**2** (131)	**28.5%** (26%)	**29%** (26%)		17%
Advanced-Low	**2** (105)	**28.5%** (21%)	**57%** (47%)		50%
Intermediate-High	**2** (175)	**28.5%** (35%)	**86%** (82%)	60%	75%
Intermediate-Mid	**1** (86)	**14.0%** (17%)	**100%** (99%)	100%	100%

The ACTFL definitions of Intermediate and Advanced should not be confused with the achievement-based concepts associated with course titles, course numbering system or a student's academic standing. ACTFL proficiency levels are determined by performance on the OPI independently of how candidates arrive at their level. The ACTFL descriptor for the Intermediate-High leveL is included below to illustrate how ACTFL Proficiency descriptors differ from academic ones. Descriptors for other levels are similar:

> **Intermediate-High** speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Further, it is important to understand "functional oral proficiency" outcomes as context-bound and relative. For instance, for BA candidates seeking a career as a bilingual sales representative or tour guide, the ability to open and close conversations and to ask and answer simple questions in highly predictable contexts in Russian (ACTFL Intermediate levels) may constitute "functional proficiency" for those candidates. For those desiring to become preK-12 teachers, functional proficiency will be the level required by the state of Ohio (presently Intermediate-High, although NCATE specifies for program accreditation the target is Advanced-Low). Those interested in diplomacy and intelligence will need Superior level proficiency, normally acquired by living abroad or being a highly educated native speaker, and accompanied by professional specialization in a discipline in addition to foreign language. Those interested in translation and interpreting will need at least Superior (3) proficiency, and realistically more on the ILR scale (see note 2). Thus, a range of outcomes that varies with students' in-

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and out-of-class experience with the target language and career aspirations is both expected (supported by data) and appropriate.

O2. Functional Proficiency – Writing

Parallel to the Oral Proficiency Interview are the ACTFL Writing Proficiency Guidelines (2001, http://www.actfl.org/files/public/writingguidelines.pdf) and Writing Proficiency Test (WPT). As with oral proficiency, writing proficiency in ACTFL terms is understood to describe a continuous range of qualities rather than an absolute norm and will vary according to task and discourse type, language function, topic, level of formality and so forth. Writing proficiency is cumulative with the highest sustained level reached by a candidate entailing proficiency at the levels below it.

The WPT has been used less than the OPI. However, since 2002, NCATE Program Standards for the Preparation of Russian Language Teachers require licensure candidates to achieve writing proficiency at Intermediate-High. Use of this instrument and availability of data for norming will increase. It is of note that NCATE requires the minimum writing proficiency level in Russian to be Intermediate-High, one level lower than for speaking proficiency and one level lower than required for Group I languages such as Spanish and French and Group II languages such as German. With no norming set for comparison and given that NCATE sets a high target, we writing set our own cumulative percentage targets at: 100% of our Russian candidates will achieve Intermediate-Low or better on the WPT and at least another 50% will achieve Intermediate-Mid or higher. The descriptor for ACTFL Intermediate-Mid writing proficiency is as follows:

> **Intermediate-Mid.** Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple letters, essays, and descriptions in loosely connected text that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. There is some evidence (although minimal) of the use of grammatical and stylistic cohesive elements — object pronouns, relative pronouns, adverbs of time, coordinating conjunctions, and subordinate clauses. The writing style is reflective of the grammar and lexicon of spoken language. Writers at the Intermediate-Mid level show evidence of the control of the syntax in non-complex sentences and in basic verb forms, such as declensions or conjugations. Writing is best defined as a collection of discrete sentences, since there is little evidence of deliberate organization. Intermediate-mid writers can be readily understood by natives used to the writing of non-natives.

O3. Functional Proficiency – Reading

A standardized ACTFL reading proficiency exam is currently under development but has not yet been licensed to Language Testing International, the agency through which the OPI and WPT are administered. Therefore, we will continue to assess reading proficiency in Russian through a departmentally-designed Outcomes Assessment Test (OAT). Students are expected to exhibit reading skills comparable to those of the ACTFL Advanced. This descriptions will guide our assessment of students' reading proficiency through the OAT, but students will be given a numerical score in lieu of an ACTFL rating for reading since our OAT is not an ACTFL test.

> **Advanced:** Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not

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only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

(1986, http://www.languagetesting.com/download/LTI_ACTFL_Reading_Guidelines.pdf.)

O4 Cultural Literacy and Global Awareness
Graduates are expected to have knowledge of Russian history and culture and to understand the diverse nature of culture throughout the ages. Graduates will be able to discuss cultural differences, distinguishing between fact, opinion, stereotyping, etc. Through the study of the Russian language, literature and culture and either MCLS 30420 (Foreign Language and Culture Studies) or MCLS 20000 (Global Literacy and Cultural Awareness) our students learn to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups and to esteem diversity as they gain the skills necessary for sensitive, effective interpersonal and intercultural communication. Additionally, in learning to recognize and accept cultural differences, they are able to maintain an ongoing assessment of their own cultural values and behaviors. A successful program will instill in our students a lifetime commitment and desire to continue learning about languages, literatures, and cultures different from their own. Evaluation of global literacy and cultural awareness will be added to the departmentally designed OAT already in place.

O5. Introductory Translation Skills
In TRST 30230, students are introduced to foreign language translation concepts, principles, resources, and strategies along with techniques for text analysis. In RUSS 32231, taken concurrently with TRST 30230, students apply what they learn by completing original translations from Russian to English of various text types appropriate to their proficiency level in Russian, their world knowledge and academic background (translation requires familiarity with the subject matter of the text to be translated). Students will be expected to retain the conceptual knowledge and to be able translate from Russian to English texts appropriate to their current Russian proficiency, current world knowledge and current academic background. At present, B.S. students are required to complete translations on the departmentally-designed Outcomes Assessment for Russian Translation. The current measure will be adapted as appropriate and incorporated into the same departmentally-prepared OAT that will be used to address cultural literacy and global awareness and reading comprehension.

c. Measures

O1 Speaking Proficiency.
M1 ACTFL Oral Proficiency Interview.

O2 Writing Proficiency.
M1 ACTFL Writing Proficiency Test.

O3 Reading Proficiency
M1 Outcomes Assessment Test (already in place, revise reading comprehension section if necessary).

04 Global Awareness and Cultural Literacy

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M1 Outcomes Assessment Test (review existing OAT and revise as necessary).

05 Translation
M1 Outcomes Assessment Test (revise since students will take fewer translation courses)

Timeline
Departmentally designed OATs are already in place. Revise existing BA OATs by May 2012 to incorporate assessment of translation skills. If current assessment does not appear to adequately evaluate global awareness and literacy, revise the existing OAT by May 2012.

Add OPI and WPT as graduation requirements effective 2012 catalog and implement a system for coordinating tracking with graduation clearance advisors in the College of Arts and Science and Registrar. Foreign language teacher licensure candidates are already required to take OPI and WPT in order to be licensed in Ohio to teach their language. We already track their scores. The MCLS Assistant Chair can retrieve test results for KSU students through a logon to the Language Testing International Website. Students are also given logins to retrieve and print their own certificates.

Since most students starting with the 2012 catalog will not begin graduating until 2016, full data collection on OPI and WPT results will not be possible until then. However, MCLS will encourage all Russian majors in earlier catalog years with pending graduations to take the ACTFL exams. Being able to document one's language proficiency is beneficial for job candidates seeking employment in language-centered and language-related fields. ACTFL proficiency standards are recognized internationally in business, government and education sectors.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 12/9/2011 Curriculum Bulletin _____
Effective Date Fall 2012 Approved by EPC _____

Department	MCLS
College	AS - Arts and Sciences
Degree	BA - Bachelor of Arts
Program Name	**Spanish** Program Code **SPAN**
Concentration(s)	Concentration(s) Code(s)
Proposal	Revise program

Description of proposal:

1) Add TRST 30230 Approaches to Translation to program requirements.
2) Add SPAN 38231 Translation Practice: Spanish to program requirements
3) Add a global literacy and cultural awareness option to program requirements. Students take MCLS 20000 (Global Literacy and Cultural Awareness) or MCLS 30230 (Foreign Language and culture studies).
4) Reduce literature survey electives to 6 hours from 9. Students take one from SPAN 38330 (Early Spanish literature) or SPAN 38331 (Recent Spanish literature) and one from SPAN 38334 (Early Spanish- American literature) or SPAN 38335 (Recent Spanish-American literature). As has long been the case, students may take one of the remaining survey courses to fulfill the 3/40000 elective category.
5) Add one 40000 elective to Spanish program requirements. Electives will thus include one 3/40000 elective (retained) and two 40000 electives, for a net gain of one 40000 elective. Add the following courses to the list of electives that fit the 3/40000 category: SPAN 38240 Conversation for Business and Special Purposes: Spanish and TRST 38303 Medical Spanish Translation and Interpreting; SPAN 48230: Advanced Translation Practice: Spanish and SPAN 48240 Busines and Special Texts: Spanish. The two latter courses SPAN 48230 and SPAN 48240 can fulfill the 40000 elective category or the 3/40000 category.
6) Add two non-course requirements to the program requirements: completion of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview and Writing Proficiency Test.
7) Change program title from BA in Spanish to BA in Spanish Literature, Culture and Translation (SLCT)

Does proposed revision change program's total credit hours? ☒ Yes ☐ No
Current total credit hours: 33 Proposed total credit hours 40

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

This proposal is being made with a simulanteous proposal to inactivate the B.S. in Spanish Translation Program from which the proposed added courses to the B.A. program originated. This will result in more efficient staffing and use of resources without compromising our departmental mission. The proposal assures that students will have the opportunity to take unique courses from our soon-to-be former B.S. in Spanish Translation (a field with rapid employment growth) despite its pending deactivation, and, in fact, makes the course available to all future Spanish majors. Since this proposal, in essence, involves merging two existing programs within our department and the incorporation of existing courses into the revised B.A. Spanish program, no encroachment issues are anticipated and no new staff is needed. The relatively new and unique course, TRST 38303 Medical Spanish Translation and Interpreting, will be retained as an elective to be offered to BA Spanish majors but it is expected to appeal to Nursing and pre-Med students and students in the new College of Public Health as well. MCLS 20000 and MCLS 30420 do not have prerequisites, which means that students do not have to wait until they have acquired signficant proficiency to take them. Teacher licensure candidates will be advised to take MCLS 30420

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and not MCLS 20000, since MCLS 30420 is a requirement for the Education Minor. Students will incur the costs of the OPI and WPT. Spanish teacher licensure candidates are already required to take the exams for Ohio teaching licensure, but the exams are not currently listed anywhere as program requirements. These candidates have been paying for their own exams.

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

REQUIRED ENDORSEMENTS

Jennifer Larson — 12/9/11
Department Chair / School Director

___/___/___
Campus Dean (for Regional Campuse proposals)

Mary Ann Haley — 12/16/11
College Dean (or designee)

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

___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

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KENT STATE
UNIVERSITY

Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Jennifer Larson, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 12-8-2011

Re: Transmittal Memo for MCLS Curricular revisions to BA and BS programs

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1. Program Revisions

Please find attached documentation to suspend admissions effective fall 2012 to:

a) the B.S. in French Translation (FRTR);
b) the B.S. in German Translation (GRTR);
c) the B.S. in Russian Translation (RUTR);
d) and the B.S. in Spanish Translation (SPTR).

Vote to suspend this programs was approved by the MCLS CC on 12/5/2011. These proposals to suspend the four B.S. programs should replace the proposals to inactivate the B.S. in translation programs referenced in our transmittal memo to you dated 10-7-2011.

On 10-7-2011, we also sent forth proposals to revise:

a) the B.A. in French (FR);
b) the B.A. in German (GER);
c) the B.A. in Russian (RUSS);
→ d) the B.A. in Spanish (SPAN).

We would now like to add one more change (approved by MCLS CC on 12/5/2011) to each of these proposals as follows:

a) change the name of the B.A. in French to B.A. in French Literature, Culture and Translation;
b) change the name of the B.A. in German to B.A. in German Literature, Culture and Translation;
c) change the name of the B.A. in Russian to B.A. in Russian Literature, Culture and Translation;
→ d) change the name of the B.A. in Spanish to B.A. in Spanish Literature, Culture and Translation.

KENT STATE UNIVERSITY

Modern & Classical Language Studies

To: Mary Ann Haley, Assistant Dean, College of Arts & Sciences

CC: Jennifer Larson, Chair, Modern & Classical Language Studies

From: Jessie Carduner, MCLS CC Convener

Date: 10/09/2011

Re: Transmittal Memo for MCLS Curricular revisions.

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3. **Program revisions** (Approved MCLS CC on 10/07/2011)

   a. BA in French

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i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the French BA: **TRST 30230** Approaches to Translation, **FR 33231** Translation Practice: French.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Add one course to French electives **FRN 43240** to Advanced Translation Practice).

v. Remove two 30000 courses from the elective list **FR 33095** Selected Topics in French and **FR 33301** French Play Production.

vi. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

b. BA in German

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add three required courses to the German BA: **TRST 30230** Approaches to Translation; **GER 31231** Translation Practice: German, and **GER 41240** Business and Special Texts: German.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Add one course to the German upper division electives: **GER 41240** Advanced Translation Practice: German.

v. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

c. BA in Russian

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the Russian BA: **TRST 30230** Approaches to Translation, **FR 32231** Translation Practice: Russian.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

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iv. Add one course to Russian electives **RUSS 43240** to Advanced Translation Practice).

v. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

d. BA in Spanish

i. Please find the following relevant documents: ☐ CCP, ☐ Proposal Summary, ☐ Revised Catalog Copy, ☐ Revised Roadmap, ☐ Revised College Advising Sheet, ☐ Revised AQIP plan.

ii. Add two required courses to the Spanish BA: **TRST 30230** Approaches to Translation, **SPAN 38231** Translation Practice: Spanish.

iii. Add one choice required course of either **MCLS 20000** Global Literacy and Culture Awareness or **MCLS 30420** Foreign Language and Culture Studies.

iv. Increase Spanish 40000 electives from three hours to six hours. Add four courses to the Spanish electives **SPAN 38240** Conversation for Business and Special Purposes: Spanish; **SPAN 48230** Advanced Translation Practice: Spanish; **SPAN 48240** Business and Special Texts: Spanish and **TRST 38303** Medical Spanish Translation and Interpreting. 30000 level courses from this list can fulfill the 3/40000 elective category. 40000 level courses from this list can fulfill either the 3/40000 category or the 40000 category.

v. Revise Spanish literature survey course configuration as follows. Reduce number of hours from nine to six. Students must choose one from **SPAN 38330** Early Spanish Literature or **SPAN 38331** Recent Spanish Literature; and students must choose one from **SPAN 38334** Early Spanish-American Literature or **SPAN 38335** Recent Spanish American Literature

vi. Add two non-course requirements to program requirements: ACTFL Oral Proficiency Interview. ACTFL Writing Proficiency Test.

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Ohio | Board of Regents

University System of Ohio

CHANGE REQUEST:
NAME AND CURRICULUM MODIFICATION

Date of submission: 12-9-2011

Name of institution: Kent State University

Previously approved title: Spanish within the BA degree

Proposed new title: Spanish Literature, Culture and Translation within the BA degree

Proposed implementation date of the request: Fall 2012

Date that the request received final approval from the appropriate institutional committee: [DATE] (Kent State University Board of Trustees)

Primary institutional contact for the request

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

Educator Preparation Programs:

Leads to licensure: No [change to Yes if true]
Leads to endorsement: No

Explain the rationale for name and curricular changes.
To reflect the incorporation of translation courses in the revised BA program and to give translation, the applied component, more visibility.

Describe how the name and curricular changes will affect students in the current program.

Current students will not be affected.

Describe any faculty, administrative or support service changes occurring along with the name and curriculum changes.
N/A

Provide evidence that the appropriate accreditation agencies been informed of the proposed change (if applicable).

N/A

Describe how the effectiveness of the new curriculum will be monitored over time.
The effectiveness will be monitored through a revised Academic Quality Improvement Program (AQIP) submitted with program revisions.

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Submit a comparison of the currently authorized curriculum and the proposed curriculum.

Previously Authorized Curriculum	Credit Hours	Proposed Curriculum	Credit Hours
		MCLS 20000 Global Literacy & Cultural Awareness or MCLS 30420 Foreign Language and Culture Studies	3
SPAN 38211 Spanish Grammar and Composition	3	SPAN 38211 Spanish Grammar and Composition	3
SPAN 38213 Spanish Reading and Conversation	3	SPAN 38213 Spanish Reading and Conversation	3
SPAN 38215 Spanish Phonetics and Diction	3	SPAN 38215 Spanish Phonetics and Diction	3
		SPAN 38231 Translation Practice: Spanish	1
SPAN 38421 Civilization of Spain	3	SPAN 38421 Civilization of Spain	3
SPAN 38424 Civilization & Culture of Latin America	3	SPAN 38424 Civilization & Culture of Latin America	3
SPAN 48215 Advanced Spanish Composition and Conversation	3	SPAN 48215 Advanced Spanish Composition and Conversation	3
		TRST 30230 Approaches to Translation	3
	18		**25**
Choose from the following Spanish survey literature	**9**	Choose from the following Spanish survey literature	**3**
SPAN 38330 Early Spanish Literature		SPAN 38330 Early Spanish Literature	
SPAN 38331 Recent Spanish Literature		SPAN 38331 Recent Spanish Literature	
SPAN 38334 Early Spanish-American Literature		Choose from Spanish-American survey literature	**3**
SPAN 38335 Recent Spanish-American Literature		SPAN 38334 Early Spanish-American Literature	
		SPAN 38335 Recent Spanish-American Literature	
Choose from the following Spanish literature or cultural electives	**6**	Choose from the following Spanish electives (6 hours must be at 40000 level)	**9**
		SPAN 38240 Conversation for Business: Spanish	
		SPAN 38330, 38331, 38334 or 38335 if not used above	
SPAN 48095 Selected Topics in Spanish (3)		SPAN 48095 Selected Topics in Spanish(3)	
SPAN 48216 Contemporary Hispanic Culture (3)		SPAN 48216 Contemporary Hispanic Culture (3)	
		SPAN 48230 Advanced Translation Practice (3)	
		SPAN 48240 Business & Special Texts: Spanish (3)	
SPAN 48340 Medieval Spanish Poetry (3)		Inactivate	
SPAN 48350 Don Quixote (3)		Inactivate	
SPAN 48351 Minor Works of Cervantes (3)		Inactivate	
SPAN 48352 Medieval Spanish Prose (3)		Inactivate	
SPAN 48354 Neoclassicism and Romanticism (3)		Inactivate	
SPAN 48356 Golden Age Prose (3)		Inactivate	
SPAN 48358 Nineteenth-Century Novel (3)		Inactivate	
SPAN 48360 Twentieth-Century Spanish Drama (3)		Inactivate	
SPAN 48364 Generation of '98 and After (3)		SPAN 48364 Generation of '98 and After (3)	
SPAN 48366 Novel of the Mexican Revolution (3)		SPAN 48366 Novel of the Mexican Revolution (3)	
SPAN 48370 Modernismo in Spanish-America (3)		SPAN 48370 Modernismo in Spanish-America (3)	
SPAN 48372 Spanish-American Novel I (3)		SPAN 48372 Spanish-American Novel I (3)	
SPAN 48373 Spanish-American Novel II (3)		Inactivate	
SPAN 48374 Modern Spanish-American Drama (3)		Inactivate	
SPAN 48376 Contemporary Spanish-Amer. Short Story (3)		SPAN 48376 Contemporary Span-Amer. Short Story (3)	
SPAN 48378 U.S. Latina/o Writers (3)		SPAN 48378 U.S. Latina/o Writers (3)	
SPAN 48422 Early Spanish-American Discourse (3)		SPAN 48422 Early Spanish-American Discourse (3)	
SPAN 48423 Spanish-American Indian Discourse (3)		SPAN 48423 Spanish-American Indian Discourse (3)	
		TRST 38303 Medical Spanish Translation & Interpreting	
Total	**33**	**Total**	**40**

Kent State University verifies that the information in this request is truthful and accurate.

Respectfully,

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

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Proposal Summary

Title: Revisions to BA in Spanish program requirements

Subject Specification: This proposal, with a net increase in credit hours from 33 to 40, seeks to add three courses to the Spanish BA core requirements: TRST 30230 (Approaches to translation), SPAN 38231 (Translation Practice: Spanish) and one of either of the following two choices: MCLS 20000 (Global Literacy and Cultural Awareness) or MCLS 30420 (Foreign Language and Culture Studies); to add two courses to the list of possible 30000-level electives: Spanish 38240 (Conversation for Business and Special Purposes: Spanish); and TRST 38303 (Medical Spanish Translation and Interpreting); to add two courses to the list of possible 3/40000 electives: SPAN 48230 (Advanced Translation Practice: Spanish) and SPAN 48240 (Business and Special Texts: Spanish); to increase the 40000 electives from 3 hours to 6; to reduce the survey-literature electives from 9 hours to 6, and to separate these into two categories from which students must take one course each as follows: one Spanish survey literature course, either SPAN 38330 (Early Spanish literature) or SPAN 38331 (Recent Spanish Literature), and one Spanish-American Literature course from either SPAN 38334 (Early Spanish-American Literature) or SPAN 38335 (Recent Spanish-American Literature); and finally, to add two non-course requirements: completion of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the ACTFL Writing Proficiency Test (WPT). The major name will change to Spanish Literature, Culture and Translation.

Background Information: Currently, the Department of Modern and Classical Language Studies offers two options for students majoring in Spanish: a B.A. in Spanish and a B.S. in SpanishTranslation. It is no longer feasible for MCLS to spread its resources across two undergraduate Spanish major programs. The proposed revisions to the Spanish BA major are being submitted simultaneously with a proposal to inactivate the B.S. in Spanish Translation major with the goal of increasing efficiency while remaining faithful to our department mission of instilling in our majors (in this case Spanish majors) functional proficiency, cultural literacy and a greater sensitivity, tolerance and appreciation for diversity through the study of language, literature and culture. In fact, the addition of the three core courses, TRST 30230, SPAN 38231 and one of either MCLS 20000 or MCLS 30420 (presently required only of B.S. in Spanish Translation majors and students seeking Spanish teaching licensure) to the B.A. in Spanish major, will enhance our ability to achieve our mission for all undergraduate Spanish majors as the course content of these new additions addresses multiple objectives in our mission. Similar proposals are being submitted for the other languages with two bachelors programs (French, German and Russian).

The addition of TRST 30320 with t`he corresponding practice, SPAN 38231, will introduce all Spanish majors to a field that, according to the U.S. Bureau of Labor Statistics, is projected to grow a faster-than-average 22% between 2008 and 2018. The addition of SPAN 38240, SPAN 48230, SPAN 48240 and TRST 38303 to the Spanish B.A. electives will enable students interested in pursuing a career in translation or a related applied language field to further develop translation and applied language skills and to learn more about professional opportunities for Spanish majors, despite the inactivation of the B.S. in SpanishTranslation major.

The revisions to the B.A. Spanish major, coupled with our proposal to inactivate the B.S. in Spanish Translation major, are predicted to produce dramatic revenue savings and more cost-effective delivery methods. MCLS 20000, MCLS 30420 and TRST 30230 are non-language specific courses and, therefore, will be delivered with larger enrollment caps than is possible in

language-specific courses and on a frequency that fits demand. Since all B.A. majors in French, German, Russian and Spanish will take these courses and the courses will be planned in identical semesters on all the roadmaps (assuming approval of proposals parallel to this one in the other languages), demand for these courses is expected to increase and to occur in the same semesters across languages, raising FTEs.

ACTFL OPI and ACTFL WPT are being proposed as additional requirements because they will provide us an independent, internationally recognized standardized measure of our students' functional proficiency in Spanish as they approach the end of their program. This will allow us to compare our graduates to others who have taken the ACTFL exams. In 2002, the National Council for Accreditation of Teacher Education (NCATE) mandated that foreign language teaching licensure programs must produce candidates with Advanced-Low proficiency scores on the OPI and WPT and many departments of education including the Ohio Department of Education are requiring the OPI and WPT for licensure. Consequently, universities across the nation are beginning to require the OPI and WPT either for licensure candidates only or for all of their language majors. Our proposal follows a national trend. Upon completion of each exam, students are given a certificate that states their proficiency level. The new major name will better reflect the variety of courses students will be able to take.

Alternatives and Consequences: If these courses are not added, with the exception of MCLS 20000, which also serves to fulfill a language requirement for many non-language majors, we would eventually cease to offer them after the B.S. in SpanishTranslation is inactivated and no students of Spanish would be introduced to translation studies at the undergraduate level, which would be unfortunate given the projected growth rate in this field. Demand for SPAN 38240 and SPAN 48240 would be limited primarily to Business Spanish minor students, compromising our ability to sustain that program, our only remaining Spanish progam, after the inactivation of the B.S. in Spanish Translation, with a professional, applied emphasis. We would likely cease to offer TRST 38303 Medical Spanish Translation and Interpreting as it would not be required in any of our programs, which would be a loss given the growth of both translation and health industries.

We plan to use the OPI and WPT as part of our AQIP to identify strengths and weakenesses in the preparation of our B.A. in Spanish majors. Failure to institute OPI and WPT as program requirements will result in incomplete data, invalidating our AQIP results and action plans. We will not be able to compare our student proficiency outcomes to national norms.

Specific Recommendation and Justification: In sum, we seek to add three courses to the B. A. Spanish major to be taken by all students: TRST 30230 (3 credit hours), the corresponding practice course of 1 credit hour: SPAN 38231 and one 3-credit course on cultural literacy and cross-cultural sensitivity with students' being able to choose either MCLS 20000 or MCLS 30420. We wish to retain several courses from the B.S. in Spanish Translation (currently being proposed for inactivation) so that students are exposed to courses that will introduce them to a high-growth industry by adding these courses to the list of electives in the Spanish BA program: SPAN 38240, 48230, 48240 and TRST 38303 and to increase our 40000 electives from 3 hours to 6 to enable students to take a variety of upper division literature, culture, translation, and applied language courses according to their differing career aspirations. In order to keep the major within a reasonable size, after adding the three required courses and one elective, we propose to reduce the required survey electives from 9 hours to 6, and, to ensure a representative experience, require that students take at least one survey each from the Spanish literature and Latin American literature categories. We will continue to allow students to take additional survey in literature courses to count in the 3/40000 elective category as has been done for many

years. Requiring MCLS 20000 or MCLS 30420 of all Spanish majors will ensure that all are exposed to similar theories, concepts and applications related to cultural literacy, cross-cultural understanding and appreciation for diversity. These proposed changes result in an increase from 33 to 40 credit hours for the B.A. Spanish major. Finally, we propose the addition of two non-course program requirements: completion of the ACTFL OPI and ACTFL WPT. These exams will improve our current AQIP methodology and provide data that can be used to compare the proficiency of our majors to that of other Spanish majors in Ohio and the nation. Students will have a greater awareness of their own proficiency levels, knowledge which will help make realistic academic and career decisions. Students who take the exams will be able to document their proficiency to prospective employers and when making applications to graduate schools.

Timetable and Actions Required:
Departmental approval: fall 2011
CCC approval: fall 2011
EPC approval: fall 2011
Effective date, fall 2012

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Spanish Literature, Culture and Translation - B.A. Program Requirements

Kent State University Catalog 2011 > Colleges and Programs > College of Arts and Sciences > Undergraduate Programs > Spanish - B.A. Program Requirements

- Spanish semester-by-semester 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.	**PREREQUISITE REQUIREMENTS***			
Type	**Course**		**Title**	**Credits**
	SPAN	18201	Elementary Spanish I (4)	
		18202	Elementary Spanish II (4)	
		28201	Intermediate Spanish I (3)	
		28202	Intermediate Spanish II (3)	
III.	**MAJOR PROGRAM REQUIREMENTS (33 credits)** *** *Courses count in major GPA*			40 credits
Type	**Course**		**Title**	**Credits**
	SPAN	38211	Spanish Grammar and Composition	3
		38213	Spanish Reading and Conversation	3
		38215	Spanish Phonetics and Diction	3
Add→		38231	Translation Practice: Spanish	1*
		38421	Civilization of Spain	3
		38424	Culture and Civilization of Latin America	3
		48215	Advanced Spanish Composition and Conversation	3
Add→	TRST	30230	Approaches to Translation	3*
Add→	Choose from the following Global Literacy and Cultural Awareness Courses			3
	MCLS	20000	Global Literacy and Cultural Awareness (3)	
	MCLS	30420	Foreign Language and Culture Studies (3)	
	Choose from the following: Spanish Survey Literature***			~~9~~ 3
WIC	SPAN	38330	Early Spanish Literature (3)	
WIC		38331	Recent Spanish Literature (3)	
	Choose from the following: Survey Spanish-American Literature			3
WIC		38334	Early Spanish-American Literature (3)	
WIC		38335	Recent Spanish-American Literature (3)	
	Choose from the following: ~~Spanish Literature or Cultural~~ Electives (6 hours must be at 40000 level)			~~6~~ 9
Add	SPAN	38240	Conversation for Business (3)	
		38330	Early Spanish Literature (3)	
		38331	Recent Spanish Literature (3)	
		38334	Early Spanish-American Literature (3)	
		38335	Recent Spanish-American Literature (3)	
		48216	Contemporary Hispanic Culture (3)	
Add		48230	Advanced Translation Practice: Spanish (3)	
		48240	Business and Special Texts: Spanish (3)	
		48340	Medieval Spanish Poetry (3)	
		48350	Don Quixote (3)	
		48351	Minor Works of Cervantes (3)	
		48352	Medieval Spanish Prose (3)	

Reduce survey hours to 6, one course must be from the Spanish Literature category, and one from the Spanish-American Literature category.

As has been the case, one of the remaining survey courses can be used to fulfill the 3/40000 elective category. This should be reflected on the requirement sheet and roadmap.

If any courses from this list do indeed go on hold effective f 2012, please remove from list.

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		48354	Neoclassicism and Romanticism (3)	
		48356	Golden Age Prose (3)	
		48358	Nineteenth-Century Novel (3)	
		48360	Twentieth-Century Spanish Drama (3)	
		48364	Generation of '98 and After (3)	
		48366	The Novel of the Mexican Revolution (3)	
		48370	Modernismo in Spanish-America (3)	
		48372	Spanish-American Novel I (3)	
		48373	Spanish-American Novel II (3)	
		48374	Modern Spanish-American Drama (3)	
		48376	Contemporary Spanish-American Short Story (3)	
		48378	U.S. Latina/o Writers (3)	
		48422	Early Spanish-American Discourse (3)	
		48423	Spanish-American Indian Discourse (3)	
Add	TRST	38303	Medical Spanish Translation and Interpreting (3)	

IV.	ADDITIONAL PROGRAM REQUIREMENTS (87 credits)	
Type	**Course Title**	**Credits**
	Foreign Language or General Electives****	14
	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
	College General Requirement (must be from Kent Core Basic Sciences)	3
	College General Requirement (must be from Kent Core Social Sciences)	3
	General Electives (minimum 10 upper-division credit hours) *Credits required depends on meeting minimum 121 credit hours and minimum 42 upper-division credit hours*	31
	MINIMUM TOTAL	**121**

* Many students begin their university studies with substantial proficiency in Spanish and therefore, should begin their program of study with the first course in the Spanish major, SPAN 38211. Other students may need to complete one or more of the prerequisite courses: SPAN 18201, SPAN 18202, SPAN 28201, SPAN 28202. Starting Spanish studies in the appropriate courses(s) is critical to on-time graduation. All students intending to major in Spanish should contact a Spanish faculty advisor in the department of Modern and Classical Language Studies for individualized placement and advising information prior to enrolling in their first Spanish course. Students entering the university with substantial knowledge of Spanish should consider taking the College-Level Examination Program (http://career.kent.edu/home/testing/t_clep.cfm) through which they may receive up to 14 hours of university credit. Students wishing to earn credit through CLEP should take the exam several weeks prior to enrolling in their first Spanish course to ensure eligibility, timely granting of credits, and timely placement into the correct Spanish courses(s).

** All courses taken from the list of major program requirements are used in the calculation of the major GPA.

*** One course must be passed with minimum C grade to fulfill the writing-intensive requirement. *Survey literature courses not applied to this category may be used to fulfill one requirement in the 3/40000 elective category.*

**** Students who fulfill the language requirement in fewer than 14 hours as a result of starting their Spanish studies in a course higher than SPAN 28202, will complete remaining hours with general electives.

*[add] ***** All Spanish majors must take the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview , ACTFL Writing Proficiency Test, and the Spanish Outcomes Assessment Test, prior to being cleared for graduation. Information about the exams can be found on the ACTFL Web site (www.actfl.org) and the Language Testing International (LTI) Web site: http://www.languagetesting.com/about_us.cfm, the exclusive licensee of ACTFL. B.A. in Spanish candidates should consult with their designated Spanish faculty advisor for more information on arranging to take the proficiency exams.*

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KENT STATE UNIVERSITY

Literature Culture Translation

Roadmap: Spanish – Bachelor of Arts
[AS-BA-SPAN]
College of Arts and Sciences
Department of Modern and Classical Language 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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [13 Credit Hours]					
Students interested in completing teacher licensure should use the major map with an Education minor and contact the department's pedagogy coordinator for advising. Students not placing out of Intermediate II will need to take the appropriate language course(s) as determined by the department, see note 1.					
SPAN 38211 Spanish Grammar and Composition	3	■		■	
US 10097 Destination Kent State: FYE	1				Not required of transfer students with 25 credits
College General Requirements	3				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
SPAN 38213 Spanish Reading and Conversation	3	■		■	
College General Requirements add ✓	3				Taken from any Foreign Language or general requirements
Kent Core Requirement MCLS 20000 or MCLS 30420	3				MCLS 20000 Global Literacy and Cultural Awareness MCLS 30420 Foreign Language and Culture Studies See note 4 on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
SPAN 38215 Spanish Phonetics and Diction	3	■		■	
College General Requirements	3				Taken from any Foreign Language or general electives
Kent Core Requirement	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [15 Credit Hours]					
SPAN 38424 Culture and Civilization of Latin America	3	■		■	
SPAN 3833X Spanish Survey Literature Electives	3	■		■	See note 2 on page 2
College General Requirement	3				Must be from Kent Core Basic Science
College General Requirement	3				Must be from Kent Core Social Science
General Elective (lower or upper division)	3				
Semester Five: [17 Credit Hours]					
SPAN 38421 Civilization of Spain	3	■		■	
~~**SPAN 3833X Spanish Survey Literature Elective**~~	~~3~~	■		■	See note 2 on page 2
College General Requirements	2				Taken from any Foreign Language or general electives
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (lower or upper division)	6				
Semester Six: [15 Credit Hours]					
SPAN 48215 Advanced Spanish Composition and Conversation	3	■		■	
SPAN 3833X Spanish Survey Literature Elective	3	■		■	See note 2 on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (lower or upper division)	6				
Semester Seven: [15 Credit Hours]					
Spanish Literature or Cultural Electives 6	~~3~~	■		■	See note 3 on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
General Electives (lower or upper division)	3 ~~6~~				

Semester Five: Replace SPAN 3833X with SPAN 38231 Translation Practice: Spanish, 1 credit, UD, major GPA. ADD TRST 30230 Approaches to Translation, 3 credits, UD, major GPA.

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KENT STATE UNIVERSITY

Roadmap: Spanish – Bachelor of Arts
[AS-BA-SPAN]
College of Arts and Sciences
Department of Modern and Classical Language Studies
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 Eight: [16 Credit Hours]					
Spanish Literature or Cultural Elective	3	■		■	**See note 3 on page 2**
College General Requirements	3				Taken from any Foreign Language or general electives
General Electives (upper division)	10	■			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	42	36	Kent Core or General Electives	SPAN 38330 or SPAN 38331 or SPAN 38334 or SPAN 38335	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 category and minimum one course from fine arts category*	May fulfill diversity requirement	9
Social Sciences (6 credit hours) *Must be selected from two curricular areas*	May fulfill diversity requirement	9
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

Note 1: Many students begin their university studies with substantial proficiency in Spanish and therefore, should begin their program of study with the first course in the Spanish major, SPAN 38211. Other students may need to complete one or more of the prerequisite courses: SPAN 18201, SPAN 18202, SPAN 28201, SPAN 28202. Starting Spanish studies in the appropriate courses(s) is critical to on-time graduation. All students intending to major in Spanish should contact a Spanish faculty advisor in the department of Modern and Classical Language Studies for individualized placement and advising information prior to enrolling in their first Spanish course. Students entering the university with substantial knowledge of Spanish should consider taking the College-Level Examination Program (http://career.kent.edu/home/testing/t_clep.cfm) through which they may receive up to 14 hours of university credit. Students wishing to earn credit through CLEP should take the exam several weeks prior to enrolling in ~~their first~~ Spanish course to ensure eligibility, timely granting of credits, and timely placement into the correct Spanish courses(s).

Note 4: Spanish teaching licensure candidates completing an Education minor should take MCLS 30420.

Note 2: **Spanish survey literature (~~9~~ 6 credit hours), choose from the following:**
(One course must be earned with minimum C grade to fulfill the writing-intensive requirement)

One from these two

SPAN 38330 Early Spanish Literature (fall only)	3	SPAN 38334 Early Spanish-American Literature	3
SPAN 38331 Recent Spanish Literature (spring only)	3	SPAN 38335 Recent Spanish-American Literature	3

One from these two

Note 3: **Spanish literature or cultural elective (6 credit hours), choose from the following:**

The courses not taken to fulfill the survey category can be taken in the 3/40000 elective category. The roadmap and program requirements should indicate this.

SPAN 48216 Contemporary Hispanic Culture	3	SPAN 48366 The Novel of the Mexican Revolution	3
SPAN 48340 Medieval Spanish Poetry	3	SPAN 48370 Modernismo in Spanish-America	3
SPAN 48350 Don Quixote	3	SPAN 48372 Spanish-American Novel I	3
SPAN 48351 Minor Works of Cervantes	3	SPAN 48373 Spanish American Novel II	3
SPAN 48352 Medieval Spanish Prose	3	SPAN 48374 Modern Spanish-American Drama	3
SPAN 48354 Neoclassicism and Romanticism	3	SPAN 48376 Contemporary Spanish-American Short Story	3
SPAN 48356 Golden Age Prose	3	SPAN 48378 U.S. Latina/o Writers	3
SPAN 48358 Nineteenth-Century Novel	3	SPAN 48422 Early Spanish-American Discourse	3
SPAN 48360 Twentieth-Century Spanish Drama	3	SPAN 48423 Spanish-American Indian Discourse	3
SPAN 48364 Generation of '98 and After	3		

Note: All courses taken from the list of major program requirements are used in the calculation of the major GPA.

Add to Note 3 the survey courses (SPAN 38330, 38331, 38334, 38335) to the electives. Add to note 3 electives (A) SPAN 38240 Conversation for Business and Special Purposes: Spanish; (B) SPAN 48240 Business and Special Texts: Spanish; (C) SPAN 48230: Advanced Translation Practice: Spanish; and (D) TRST 38303: Medical Spanish Translation and Interpreting.

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KENT STATE UNIVERSITY

Roadmap: Spanish – Bachelor of Arts
[AS-BA-SPAN]
College of Arts and Sciences
Department of Modern and Classical Language Studies
Catalog Year: 2011-2012

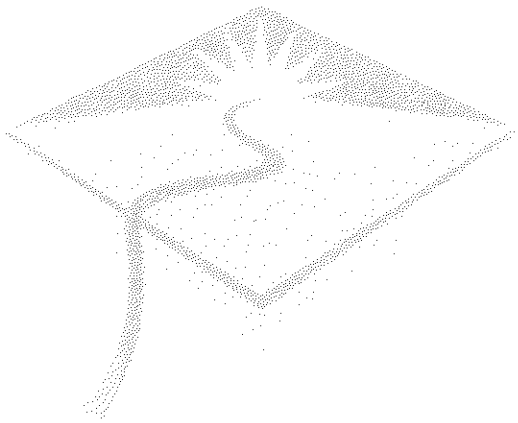
Kent Core
Students must complete a minimum 36 credit hours of the Kent Core. Certain courses required in programs and in student's major field may also fulfill the Kent Core. Honors equivalents shall satisfy the Kent Core. None of the courses on the Kent Core list may be taken with a pass/fail grade.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



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Assessment Plan for Proposed Revised B.A. in Spanish Major Effective Fall 2012

a. Learning Goals

The mission of the Spanish BA program is to instill functional proficiency in the target language, cultural literacy and a greater sensitivity, tolerance and appreciation for diversity through the study of the Spanish language and literature, Spanish and Latin American cultures, and MCLS courses in global awareness and literacy, cultural studies, applied linguistics and translation studies. Functional proficiency means the ability to use Spanish as a medium for communication in real-life tasks and interactions with other speakers of Spanish. The program, particularly when combined with a second major, a minor, a concentration or specialization in a second discipline, prepares students to work in a variety of language-centered and language-related jobs in fields such as, but not limited to, education, international relations, politics, law, government, finance, commerce, and medicine. Language-centered careers are those such as teaching, translating and interpreting in which language ability is a primary skill and language-related careers are those in which knowledge of a foreign language complements other skills (Bluford 1994/1995[1]).

The program aims to develop the reading, writing, speaking and listening skills and cultural competence necessary for using Spanish as a medium for socially, culturally and pragmatically appropriate communication in real-life tasks and interactions with other speakers of Spanish in a range of informal and formal settings. At the same time, a successful program will ensure that students have a firm understanding of the diverse nature of Hispanic cultures throughout the ages and a thorough familiarity with the conventions for discussing these cultures in an intellectual manner. Additionally, students will learn basic concepts and skills in translation.

b. Student Learning Outcomes

O1. Functional Proficiency – Speaking

The American Council on the Teaching of Foreign Languages Oral Proficiency Interview (ACTFL OPI) and the corresponding rating scale or speaking guidelines (www.actfl.org/files/public/Guidelinesspeak.pdf) is one of the most widely used assessments of speaking skills in the U.S., and in fact, since 2002, has been mandated by the National Council for Accreditation of Teacher Education (NCATE) in foreign language teacher licensure programs. The ACTFL Oral Proficiency Scale is an independent, standardized, performance-based rating of proficiency comprised of four major levels: Superior, Advanced, Intermediate and Novice, the lower three of which have sub-levels of High, Mid and Low, for a total of ten levels ranging from Novice-Low to Superior[2].

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[1] Bluford, V. (1994/5). Working with foreign languages. *Occupational Outlook Quarterly, 38* (4). http://www.bls.gov/opub/ooq/home.htm.

[2] Note: These levels are derived from and correlated with the U.S. Government scale as promulgated by the Interagency Language Roundtable (ILR - http://www.govtilr.org/). The ILR scale ranges from 0 (no proficiency) to 5 (functionally native proficiency). The correlation is 0 = Novice, 1 = Intermediate, 2 = Advanced, and 3 = Superior. The ILR level 3 is called General Professional Proficiency and is the minimum level accepted by the U.S. government for language-related employment.

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ACTFL proficiency ratings represent a continuum with each level entailing proficiency at the levels below it. An ACTFL oral proficiency rating represents the highest level an OPI candidate can sustain across a variety of language settings (e.g., formal, informal, professional), functions (e.g., describing, supporting an opinion, hypothesizing), topics, and so forth, when pushed. Speakers invariably are able to perform at a higher level than their current level for some language functions and when speaking about certain topics; sustainability is the crucial factor in assigning an ACTFL rating. The ACTFL Scale is often depicted as an inverted pyramid because the distinction between levels increases exponentially. For example, the difference between the Novice-Mid and Novice-High levels is much smaller than the difference between the Advanced-Mid and Advanced-High levels. Consequently, while most language learners progress rapidly through the lower ends of the proficiency scale, they will need considerably more exposure to and experience with the target language to progress through the Intermediate range, and in most cases, extended residence in the country where the target language is spoken to achieve Advanced or Superior proficiency.

We will set our own targets for oral proficiency in Spanish in accordance with the ACTFL results reported by Swender[3] (2003). All B.A. candidates in Spanish will be required to take the OPI prior to being cleared for graduation effective with the 2012 catalog. Swender (2003) has reported that among the 501 college juniors and seniors who took the ACTFL OPI in one of seven languages between 1998 and 2002, the majority fell into one four levels spanning Intermediate-Mid to Advanced-Mid, with the mode being Intermediate-High and relatively even distributions at the Intermediate-Mid, Advanced-Low and Advanced-Mid levels. Distributions in Spanish, the language with the highest number of candidates, were similar to the distributions across languages.

Overall, only 7% of the interviewees in the ACTFL data reported by Swender tested at Advanced-High or Superior, likely native speakers or students who lived abroad for an extended period of time. Consequently, we will collapse the upper levels setting our highest target to "Advanced-Mid or higher". Similarly, only 1% of the ACTFL interviewees scored at Intermediate-Low or below (.4% for Spnaish). Therefore, we will set our lowest target at Intermediate-Mid.

Since the ACTFL Proficiency scale is continuous, with each level entailing those below it, OPI data is reported in both total and cumulative percentages (counted downwards from the highest proficiency level). For instance in the ACFTL data shown in the table below, the cumulative percentage of interviewees rated at Superior down to Advanced-Mid in Spanish was 23%, while down the scale, the cumulative percentage of candidates who reached Intermediate-Mid was 99.5%. Our targets will be expressed in terms of cumulative percentages. Concretely, we expect 100% of our B.A. in Spanish candidates to achieve Intermediate-Mid, at least 80% of our candidates to reach Intermediate-High, at least 40% to reach Advanced-Low and 20% or more to reach Advanced-Mid or higher. Also in line with national data, we expect the mode for our candidates in Spanish to be at the Intermediate-High level once our sample is large enough to allow for statistically meaningful interpretation.

Twelve MCLS students have completed the OPI in various languages as of 8-10-2011. The sample is too small to predict a trend for the entire population of MCLS candidates who take the OPI, but results suggest that it is realistic to expect nearly all of our candidates to reach Intermediate-Mid (100% so far

[3] Swender, E. (2003). Oral proficiency testing in the real world: Answers to frequently asked questions. *Foreign Language Annals 36* (4), 520-526. Swender is the Director of the ACTFL Division of Professional Programs.

have) and that roughly 50% will reach Advanced-Low or higher. As MCLS data accumulate enough to show meaningful trends we may refine our targets.

	ACTFL Data reported by Swender **Spanish** / (All languages)			Targets for KSU BA in Spanish candidates	MCLS Candidates who have taken OPI through 8-10-2011
ACTFL Rating	No. of OPI Interviewees	% of total	Cumulative %	Cumulative %	Cumulative %
Advanced-Mid or higher	**50** (131)	**23%** (26%)	**23%** (26%)	20%	17%
Advanced-Low	**43** (105)	**20%** (21%)	**43%** (47%)	40%	50%
Intermediate-High	**86** (175)	**39%** (35%)	**82%** (82%)	80%	75%
Intermediate-Mid	**40** (86)	**18%** (17%)	**99%** (99%)	100%	100%

The ACTFL definitions of Intermediate and Advanced should not be confused with the achievement-based concepts associated with course titles, course numbering system or a student's academic standing. ACTFL proficiency levels are determined by performance on the OPI independently of how candidates arrive at their level. The ACTFL descriptor for the Intermediate-High level (our targeted mode) is included below to illustrate how ACTFL Proficiency descriptors differ from academic ones. Descriptors for other levels are similar:

> **Intermediate-High** speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate-High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devises, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Further, it is important to understand "functional oral proficiency" outcomes as context-bound and relative. For instance, for BA candidates seeking a career as a bilingual sales representative or tour guide, the ability to open and close conversations and to ask and answer simple questions in highly predictable contexts in Spanish (ACTFL Intermediate levels) may constitute "functional proficiency" for those candidates. For those desiring to become preK-12 teachers, functional proficiency will be the level required by the state of Ohio (presently Intermediate-High, although NCATE specifies for program accreditation the target is Advanced-Low). Those interested in diplomacy and intelligence will need Superior level proficiency, normally acquired by living abroad or being a highly educated native speaker, and accompanied by professional specialization in a discipline in addition to foreign language.

Those interested in translation and interpreting will need at least Superior (3) proficiency, and realistically more on the ILR scale (see note 2). Thus, a range of outcomes that varies with students' in- and out-of-class experience with the target language and career aspirations is both expected (supported by data) and appropriate.

O2. Functional Proficiency – Writing

Parallel to the Oral Proficiency Interview are the ACTFL Writing Proficiency Guidelines (2001, http://www.actfl.org/files/public/writingguidelines.pdf) and Writing Proficiency Test (WPT). As with oral proficiency, writing proficiency in ACTFL terms is understood to describe a continuous range of qualities rather than an absolute norm and will vary according to task and discourse type, language function, topic, level of formality and so forth. Writing proficiency is cumulative with the highest sustained level reached by a candidate entailing proficiency at the levels below it.

The WPT has been used less than the OPI. However, since 2002, NCATE Program Standards for the Preparation of Foreign Language Teachers require licensure candidates to achieve writing proficiency at Advanced-Low. Use of this instrument and availability of data for norming will increase. In a symposium at the 2007 ACTFL conference, Swender, Surface and Hamlyn (2007[4]) reported on nearly 3,200 teacher licensure candidates who took ACTFL Proficiency Exams between 2005 and 2007. Of the 1,332 candidates who took the WPT, 57.4% scored in the Advanced ranges (Low, Mid or High), while only 17% ranked in the Intermediate level and none scored in the Novice range. No information was given as to the educational status (graduate or undergraduate) or native-speaker status—native, non-native or heritage of the candidates. The authors pointed out three general trends in the comparison between OPI and WPT proficiency ratings: (1) Below the Advanced-Low level, writing proficiency appears to equal or surpass oral proficiency; (2) at the Advanced-Low level, oral and writing proficiency tend to be about equal; and (3) above Advanced-Low oral proficiency tends to exceed written proficiency. However, no statistical data indicating the strength of these correlations were included in the symposium handout.

In their symposium on teacher licensure candidates, Swender, Surface and Hamlyn (2007), mentioned a early study of 307 undergraduate WPT results (no bibliographic information provided) gathered over a five year period (no dates given) which showed a clustering at both Intermediate-High and Advanced-Low levels (58% were in these two levels). Until more national data is available and until we collect more data on our own students (so far only two have taken the WPT, one scoring Intermediate-High and one Advanced-Low), we will set the same cumulative targets for writing as for speaking: 100% should reach Intermediate-Mid or higher, at least 80% should reach Intermediate-High or higher, at least 50% should reach Advanced-Low or higher and at least 25% should reach Advanced-Mid or higher. The mode(s) should be near the Intermediate-High / Advanced-Low boundary. The ACTFL descriptor for Advanced-Low Writing Proficiency is as follows:

> **Writers at the Advanced-Low** level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers demonstrate

[4] Swender, E., Surface, E.A. & Hamlyn, H. (2007). What proficiency testing is telling us about teacher certification candidates. ACTFL Conference, San Antonio Texas, Nov. 2007.

the ability to narrate and describe in major time frames with some control of aspect. Advanced-Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy, and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer's first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text.

O3. Functional Proficiency – Reading

A standardized ACTFL reading proficiency exam is currently under development but has not yet been licensed to Language Testing International, the agency through which the OPI and WPT are administered. Therefore, we will continue to assess reading proficiency in Spanish through a departmentally-designed Outcomes Assessment Test (OAT). Students are expected to exhibit reading skills comparable to those of the ACTFL Advanced and ACTFL Advanced PLUS levels. These descriptions will guide our assessment of students' reading proficiency through the OAT, but students will be given a numerical score in lieu of an ACTFL rating for reading since our OAT is not an ACTFL test. Once the Reading Proficiency Test and data showing national trends become available, MCLS will consider its adoption.

Advanced: Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced Plus: Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

(1986, http://www.languagetesting.com/download/LTI_ACTFL_Reading_Guidelines.pdf.)

O4 Cultural Literacy and Global Awareness
Graduates are expected to have knowledge of Spanish and Latin-American history and culture and to understand the diverse nature of culture throughout the ages. Graduates will be able to discuss cultural differences, distinguishing between fact, opinion, stereotyping, etc. Through the study of the Spanish language, Spanish and Spanish-American literature and culture and either MCLS 30420 (Foreign Language and Culture Studies) or MCLS 20000 (Global Literacy and Cultural Awareness) our students learn to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups and to esteem diversity as they gain the skills necessary for sensitive, effective interpersonal and intercultural communication. Additionally, in learning to recognize and accept cultural differences, they are able to maintain an ongoing assessment of their own cultural values and behaviors. A successful program will instill in our students a lifetime commitment and desire to continue learning about languages, literatures, and cultures different from their own. Evaluation of global literacy and cultural awareness will be added to the departmentally designed OAT already in place.

O5. Introductory Translation Skills
In TRST 30230, students are introduced to foreign language translation concepts, principles, resources, and strategies along with techniques for text analysis. In SPAN 38231, taken concurrently with TRST 30230, students apply what they learn by completing original translations from Spanish to English of various text types appropriate to their proficiency level in Spanish, their world knowledge and academic background (translation requires familiarity with the subject matter of the text to be translated). Students will be expected to retain the conceptual knowledge and to be able translate from Spanish to English texts appropriate to their current Spanish proficiency, current world knowledge and current academic background. At present, B.S. students are required to complete translations on the departmentally-designed Outcomes Assessment for Spanish Translation. The current measure will be adapted as appropriate and incorporated into the same departmentally-prepared OAT that will be used to address cultural literacy and global awareness and reading comprehension.

c. Measures

O1 Speaking Proficiency.
M1 ACTFL Oral Proficiency Interview.

O2 Writing Proficiency.
M1 ACTFL Writing Proficiency Test.

O3 Reading Proficiency
M1 Outcomes Assessment Test (already in place, revise reading comprehension section if necessary).

04 Global Awareness and Cultural Literacy
M1 Outcomes Assessment Test (review existing OAT and revise as necessary).

05 Translation
M1 Outcomes Assessment Test (revise since students will take fewer translation courses)

Timeline

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Departmentally designed OATs are already in place. Revise existing BA OATs by May 2012 to incorporate assessment of translation skills. If current assessment does not appear to adequately evaluate global awareness and literacy, revise the existing OAT by May 2012.

Add OPI and WPT as graduation requirements effective 2012 catalog and implement a system for coordinating tracking with graduation clearance advisors in the College of Arts and Science and Registrar. Foreign language teacher licensure candidates are already required to take OPI and WPT in order to be licensed in Ohio to teach their language. We already track their scores. The MCLS Assistant Chair can retrieve test results for KSU students through a logon to the Language Testing International Website. Students are also given logins to retrieve and print their own certificates.

Since most students starting with the 2012 catalog will not begin graduating until 2016, full data collection on OPI and WPT results will not be possible until then. However, MCLS will encourage all Spanish majors in earlier catalog years with pending graduations to take the ACTFL exams. Being able to document one's language proficiency is beneficial for job candidates seeking employment in language-centered and language-related fields. ACTFL proficiency standards are recognized internationally in business, government and education sectors.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Foundations, Leadership and Administration**
College	**EH - Education, Health and Human Services**
Degree	**Minor (non degree)**
Program Name	**Event Planning** Program Code **TBD** EVPL
Concentration(s)	Concentration(s) Code(s)
Proposal	**Establish program**

Description of proposal:
Development of Event Planning Minor

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

Current total credit hours: Proposed total credit hours **22-24**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):
This minor will have a positive impact on SPAD, RPTM, and HM. This minor is in demand and will offer students in these programs (and others) a chance to minor in this growing field.

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

REQUIRED ENDORSEMENTS

Department Chair / School Director	12/1/11
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	12/21/11
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

TRANSMITTAL MEMO

The title of the new minor will be "Event Planning" which is a new minor in the School of Foundations, Leadership and Administration. The purpose of this action is to create a new minor, titled Event Planning.

The rationale for initiating this action is in response to: (a) student and industry demands for greater breadth and depth of academic study of event planning, (b) a more competitive educational market, which has seen significant curricular changes, and (c) the need for students seeking employment in the field to be better educated regarding a formalized and effective coordination of the event planning management process.

The event planning curriculum should prepare students to assume leadership roles within the industry. Through innovation, research, knowledge dissemination, and the enhancement of educational and practical opportunities, this new program will afford students the opportunity to collectively enroll in a variety of courses across disciplines to procure knowledge and practical skills pertaining to the process of event planning. The new minor is outlined as follows:

EVENT PLANNING MINOR **22-24**

Required Courses..... 13-15

Must take each of the following:

HM	33070	International ~~Foods~~ CUISINE	3
SPAD	45022	Event Planning and Production (MKTG 25010 waived for minor)	3
RPTM	36075	Program Design and Evaluation	3

Choose 1 of the 3 courses listed below:

If you have taken one of the three courses to fulfill the requirements of your major or other identified minor you must select one of the two remaining courses as a requirement.

HM	23030	Lodging Operations	3
RPTM	26030	Recreation Group Leadership	3
SPAD	35025	Facility Management	3

Choose one of the listed practicum:

HM 43092, or RPTM 36092 or, SPAD 25092 or SPAD 35092 1-3

(Practicum may be repeated with advisor approval)

Electives: 9

At least one course must be selected from Hospitality Management (HM), **at least one** course from Recreation, Park & Tourism (RPTM), and **at least one** from Sport Administration (SPAD).

Hospitality Management – Must choose at least ONE

HM	33040	Hotel Convention Group Sales and Services (HM 23030 Prereq)	3
HM	43043	Hospitality Meetings Management (HM 23030 Prereq)	3
HM	41095	Special Topics (with advisor approval)	3
HM	43092	Practicum (with advisor approval)	3

Recreation, Park & Tourism – Must choose at least ONE

RPTM	26060	Introduction to Global Tourism	3
RPTM	36040	Inclusion of People with Disabilities in Leisure Services	3
RPTM	36060	Commercial Recreation and Tourism	3
RPTM	46000	Tourism and Recreational Travel	3
RPTM	46095	Special Topics (with advisor approval)	3
RPTM	~~36060~~ 36192	Practicum (with advisor approval) ↳ IN LEISURE SERVICES MANAGEMENT	1

Sport Administration – Must choose at least ONE

SPAD	45023	Sport Marketing	3
SPAD	45027	Public Relations and Promotion in Sport	3
SPAD	46080	Legal Issues in Sport and Recreation	3
SPAD	45024	Sport in Global Perspective	3
SPAD	45026	Sport and the Media	3
SPAD	45030	Sport Enterprise	3
SPAD	46095	Special Topics (with advisor approval)	3
SPAD	25092	Practicum I (with advisor approval)	1
SPAD	35092	Practicum II (with advisor approval)	1

Total Hours..... 22-24

Requirement to graduate with an Event Planning minor:

Minimum 2.50 GPA (including all attempts) in the minor courses

PROPOSAL SUMMARY

TITLE
Minor in Event Planning

SUBJECT SPECIFCATION
This proposal creates a minor in Event Planning.

BACKGROUND INFORMATION
The term corporate event as defined in Wiley's International Dictionary of Event Management refers to an event sponsored by a corporation for the purpose of achieving specific goals and objectives such as entertaining customers, introducing and promoting new products or services, providing incentives or training for employees, as well as other activities. The industry arose out of the needs of a changing society in general and changing business practices in particular. The field of event management is a rapidly expanding industry in its adolescent phase. Everyday, trade shows, training, marketing, human resource development, sport and athletic, recreation and other corporate events are held throughout the world that require a formalized and effective coordination of the event planning management process . Two modern trends associated with these events include the drive for professionalism in response to internal and external forces and the convergence of corporate and public events e.g. The Olympics. In today's environment successful event management often requires the integration of systematic methods for researching, planning, designing, coordinating and evaluating event strategies.

Event planning has been housed within FLA, formerly SELS, for well over decade. However, recent industry demands and growth has precipitated the development of formal interdisciplinary (SPAD, HM, RPTM) minor. The proposed minor affords the student the opportunity to collectively enroll in a variety of courses across disciplines to procure knowledge and practical skills pertaining to the process of event planning.

The minor is being developed using current University courses offered in SPAD, HM, and RPTM. Currently staffing levels can support the offering of this minor, therefore, expenses for implementing the program will be minimal.

ALTERNATIVES AND CONSEQUENCES
There currently are no alternatives for this minor. If the program is not approved Kent State University will be unable to meet undergraduate student demands for event planning education.

SPECIFIC RECOMMENDATION AND JUSTIFICATION
The preferred action for this proposal is immediate approval throughout the process. As mentioned above, this program addresses demand in a growing field and would allow Kent State University to be one of the first universities to have a minor in Event Planning.

TIME TABLE

Our target is to meet approval deadlines for Fall 2012 catalog.

CATALOG COPY

EVENT PLANNING MINOR 22-24

Required Courses..... 13-15

Must take each of the following:

HM	33070	International ~~Foods~~ CUISINE	3
SPAD	45022	Event Planning and Production	3
RPTM	36075	Program Design and Evaluation	3

Choose 1 of the 3 courses listed below:

If you have taken one of the three courses to fulfill the requirements of your major or other identified minor you must select one of the two remaining courses as a requirement.

HM	23030	Lodging Operations	3
RPTM	26030	Recreation Group Leadership	3
SPAD	35025	Facility Management	3

Choose one of the listed practicum:

HM 43092, or RPTM 36092 or, SPAD 25092 or SPAD 35092 1-3

(Practicum may be repeated with advisor approval)

Electives: 9

At least one course must be selected from Hospitality Management (HM), **at least one** course from Recreation, Park & Tourism (RPTM), and **at least one** from Sport Administration (SPAD).

Hospitality Management – Must choose at least ONE

HM	33040	Hotel Convention Group Sales and Services (HM 23030 Prereq)	3
HM	43043	Hospitality Meetings Management (HM 23030 Prereq)	3
HM	41095	Special Topics (with advisor approval)	3
HM	43092	Practicum (with advisor approval)	3

Recreation, Park & Tourism – Must choose at least ONE

RPTM	26060	Introduction to Global Tourism	3
RPTM	36040	Inclusion of People with Disabilities in Leisure Services	3
RPTM	36060	Commercial Recreation and Tourism	3
RPTM	46000	Tourism and Recreational Travel	3
RPTM	46095	Special Topics (with advisor approval)	3
RPTM	~~36060~~ 36192	Practicum (with advisor approval) 4 IN LEISURE SERVICES MANAGEMENT	1

Sport Administration – Must choose at least ONE

SPAD	45023	Sport Marketing	3
SPAD	45027	Public Relations and Promotion in Sport	3
SPAD	46080	Sport Law	3
SPAD	45024	Sport in Global Perspective	3
SPAD	45026	Sport and the Media	3
SPAD	45030	Sport Enterprise	3
SPAD	46095	Special Topics (with advisor approval)	3

SPAD 25092	Practicum I (with advisor approval)	1
SPAD 35092	Practicum II (with advisor approval)	1
Total Hours		22-24

Requirement to graduate with an Event Planning minor:

Minimum 2.50 GPA (including all attempts) in the minor courses

GRADUATION REQUIREMENT SHEET: EVENT PLANNING MINOR

EVENT PLANNING MINOR **22-24**

Required Courses..... 13-15

Must take each of the following:

HM	33070	International Foods	3
SPAD	45022	Event Planning and Production (MKTG 25010 waived for minor)	3
RPTM	36075	Program Design and Evaluation	3

Choose 1 of the 3 courses listed below:

If you have taken one of the three courses to fulfill the requirements of your major or other identified minor you must select one of the two remaining courses as a requirement.

HM	23030	Lodging Operations	3
RPTM	26030	Recreation Group Leadership	3
SPAD	35025	Facility Management	3

Choose one of the listed practicum:

HM 43092, or RPTM 36092 or, SPAD 25092 or SPAD 35092 1-3

(Practicum may be repeated with advisor approval)

Electives: 9

At least one course must be selected from Hospitality Management (HM), **at least one** course from Recreation, Park & Tourism (RPTM), and **at least one** from Sport Administration (SPAD).

Hospitality Management – Must choose at least ONE

HM	33040	Hotel Convention Group Sales and Services (HM 23030 Prereq)	3
HM	43043	Hospitality Meetings Management (HM 23030 Prereq)	3
HM	41095	Special Topics (with advisor approval)	3
HM	43092	Practicum (with advisor approval)	3

Recreation, Park & Tourism – Must choose at least ONE

RPTM	26060	Introduction to Global Tourism	3
RPTM	36040	Inclusion of People with Disabilities in Leisure Services	3
RPTM	36060	Commercial Recreation and Tourism	3
RPTM	46000	Tourism and Recreational Travel	3
RPTM	46095	Special Topics (with advisor approval)	3
RPTM	~~36060~~ 36192	Practicum (with advisor approval) ↳ IN LEISURE SERVICES MANAGEMENT	1

Sport Administration – Must choose at least ONE

SPAD	45023	Sport Marketing	3
SPAD	45027	Public Relations and Promotion in Sport	3
SPAD	46080	Legal Issues in Sport and Recreation	3
SPAD	45024	Sport in Global Perspective	3
SPAD	45026	Sport and the Media	3
SPAD	45030	Sport Enterprise	3
SPAD	46095	Special Topics (with advisor approval)	3
SPAD	25092	Practicum I (with advisor approval)	1
SPAD	35092	Practicum II (with advisor approval)	1

Total Hours..... 22-24

Requirement to graduate with an Event Planning minor:
Minimum 2.50 GPA (including all attempts) in the minor courses

SANDOVAL, JENNIFER

From: DEVINE, MARY ANN
Sent: Thursday, January 12, 2012 11:26 AM
To: SANDOVAL, JENNIFER
Subject: RE: Event Planning minor proposal

Jennifer,
The course is RPTM 36192.

Mary Ann Devine, Ph.D., CTRS
Associate Professor & Coordinator
Certificate on Disability Studies & Community Inclusion
Recreation, Parks, & Tourism Management
Kent State University
316 White Hall
Kent, OH 44242
Email: mdevine@kent.edu
Phone: 330-676-9686

From: FITZGERALD, SHAWN
Sent: Thursday, January 12, 2012 2:06 AM
To: DEVINE, MARY ANN
Subject: FW: Event Planning minor proposal

Mary Ann,

Could you please respond to Jennifer's request below as I believe you would be the person who would know which course this should be---thanks

Dr. Shawn M Fitzgerald
Director,
School of Foundations, Leadership and Administration
Associate Professor, Evaluation and Measurement
330-672-1345
smfitzge@kent.edu

From: SANDOVAL, JENNIFER
Sent: Wednesday, January 11, 2012 3:33 PM
To: FITZGERALD, SHAWN
Subject: Event Planning minor proposal

Shawn,

I'm reviewing the proposal for the Event Planning minor and I noticed a typo. In the list of RPTM, HM and SPAD electives the RPTM Practicum course has the wrong number, it is listed as RPTM 36060. I can update the proposal with the

correct number but I need to know which RPTM practicum course should be required? RPTM 36092 Practicum in Therapeutic Recreation or RPTM 36192 Practicum in Leisure Services Management.

Jennifer

Jennifer Sandoval | Academic Program Officer | Curriculum Services
Kent State University | Library, 384C | 1 Eastway Dr. | Kent, Ohio 44242
jsandova@kent.edu | 330.672.1885 | www.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **4-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** 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	**Special Education** Program Code **SPED**
Concentration(s)	**Mild/Moderate Language Arts/Reading** Concentration(s) Code(s) **TBD** MMLR
Proposal	**Establish program**

Description of proposal:

Establish a concentration in Mild/Moderate Language Arts/Reading in the BSE program in Special Education

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

Current total credit hours: **126** Proposed total credit hours **132**

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

In Ohio and across the nation, special education teachers must meet specific requirements to demonstrate that they are highly qualified to teach (HQT) in the subject area to which they are assigned. Special education teachers who teach academic content to students with mild/moderate disabilities must demonstrate expertise in at least two core academic subject areas (e.g., reading, language arts, math, social studies). The proposed action creates a concentration that emphasizes content area (Kent Core) coursework in language arts. This action will likely increase enrollment (although modestly) in some arts and sciences (English) courses. There will be no change in the coursework related to teaching language arts (methods) or teaching reading (methods), and no impact on enrollment in these classes.

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

School of Teaching, Learning and Curriculum Studies; Department of English

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins — 11/14/2011
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Joanne Arhar — 11/28/11
College Dean (or designee)

_____ ___/___/___
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 **4-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** 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	**Special Education**	Program Code	**SPED**
Concentration(s)	**Mild/Moderate Mathematics/Reading**	Concentration(s) Code(s)	~~**TBD**~~ MMMR
Proposal	**Establish program**		

Description of proposal:

Establish a concentration in Mild/Moderate Math/Reading in the BSE program in Special Education

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

Current total credit hours: **126** Proposed total credit hours **134**

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

In Ohio and across the nation, special education teachers must meet specific requirements to demonstrate that they are highly qualified to teach (HQT) in the subject area to which they are assigned. Special education teachers who teach academic content to students with mild/moderate disabilities must demonstrate expertise in at least two core academic subject areas (e.g., reading, language arts, math, social studies). The proposed action creates a concentration that emphasizes content area (Kent Core) coursework in mathematics. This action will likely increase enrollment (although modestly) in some arts and sciences (Math) courses. There will be no change in the coursework related to teaching math (methods) or teaching reading (methods), and no impact on enrollment in these classes.

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

School of Teaching, Learning, & Curriculum Studies; Department of Mathematical Sciences

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REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins — 11/12/2011
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Joanne Arhar — 11/28/11
College Dean (or designee)

_____ ___/___/___
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 **4-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Lifespan Development and Educational Sciences**
College	**select one**
Degree	**BSE - Bachelor of Science in Education**
Program Name	**Special Education** Program Code **SPED**
Concentration(s)	**Mild/Moderate Social Studies/Reading** Concentration(s) Code(s) ~~**TBD**~~ MMSR
Proposal	**Establish program**

Description of proposal:

Establish a concentration in Mild/Moderate Social Studies/Reading in the BSE program in Special Education

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

Current total credit hours: **0** Proposed total credit hours **126**

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

In Ohio and across the nation, special education teachers must meet specific requirements to demonstrate that they are highly qualified to teach (HQT) in the subject area to which they are assigned. Special education teachers who teach academic content to students with mild/moderate disabilities must demonstrate expertise in at least two core academic subject areas (e.g., reading, language arts, math, social studies). The proposed action creates a concentration that emphasizes subject area (Kent Core) coursework in social studies. This action will likely increase enrollment (although modestly) in some arts and sciences courses. There will be no change in the coursework related to teaching social studies (methods) or teaching reading (methods), and no impact on enrollment in these classes.

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

Geography; History; Political Science; School of Teaching, Learning and Curriculum Studies

REQUIRED ENDORSEMENTS

H. Dillmann-Jenkins — 11/14/2011
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Joanne Arhar — 11/28/11
College Dean (or designee)

_____ ___/___/___
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 **4-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** 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	**Special Education**	Program Code	**SPED**
Concentration(s)	**Mild/Moderate Educational Needs**	Concentration(s) Code(s)	**MLDM**
Proposal	**Inactivate program**		

Description of proposal:

Inactivate Mild/Moderate Educational Needs in the BSE program in Special Education

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The Mild/Moderate Educational Needs concentration is being inactivated as part of a proposed action to create three new Mild/Moderate concentrations in special education. The three proposed concentrations are designed to allow special education graduates from the undergraduate program to attain "highly qualified" status in two or more specific core academic subject areas, as required by the Ohio Department of Education and related federal mandates. Inactivating the Mild/Moderate Educational Needs concentration means that some currently required coursework (COMM 15000, ENG 34004, and ENG 34005) will no longer be required. Thus, this action will likely decrease enrollment in these classes. These requirements will be replaced with other required Arts & Sciences courses appropriate to the academic subject area focus of each of the three new concentrations (Mild/Moderate Language Arts & Reading, Mild/Moderate Social Studies & Reading, Mild/Moderate Math & Reading).

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

English/ School of Communication Studies; School of Teaching, Learning, & Curriculum Studies

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REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins — 11/16/2011
Department Chair / School Director

_____ — ___/___/___
Campus Dean (for Regional Campuses proposals)

Joanne Orlan — 11/28/11
College Dean (or designee)

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

_____ — ___/___/___

Transmittal Memo

Date: Nov 14, 2011

To: Joanne Arhar, Associate Dean for Student Services, Undergraduate Education

From: Lyle Barton, Coordinator, Special Education Program
Andrew Wiley, Assistant Professor, Special Education

Re: Curricular revisions to BSE Special Education program

This proposal is to establish three new concentrations: (Mild/Moderate Language Arts & Reading; Mild/Moderate Social Studies & Reading; Mild/Moderate Mathematics & Reading) and inactivate one concentration (Mild/Moderate Educational Needs [MLDM]) for undergraduate students completing a Bachelor of Science in Education in Special Education [BS SPED].

Curricular/consultative bodies that have approved this action:
Approved by SPED program area: September 28, 2011
Approved by LDESS Curriculum Committee: November 2, 2011
Presented to EHHS Curriculum Committee: November 18, 2011
Presented to EPC: January 23, 2011

Proposal to Establish Three New Concentrations and Inactivate One Concentration For the Special Education BSE Program

Subject Specification

This proposal is to establish three new concentration options (Mild/Moderate Language Arts & Reading; Mild/Moderate Social Studies & Reading; Mild/Moderate Mathematics & Reading) and inactivate one concentration option (Mild/Moderate Educational Needs [MLDM]) for undergraduate students completing a Bachelor of Science in Education in Special Education [BS SPED].

Background Information:

Currently, the BSE SPED degree consists of four concentrations: Deaf Education [DFED], Educational Interpreter [EI], Mild/Moderate Education Needs [MLDM], and Moderate/Intensive Educational Needs [MDIN]. This proposal will inactivate MLDM and establish three new concentrations to take its place: Mild/Moderate Language Arts & Reading, Mild/Moderate Social Studies & Reading, and Mild/Moderate Mathematics& Reading. Thus, with approval of this proposal, the SPED major will consist of six concentrations: DFED, EI, MDIN, and the three new ones.

The purpose of the proposed concentrations is to enhance the content focus of Kent State's UG mild/moderate special education program to help graduates meet the "highly qualified" requirements of the Ohio Department of Education (ODE), as mandated by the No Child Left Behind Act (2001) and the Individuals with Disabilities Education Improvement Act (2004). In addition to earning a bachelor's degree and being eligible for special education licensure in Ohio and other states, candidates who complete the four-year program will be able to fulfill requirements to be identified as highly qualified to teach (HQT) in at least two core academic subjects (language arts/ *or* social studies/ *or* math, *and* reading) to students with disabilities. Graduates of this program will have the subject area knowledge and pedagogical skills necessary to enable K-12 pupils with mild/moderate disabilities to meet Ohio's academic content standards.

In addition to fulfilling policy mandates, there is an empirical basis for the proposed concentrations. Research in teacher education suggests a strong positive relationship between the quality of pre-service teacher preparation, teacher effectiveness, and student achievement (Darling-Hammond, 1999; Darling-Hammond & Young, 2002; Wilson, Floden, & Ferrini-Mundy, 2002). This strong positive relationship holds true for both general education *and* special education (Boe, Shin, & Cook, 2007; Nougaret, Scruggs, & Mastropieri, 2005). More specifically, teacher effectiveness is associated with breadth of content or subject area knowledge, mastery of teaching methods (instruction and classroom management), and opportunities to practice teaching (Darling-Hammond & Young, 2002). The proposed concentrations will address all three of these research-based teacher training components, and will prepare undergraduate special education majors to pass subject area tests required to attain HQT status in Ohio and around the country.

Note that there will be an increase in the total required credit hours for two of the proposed concentrations (Mild/Moderate Language Arts & Reading and Mild/Moderate Mathematics & Reading). These increases are necessary to ensure that special education candidates develop both subject area expertise and expertise in special teaching methods for students with disabilities. The number of credit hours required for each of the proposed concentrations is consistent with the requirements of other teacher education programs, and all three concentrations can be completed in four years (see attached roadmaps).

Description of Action

The proposed concentrations will outline the requirements for obtaining a BSE in Special Education with a concentration in one of three core academic subject areas *plus* reading, i.e., Mild/Moderate Language Arts & Reading, Mild/Moderate Social Studies & Reading, Mild/Moderate Mathematics& Reading. Each concentration will require undergraduate special education majors to complete a coursework sequence that promotes subject area mastery in one of three core subject areas and reading. The course sequence for each concentration is detailed in three new undergraduate roadmaps (attached); each roadmap specifies subject area coursework and pedagogical (teaching methods) coursework relevant to the concentration. **Note that none of the courses specified in the roadmaps are new courses**. The proposed concentrations require students to take specified classes in the appropriate subject area (English, history, or math). **The required pedagogical (teaching methods) courses in the proposed concentrations are the same as the pedagogical courses required previously**. Completing these subject area and pedagogical courses will enable graduates to meet Ohio's HQT requirements for special education teachers in two core academic subjects (language arts, *or* social studies, *or* math, *and* reading). Attaining HQT status will make our graduates more marketable for jobs as K-12 mild/moderate special education teachers.

Conformity of Action with Mission of Sponsoring Unit

The Special Education objectives are fully aligned with the conceptual framework of the teacher education unit at Kent State University. With the guiding conceptual framework as our underlying foundation, our goals in Special Education extend them by specifying their relationship to creating and promoting educational systems and teacher candidates who are committed to preparing individuals to live independent, responsible, productive, and personally satisfying lives to the fullest extent of their capabilities in our evolving society.

The objectives of the BSE in Special Education are:

(a) to positively promote the inclusion of persons with exceptionalities to the greatest extent possible within our diverse communities,

(b) to develop the next generation of excellent teachers, service providers, administrators, teacher educators, and scholars in the field of special education who apply the current knowledge base effectively, and

(c) to provide leadership at the local community, state, national, and international levels to further develop and share evidence-based knowledge and practices with key stakeholders (e.g., children, parents, educational professionals, researchers).

Through education, we seek to improve the lives of individuals with exceptionalities, their families, and the professionals who work with them by preparing teachers and other personnel to work with children and students with exceptionalities from birth to adulthood.

Rationale for Action

The Ohio Department of Education and federal mandates require special education teachers to attain HQT status appropriate to their teaching assignment. Special education teachers must be HQT in any core academic subject area they teach. To attain HQT status, special education teachers must (1) earn a bachelor's degree from an accredited four-year university or college; (2) hold full state licensure appropriate to the teaching assignment; and (3) pass Ohio's State Licensing Exam (e.g., NTE, Praxis II) in the core subject area appropriate to the teaching assignment. Special education teachers who work only in elementary programs can attain HQT status by passing a test of elementary content/pedagogy, as specified by ODE. However, to attain HQT status *across grades K-12,* special education teachers must pass one or more core subject area tests (e.g., Teaching Reading, Middle School English Language Arts, Middle School Mathematics, Middle School Social Studies). We will recommend our students take the Teaching Reading test and the test that corresponds to their concentration (i.e., language arts, social studies, math). *Each of the proposed concentrations includes coursework that will prepare special education graduates to pass at least one subject area test and one reading test, allowing them to meet HQT requirements for special education teachers in at least two core academic subject areas.* The subject area coursework included in the three new concentrations was selected after careful and extensive consultation with faculty from Kent State's Middle Childhood Education program. Most of this coursework is the same coursework that Middle Childhood Education majors are required to take to complete that program. Graduates from the Middle Childhood Education program have been very successful in passing the core subject area tests described above.

Effect on Current Programs, Offerings, Students, Staff

The proposed concentrations (Mild/Moderate Language Arts & Reading, Mild/Moderate Social Studies & Reading, Mild/Moderate Mathematics& Reading) will realize the following benefits:

Effect on Undergraduate Programs:

- No new undergraduate coursework will be created by the proposed concentration; however, enrollment may increase/decrease in some existing undergraduate classes in the College of Arts & Sciences, see *Specific Recommendation and Justification,* below.
- The proposed concentrations will draw new students to the Special Education major. Prospective students will learn about the HQT requirements and how the proposed concentration will help aspiring special education teachers meet those requirements.

Effect on College/University:

- These concentrations will increase the likelihood that students interested in special education will choose Kent State over similar programs at other universities.
- These concentrations will strengthen relationships between the university, the Ohio Department of Education, and K-12 schools in the community. State-level and school-

level administrators have communicated to us a clear need for HQT special educators who can skillfully teach academic content to students with disabilities in a variety of settings.

Effect on Students:

- Students who complete one of the proposed concentrations and attain HQT status will be highly competitive in the job market. Principals are seeking to hire HQT special education teachers.
- Students will be uniquely prepared to teach academic content to students with mild/moderate disabilities across a range of instructional settings. Recent graduates from our special education program, particularly graduates teaching in middle schools and high schools, have indicated a need for stronger academic training in the subjects they teach. Developing the content area expertise of our special education graduates would be beneficial in both self-contained instructional settings and in classrooms co-taught with general education teachers.

Effect on Staff and Faculty:

- The proposed concentrations will strengthen connections between the School of Lifespan Development and Educational Sciences (LDES), the School of Teaching, Learning, and Curriculum Studies (TLCS), and the College of Arts and Sciences. New opportunities will be created for faculty collaboration in teaching and research. Several faculty in both LDES and TLCS share research interests in the area of teaching academic content to students with mild/moderate disabilities. Additionally, increased collaboration between Kent State's general education and special education teacher preparation programs has been identified as a priority by Dr. Joanne Arhar, Associate Dean for Undergraduate Education at the College of EHHS, and the Teacher Education Coordinators committee.

Scope of Action:

The scope of the proposed action is mostly internal to the Special Education program. The proposed action will create three new undergraduate roadmaps that require special education majors to take relevant subject area coursework in the College of Arts & Sciences and relevant pedagogical (teaching methods) coursework in the College of Education, Health, and Human Services. No new coursework will be created. Some parts of the proposal may have a limited or indirect effect on other units of the University. For example, enrollments in some courses in the College of Arts & Sciences may increase or decrease given the modified requirements of the proposed concentrations.

Currently, the Mild/Moderate Special Education program graduates approximately 40 undergraduate students per year. With current curricular actions, we seek to provide students three options for the Mild/Moderate program—therefore, each option/concentration should graduate approximately 14 students a year. The maximum impact of this proposal on courses from the College of Arts & Sciences would be an enrollment change of 14 students in specified courses during their freshman or sophomore years (for specified courses, see *Specific Recommendation and Justification,* below).

Fiscal and Staffing Impact of Action
This proposal capitalizes on current faculty expertise (across programs and colleges) in academic subject areas, general education, evidence-based instructional methods for students with disabilities, and co-teaching. The program expects to mount a vigorous marketing and recruitment effort that will lead to an increase in undergraduate enrollment in special education, thus further expanding financial support for faculty and related resources. We also anticipate that increased success by our graduates in obtaining employment and job satisfaction will lead to increased enrollment and financial support.

As mentioned above, the impact of the action would be approximately 14 students during their freshman or sophomore years in specified courses (for a list of courses, see *Specific Recommendation and Justification,* below).

Evidence of Need and Sustainability
The need for the proposed concentrations is clearly established by several important realities that exist in today's schools. First, students with disabilities are increasingly being taught in the general education classroom. Recent child count data from the Office of Special Education Programs indicate that over half of students with disabilities (in Ohio and across the nation) are taught primarily (>80% of the school day) in general education settings (US Department of Education, 2009). Nearly 80% of students with disabilities spend approximately half or more of their school day in general education. These percentages are even higher among students with mild to moderate disabilities.

Second, federal mandates in the No Child Left Behind Act of 2001 and the 2004 reauthorization of the Individuals with Disabilities Act require increased access by students with disabilities to the general education curriculum. Moreover, schools are expected to help students with disabilities achieve proficiency in core academic subject areas (language arts, social studies, science, math). To accomplish this, federal law requires students with disabilities to be taught by *highly qualified* teachers using scientifically validated instructional practices. The expectation is clear—special education must provide effective instruction to help students with disabilities achieve academic success in the general education curriculum, and special education teachers must be *highly qualified* to deliver this instruction.

Finally, while the data show that efforts to move students with disabilities from less to more integrated settings have been relatively successful, data on student achievement have been more disappointing. Students receiving special education services have not, in general, made the level of academic progress anticipated in legislative reforms. For instance, Morgan and his colleagues (2010) reanalyzed data from large-scale nationally representative sample of US school children and concluded that "receipt of special education services has either a negative or a statistically nonsignificant impact on children's learning and behavior" (p.236). All of these realities underscore the need to better prepare special education teachers to teach core academic subjects to students with disabilities in a variety of educational settings.

The new concentrations are sustainable. No new courses will be created. The courses students will be required to take are courses that currently exist. Attached to our proposal are letters of support from appropriate departments.

Alternatives and Consequences
The alternative would be to not add concentrations to the Mild/Moderate Special Education program. The consequences would be that our graduates would not be marketable against other graduates who did receive coursework that would allow them to meet HQT requirements and to be noted as highly qualified in content disciplines.

Specific Recommendation and Justification
The specific recommendation is to inactivate the Mild/Moderate Educational Needs concentration in Special Education and establish three new concentrations (Mild/Moderate Language Arts & Reading, Mild/Moderate Social Studies & Reading, Mild/Moderate Mathematics& Reading). Justification rests in the needs of our graduates to be eligible for employment and of our communities to have highly qualified special education teachers.

Students currently enrolled in MLDM may finish their degree; courses will be continued to be offered. The only courses being removed are from the Additional Concentration Requirements: COMM 15000 *Introduction to Human Communication* (3) and three credits of Language Arts Electives. The Core Concentration Requirements will remain the same in the three new concentrations; however, each concentration will have additional course requirements (see Program Requirements) that will give students the skills necessary to meet Ohio's academic content standards.

I. Specify the following course requirements for the **Mild/Moderate Language Arts & Reading** concentration (132 total credits required for graduation):

CI 47501 *Teaching Mathematics in Early and Middle Grades* (3)
CI 47502 *Teaching Science in Early and Middle Grades* (3)
CI 47503 *Teaching Social Studies in Early and Middle Grades* (3)
CI 47504 *Teaching Reading and Writing in Middle Grades* (3)
CULT 29535 *Education in a Democratic Society* (3)
ECED 40105 *Appropriate Phonics Instruction for Kindergarten and Primary Children* (3)
ECED 40126 *Developmental Reading & Writing* (3) [Writing Intensive course]
ENG 25002 *Literature in English II* (3)
EPSY 29525 *Educational Psychology* (3)
HED 42575 *Health & Learning* (3)
ITEC 19525 *Educational Technology* (3)
MATH 14001 *Basic Math Concepts I* (4) [Kent Core Math course]
MATH 14002 *Basic Math Concepts II* (4) [Kent Core Additional course]
MCED 40007 *Teaching Reading with Literature* (3)
SPA 34104 *Speech & Language Development* (3)
SPED 23000 *Introduction to Exceptionalities* (3)
SPED 43010 *Family/Professional Collaboration* (3)
SPED 43020 *Assessment in Special Education* (3)

SPED 43030 *Applied Behavior Analysis I* (3)
SPED 43031 *Applied Behavior Analysis II* (3)
SPED 43040 *Language & Reading in Special Education* (3)
SPED 43050 *Characteristics Mild/Moderate* (3)
SPED 43060 *Curriculum Methods Special Ed* (3)
SPED 43062 *Curriculum Methods Mild/Moderate* (3)
SPED 43070 *Plan/Program Transitions* (3)
SPED 43981 *Student Teaching Special Education* (9) [Experiential Learning Requirement course]
SPED 43992 *Field Experience Special Education* (3)
SPED 44092 *Field Exp Mild/Moderate* (3)
SPED 49525 *Seminar Professional Practice* (3)
US 10097 *Destination Kent State: FYE* (1)

Choose one of the following (3):
ENG 22071 *Great Books I* [Kent Core Humanities in Arts and Sciences course] **or**
ENG 22072 *Great Books II* [Kent Core Humanities in Arts and Sciences course]

Choose one of the following (3):
ENG 21001 *Introduction to Ethnic Literature of the United States* **or**
ENG 21002 *Introduction to Women's Literature*

Choose one of the following (3):
ENG 31001 *Fundamental English Grammar* **or**
ENG 31003 *Linguistics*

Kent Core Requirements (27-30):
Additional (3 remaining credit hours, 3 credits fulfilled by MATH 14002)
Basic Sciences (6-7 credit hours)
Composition (6-8 credit hours)
Humanities & Fine Arts (6 remaining credit hours; 3 cr fulfilled by ENG 22071 *or* ENG 22072)
Mathematics & Critical Reasoning (fulfilled by MATH 14001)
Social Sciences (6 credit hours)

II. Specify the following course requirements for the **Mild/Moderate Social Studies & Reading** concentration (126 total credits required for graduation):

CI 47501 *Teaching Mathematics in Early and Middle Grades* (3)
CI 47502 *Teaching Science in Early and Middle Grades* (3)
CI 47503 *Teaching Social Studies in Early and Middle Grades* (3)
CI 47504 *Teaching Reading and Writing in Middle Grades* (3)
CULT 29535 *Education in a Democratic Society* (3)
ECED 40105 *Appropriate Phonics Instruction for Kindergarten and Primary Children* (3)
ECED 40126 *Developmental Reading & Writing* (3) [Writing Intensive course]
EPSY 29525 *Educational Psychology* (3)
GEOG 17063 *World Geography* (3) [Kent Core Social Sciences course]
HED 42575 *Health & Learning* (3)
HIST 11050 *History of Civilization I* (3) [Kent Core Humanities in Arts & Sciences course]

HIST 11051 *History of Civilization II* (3) [Kent Core Humanities in Arts & Sciences course]
HIST 12070 *History of the US: The Formative Period* (3) [Kent Core Humanities in A&S course]
ITEC 19525 *Educational Technology* (3)
MATH 14001 *Basic Math Concepts I* (4) [Kent Core Math course]
MATH 14002 *Basic Math Concepts II* (4) [Kent Core Additional course]
MCED 40007 *Teaching Reading with Literature* (3)
POL 10100 *American Politics* (3) [Kent Core Social Sciences course]
POL 10500 *World Politics* (3) [Kent Core Additional course]
SPA 34104 *Speech & Language Development* (3)
SPED 23000 *Introduction to Exceptionalities* (3)
SPED 43010 *Family/Professional Collaboration* (3)
SPED 43020 *Assessment in Special Education* (3)
SPED 43030 *Applied Behavior Analysis I* (3)
SPED 43031 *Applied Behavior Analysis II* (3)
SPED 43040 *Language & Reading in Special Education* (3)
SPED 43050 *Characteristics Mild/Moderate* (3)
SPED 43060 *Curriculum Methods Special Ed* (3)
SPED 43062 *Curriculum Methods Mild/Moderate* (3)
SPED 43070 *Plan/Program Transitions* (3)
SPED 43981 *Student Teaching Special Education* (9) [Experiential Learning Requirement course]
SPED 43992 *Field Experience Special Education* (3)
SPED 44092 *Field Exp Mild/Moderate* (3)
SPED 49525 *Seminar Professional Practice* (3)
US 10097 *Destination Kent State: FYE* (1)

Kent Core Requirements (15-18):
Additional (Fulfilled by MATH 14002 & POL 10500)
Basic Sciences (6-7 credit hours)
Composition (6-8 credit hours)
Humanities & Fine Arts (3 remaining credit hours, 6 cr fulfilled by HIST 12070 and HIST 11050)
Mathematics & Critical Reasoning (fulfilled by MATH 14001)
Social Sciences (fulfilled by GEOG 17063 and POL 10100)

III. We want to specify the following course requirements for the **Mild/Moderate Mathematics & Reading** concentration (134 total credits required for graduation):

CI 47501 *Teaching Mathematics in Early and Middle Grades* (3)
CI 47502 *Teaching Science in Early and Middle Grades* (3)
CI 47503 *Teaching Social Studies in Early and Middle Grades* (3)
CI 47504 *Teaching Reading and Writing in Middle Grades* (3)
CULT 29535 *Education in a Democratic Society* (3)
ECED 40105 *Appropriate Phonics Instruction for Kindergarten and Primary Children* (3)
ECED 40126 *Developmental Reading & Writing* (3) [Writing Intensive course]
EPSY 29525 *Educational Psychology* (3)
HED 42575 *Health & Learning* (3)
ITEC 19525 *Educational Technology* (3)

MATH 11010 *Algebra for Calculus* (3) [Kent Core Math course]
MATH 11022 *Trigonometry* (3)
MATH 12002 *Analytic Geometry and Calculus I* (5) [Kent Core Math course]
MATH 14001 *Basic Math Concepts I* (4) [Kent Core Math course]
MATH 14002 *Basic Math Concepts II* (4) [Kent Core Math course]
MCED 40007 *Teaching Reading with Literature* (3)
SPA 34104 *Speech & Language Development* (3)
SPED 23000 *Introduction to Exceptionalities* (3)
SPED 43010 *Family/Professional Collaboration* (3)
SPED 43020 *Assessment in Special Education* (3)
SPED 43030 *Applied Behavior Analysis I* (3)
SPED 43031 *Applied Behavior Analysis II* (3)
SPED 43040 *Language & Reading in Special Education* (3)
SPED 43050 *Characteristics Mild/Moderate* (3)
SPED 43060 *Curriculum Methods Special Ed* (3)
SPED 43062 *Curriculum Methods Mild/Moderate* (3)
SPED 43070 *Plan/Program Transitions* (3)
SPED 43981 *Student Teaching Special Education* (9) [Experiential Learning Requirement course]
SPED 43992 *Field Experience Special Education* (3)
SPED 44092 *Field Exp Mild/Moderate* (3)
SPED 49525 *Seminar Professional Practice* (3)
US 10097 *Destination Kent State: FYE* (1)

Kent Core Requirements (30-33):
Additional (3 remaining credit hours, 3 credits fulfilled with MATH coursework)
Basic Sciences (6-7 credit hours)
Composition (6-8 credit hours)
Humanities & Fine Arts (9 credit hours)
Mathematics & Critical Reasoning (fulfilled by MATH 14001)
Social Sciences (6 credit hours)

Timetable and Actions Required: *The proposal will go through the required curriculum approval process for changes to take effect in fall 2012. The following is the anticipated schedule:*
Approved by SPED program area: September 28, 2011
Approved by LDESS Curriculum Committee: November 2, 2011
Presented to EHHS Curriculum Committee: November 18, 2011
Presented to EPC: January 23, 2011

References

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Nougaret, A. A., Scruggs, T. E., & Mastropieri, M. A. (2005). Does teacher education produce better special education teachers? *Exceptional Children*, *71*, 217-229.

US Department of Education (2009). *28th Annual report to Congress on the implementation of the Individuals with Disabilities Education Act, 2006,* vol. 1. Washington, DC: U.S. Government Printing Office.

Wilson, S., Floden, R., & Ferrini-Mundy, J. (2002). Teacher preparation research: An insider's view from the outside. *Journal of Teacher Education*, *53*(3), 190-204.

Special Education - B.S.E.

COLLEGE: College of Education, Health and Human Services
DEPARTMENT: School of Lifespan Development and Educational Sciences
405 White Hall
Tel: 330-672-2294
E-mail: gss@kent.edu
Web: www.ehhs.kent.edu/sles

, Mild/Moderate Language Arts & Reading, Mild/Moderate Social Studies & Reading, and Mild Moderate Mathematics & Reading.

Resources:

six

DESCRIPTION: The Bachelor of Science in Education in Special Education comprises ~~four~~ concentrations: Deaf Education, Educational Interpreter, ~~Mild/Moderate Educational Needs and~~ Moderate/Intensive Educational Needs.

The Deaf Education concentration prepares candidates for licensure 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, students learn skills necessary for working with families, other professionals and the students themselves. Deaf Education students 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 K-12 students who are deaf.

The Educational Interpreter concentration prepares candidates for licensure to work with children and adults who are deaf or hard-of-hearing (D/HH). The program prepares students to interpret in the classroom and to perform related student-support activities under the supervision of a licensed or certified classroom teacher. Students 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 concentration 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 pre-K-12 students.

"insert new "catalog description" on following page

~~The Mild/Moderate Educational Needs concentration 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 K-12 students with mild/moderate disabilities.~~

The Moderate/Intensive Intervention Educational Needs concentration 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 K-12 students with moderate/intensive needs.

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, 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 and have a minimum cumulative 2.75 GPA in all previous undergraduate coursework. 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 123-127 credit hours (depending on concentration). Minimum 2.75 cumulative and a 3.00 major GPA. Students must earn a minimum C (2.0) grade in all major coursework unless indicated otherwise.

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 Global Education.

PROGRAM FEE: $50/semester

ACCREDITATION: National Council for Accreditation of Teacher Education, Ohio Department of Education, Council on Exceptional Children and Council on Education of the Deaf (for the Deaf Education concentration)

STUDENT ORGANIZATIONS: Kent Student Education Association

GRADUATE PROGRAMS: Special Education (M.Ed., Ed.S., Ph.D.)

***Insert into Catalog Description**

The Mild/Moderate Language Arts & Reading Concentration 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, but also requires extended coursework in English. 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 K-12 students with mild/moderate disabilities. Graduates are also prepared to meet requirements to be *highly qualified to teach* students with mild/moderate disabilities in the content areas of language arts and reading.

The Mild/Moderate Social Studies & Reading Concentration 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, but also requires extended coursework related to 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 K-12 students with mild/moderate disabilities. Graduates are also prepared to meet requirements to be *highly qualified to teach* students with mild/moderate disabilities in the content areas of social studies and reading.

The Mild/Moderate Math & Reading Concentration 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, but also requires extended coursework related to math. 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 K-12 students with mild/moderate disabilities. Graduates are also prepared to meet requirements to be *highly qualified to teach* students with mild/moderate disabilities in the content areas of math and reading.

Special Education - B.S.E. Program Requirements

- **Deaf Education Concentration** semester-by-semester Roadmap
- **Educational Interpreter Concentration** semester-by-semester Roadmap
- ~~Mild/Moderate Educational Needs Concentration semester-by-semester Roadmap~~
- Mild/Moderate Language Arts and Reading
- Mild Moderate Social Studies and Reading
- Mild Moderate Mathematics and Reading
- **Moderate/Intensive Educational Needs Concentration** semester-by-semester 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

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 (21 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
ELR		43981	Student Teaching in Special Education	9
		49525	Inquiry Seminar into Professional Practice *	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS ~~(32 or credits)~~ (23 credits)**			
Type	**Course**		**Title**	**Credits**
KMC	MATH	14001	Basic Mathematical Concepts I **	4
KAD	MATH	14002	Basic Mathematical Concepts II **	4
	Kent Core Composition *			6 ~~8~~
	Kent Core Humanities and Fine Arts			3 ~~9~~
	~~Kent Core Social Sciences~~			~~3~~
	Kent Core Basic Sciences (must include one laboratory)			6-7
IV.	**CONCENTRATION REQUIREMENTS ~~(69-73 or credits)~~ (78-87 credits)**			
	Deaf Education ~~(69)~~ (78)			
	Educational Interpreter ~~(69)~~ (78)			
	~~Mild/Moderate Educational Needs (72)~~			
Add:	Mild/Moderate Language Arts & Reading (87)			
Add:	Mild/Moderate Social Studies & Reading (81)			
Add:	Mild/Moderate Mathematics & Reading (89)			
	Moderate/Intensive Educational Needs ~~(73)~~ (82)			
			MINIMUM TOTAL	**123 ~~127~~** 134

* A minimum C (2.0) grade must be earned.
** A minimum C (2.0) grade must be earned, with the exception of the Educational Interpreter concentration.

Deaf Education Concentration

I. CONCENTRATION REQUIREMENTS (64 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	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
		43030	Applied Behavior Analysis I: Theory and Techniques *	3
		43092	Deaf Residential School Field Experience	1
WIC		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
II. ADDITIONAL CONCENTRATION REQUIREMENTS				(14 credits)
Type	**Course**		**Title**	**Credits**
Add:	Kent Core Humanities and Fine Arts			6
	Kent Core Social Sciences			6
	Kent Core Additional			2
			MINIMUM SUBTOTAL	**69**

* A minimum C (2.0) grade must be earned.
** 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 ECED 40126 or SPED 43309 to fulfill writing-intensive requirement.

Educational Interpreter Concentration

I. CONCENTRATION REQUIREMENTS (63 credits) *Courses count in major GPA*			
Type	**Course**	**Title**	**Credits**
	SPA 34104	Speech and Language Development *	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
II. ADDITIONAL CONCENTRATION REQUIREMENTS			**(15 credits)**
Type	**Course**	**Title**	**Credits**
KSS DD	PSYC 11762	General Psychology	3
KAD DD	PSYC 20651	Child Psychology	3
Add: Kent Core Humanities and Fine Arts			6
Add: Kent Core Social Sciences			3
		MINIMUM SUBTOTAL	**69**

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

Moderate/Intensive Educational Needs Concentration

I. CONCENTRATION REQUIREMENTS (67 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) *	3
			or	
		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
	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
		43992	Field Experience in Special Education	3
		44192	Field Experience for Moderate/Intensive Intervention Specialist	3

II. ADDITIONAL CONCENTRATION REQUIREMENTS ~~(6 credits)~~ (15 credits)

Type	Course		Title	Credits
KAD	COMM	15000	Introduction to Human Communication	3
Add:	Kent Core Humanities and Fine Arts			6
	Kent Core Social Sciences			~~3~~ 6
			MINIMUM SUBTOTAL	**73**

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

~~Mild/Moderate Educational Needs Concentration~~

I. CONCENTRATION REQUIREMENTS (63 credits) Concentration Average 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	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
-	-	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 Transition *	3
-	-	43092	Field Experience in Special Education	3
-	-	44092	Field Experience for Mild/Moderate Intervention Specialist	3
II. ADDITIONAL CONCENTRATION REQUIREMENTS (9 credits)				
~~Type~~	~~Course~~		~~Title~~	~~Credits~~
KAD	COMM	15000	Introduction to Human Communication	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 Social Sciences			3
			MINIMUM SUBTOTAL	72

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

ADD:

Mild/Moderate Language Arts and Reading Concentration

I. CONCENTRATION REQUIREMENTS (63 credits) *Courses count in major GPA*			
Type	**Course**	**Title**	**Credits**
	CI 47501	Teaching Mathematics in Early and Middle Grades *	3
	47502	Teaching Science 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 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
	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
ELR	43992	Field Experience in Special Education	3
ELR	44092	Field Experience for Mild/Moderate Intervention Specialist	3

II. ADDITIONAL CONCENTRATION REQUIREMENTS (24 credits)			
Type	**Course**	**Title**	**Credits**
	ENG 25002	Literature in English II	3
	Choose from the following:		3
	ENG 21001	Introduction to Ethnic Literature of the United States (3)	
	21002	Introduction to Women's Literature (3)	
	Choose from the following:		3
KHU	ENG 22071	Great Book I (3)	
KHU	22072	Great Books II (3)	
	Choose from the following:		3
	ENG 31001	Fundamentals of English Grammar (3)	
	31003	Linguistics (3)	
	Kent Core Additional		3
	Kent Core Humanities and Fine Arts		3
	Kent Core Social Sciences		6
		MINIMUM SUBTOTAL	**87**

* A minimum C (2.0) grade must be earned.

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

ADD:

Mild/Moderate Social Studies and Reading Concentration

I. CONCENTRATION REQUIREMENTS (63 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
	CI	47501	Teaching Mathematics in Early and Middle Grades *	3
		47502	Teaching Science 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 K 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	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
		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
		43992	Field Experience in Special Education	3
		44092	Field Experience for Mild/Moderate Intervention Specialist	3

II. ADDITIONAL CONCENTRATION REQUIREMENTS (18 credits)				
Type	**Course**		Title	**Credits**
KSS	GEOG	17063	World Geography	3
KHU	HIST	11050	History of Civilization I	3
		11051	History of Civilization II	3
KHU		12070	History of the United States: The Formative Period	3
KSS	POL	10100	American Politics	3
KAD		10500	World Politics	3
			MINIMUM SUBTOTAL	**81**

* A minimum C (2.0) grade must be earned.

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

ADD:

Mild/Moderate Mathematics and Reading Concentration

I. CONCENTRATION REQUIREMENTS (63 credits) ***Courses count in major GPA***

Type	Course		Title	Credits
	CI	47501	Teaching Mathematics in Early and Middle Grades *	3
		47502	Teaching Science 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	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
		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
		43992	Field Experience in Special Education	3
		44092	Field Experience for Mild/Moderate Intervention Specialist	3

II. ADDITIONAL CONCENTRATION REQUIREMENTS (26 credits)

Type	Course		Title	Credits
KAD	MATH	11010	Algebra for Calculus	3
		11022	Trigonometry	3
		12002	Analytic Geometry and Calculus I	5
	Kent Core Additional			3
	Kent Core Humanities and Fine Arts			6
	Kent Core Social Sciences			6
			MINIMUM SUBTOTAL	**89**

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

KENT STATE UNIVERSITY

Roadmap: Special Education - Mild/Moderate Language Arts & Reading
Bachelor of Science in Education

[EH-BSE-SPED-MLDM LANGARTSRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational Sciences
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: [14 Credit Hours]				
MATH 14001 Basic Math Concepts I	**4**		**C**	**Fulfills Kent Core Math & Critical Reasoning**
US 10097 Destination Kent State: FYE	1			
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: [16 Credit Hours]				
Requirement: Successful completion of Praxis I in Reading (174), writing (172), and Math (174)				
CULT 29535 Education in Democratic Society	**3**		**C**	
MATH 14002 Basic Math Concepts II	**4**		**C**	**Fulfills Kent Core Additional**
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
Summer I				
If students are placed into any of the pre-algebra courses (MATH 10021 to 10024), 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 requirement**
EPSY 29525 Educational Psychology	**3**		**C**	
ENG 22071 Great Books I or ENG 22072 Great Books II	3			Fulfills Kent Core Humanities
ENG 31001 Fundamentals of English Grammar or ENG 31003 Linguistics	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: [18 Credit Hours]				
Requirement: Apply and be accepted for Advanced Study: 2.75 cumulative GPA required				
ITEC 19525 Educational Technology	**3**		**C**	
SPED 43050 Characteristics Mild/Moderate	**3**	■	**C**	
ENG 21001 Introduction to Ethnic Literature or ENG 21002 Introduction to Women's Literature	3			
SPA 34104 Speech & Language Development	3	■	C	
ENG 25002 Literature in English II	3			
Kent Core Requirement	3			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 the summer.				
Semester Five: [18 Credit Hours]				
CI 47501 Teaching Math	3	■	C	
CI 47503 Teaching Social Studies	3	■	C	
CI 47504 Teaching Reading/Writing	3	■	C	
ECED 40105 Appropriate Phonics	3	■	C	

KENT STATE UNIVERSITY

Roadmap: Special Education - Mild/Moderate Language Arts & Reading
Bachelor of Science in Education
[EH-BSE-SPED-MLDM LANGARTSRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational Sciences
Catalog Year: 2012-2013

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
ECED 40126 Developmental Reading & Writing	3	■	C	
SPED 43010 Family/Professional Collaboration	3	■	C	
Semester Six: [18 Credit Hours]				
Requirement: Apply and be accepted for Advanced Study: 2.75 cumulative GPA required				
SPED 43030 Applied Behavior Analysis I	**3**	■	**C**	
SPED 43060 Curriculum Methods Special Ed	**3**	■	**C**	
CI 47502 Teach Science	3	■	C	
MCED 40007 Teach Reading with Literature	3	■	C	
SPED 43020 Assessment in Special Education	3	■	C	
SPED 43992 Field Experience Special Education	3	■	C	
Semester Seven: [18 Credit Hours]				
HED 42575 Health & Learning	3	■	C	
SPED 43031 Applied Beh Analysis II	3	■	C	
SPED 43040 Lang & Reading in Sped	3	■	C	
SPED 43062 Curr Methods Mild/Mod	3	■	C	
SPED 43070 Plan/Program Transitions	3	■	C	
SPED 44092 Field Exp Mild/Moderate	3	■	C	
Semester Eight: [12 Credit Hours]				
SPED 43981 Student Teaching Sped	9	■	S	
SPED 49525 Seminar Prof Practice	3	■	C	

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
132	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	Fulfilled by MATH 14002; need 3 more Additional credits in Kent Core category other than Math	3
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 global diversity requirement; ENG 22071 or ENG 22072; need 3 credits Humanities, 3 credits Fine Arts	6
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled by MATH 14001	0
Social Sciences (6 credit hours) Must be selected from two curricular areas		6

KENT STATE UNIVERSITY

Roadmap: Special Education - Mild/Moderate Language Arts & Reading
Bachelor of Science in Education
[EH-BSE-SPED-MLDM LANGARTSRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational Sciences
Catalog Year: 2012-2013

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: Special Education - Mild/Moderate Math & Reading

Bachelor of Science in Education

[EH-BSE-SPED-MLDM MATHRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational Sciences
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: [17 Credit Hours]				
MATH 14001 Basic Math Concepts I	**4**		**C**	**Fulfills Kent Core Math & Critical Reasoning**
US 10097 Destination Kent State: FYE	1			
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
Kent Core Requirement	3			See Kent Core Summary on Page 2
Semester Two: [16 Credit Hours]				
Requirement: Successful completion of Praxis I in Reading (174), writing (172), and Math (174)				
CULT 29535 Education in Democratic Society	**3**		**C**	
MATH 14002 Basic Math Concepts II	**4**		**C**	
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
Summer I				
If students are placed into any of the pre-algebra courses (MATH 10021 to 10024), 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 requirement***
EPSY 29525 Educational Psychology	**3**		**C**	
Kent Core Requirement	3			See Kent Core Summary on Page 2
Kent Core Requirement	3			See Kent Core Summary on Page 2
MATH 11010 Algebra for Calculus	3			Fulfills Kent Core Additional
Kent Core Requirement	3			See Kent Core Summary on Page 2
Semester Four: [17 Credit Hours]				
Requirement: Apply and be accepted for Advanced Study: 2.75 cumulative GPA required				
ITEC 19525 Educational Technology	**3**		**C**	
SPED 43050 Characteristics Mild/Moderate	**3**	■	**C**	
MATH 11022 Trigonometry	3			
SPA 34104 Speech & Language Development	3	■	C	
MATH 12002 Analytic Geometry & Calculus I	5			
Summer II				
It is suggested that students take any Kent Core courses missing from semesters 1-4 during the summer.				
Semester Five: [18 Credit Hours]				
CI 47501 Teaching Math	3	■	C	
CI 47503 Teaching Social Studies	3	■	C	
CI 47504 Teaching Reading/Writing	3	■	C	
ECED 40105 Appropriate Phonics	3	■	C	
ECED 40126 Developmental Reading & Writing	3	■	C	
SPED 43010 Family/Professional Collaboration	3	■	C	

KENT STATE UNIVERSITY

Roadmap: Special Education - Mild/Moderate Math & Reading
Bachelor of Science in Education
[EH-BSE-SPED-MLDM MATHRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational Sciences
Catalog Year: 2012-2013

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Six: [18 Credit Hours]				
Requirement: Apply and be accepted for Advanced Study: 2.75 cumulative GPA required				
SPED 43030 Applied Behavior Analysis I	3	■	C	
SPED 43060 Curriculum Methods Special Ed	3	■	C	
CI 47502 Teach Science	3	■	C	
MCED 40007 Teach Reading with Literature	3	■	C	
SPED 43020 Assessment in Special Education	3	■	C	
SPED 43992 Field Experience Special Education	3	■	C	
Semester Seven: [18 Credit Hours]				
HED 42575 Health & Learning	3	■	C	
SPED 43031 Applied Beh Analysis II	3	■	C	
SPED 43040 Lang & Reading in Sped	3	■	C	
SPED 43062 Curr Methods Mild/Mod	3	■	C	
SPED 43070 Plan/Program Transitions	3	■	C	
SPED 44092 Field Exp Mild/Moderate	3	■	C	
Semester Eight: [12 Credit Hours]				
SPED 43981 Student Teaching Sped	9	■	S	
SPED 49525 Seminar Prof Practice	3	■	C	

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
134	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*	Fulfilled by MATH 11010; need 3 more *Additional* credits in Kent Core category other than Math	3
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 global diversity requirement	9
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled by MATH 14001	0
Social Sciences (6 credit hours) *Must be selected from two curricular areas*		6

Roadmap: Special Education - Mild/Moderate Math & Reading
Bachelor of Science in Education
[EH-BSE-SPED-MLDM MATHRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational Sciences
Catalog Year: 2012-2013

Kent Core
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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: Special Education - Mild/Moderate Social Studies & Reading
Bachelor of Science in Education

[EH-BSE-SPED-MLDM SOCSTRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational 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 Division	Min. Grade	Important Notes
Semester One: [14 Credit Hours]				
MATH 14001 Basic Math Concepts I	**4**		**C**	**Fulfills Kent Core Math & Critical Reasoning**
US 10097 Destination Kent State: FYE	1			
GEOG 17063 World Geography	3			Fulfills Kent Core Social Sciences
Kent Core Requirement	3			See Kent Core Summary on Page 2
Kent Core Requirement	3			See Kent Core Summary on Page 2
Semester Two: [16 Credit Hours]				
Requirement: Successful completion of Praxis I in Reading (174), writing (172), and Math (174)				
CULT 29535 Education in Democratic Society	**3**		**C**	
MATH 14002 Basic Math Concepts II	**4**		**C**	**Fulfills Kent Core Additional**
HIST 12070 History of US–Formative Period	3			Fulfills Kent Core Humanities
Kent Core Requirement	3			See Kent Core Summary on Page 2
Kent Core Requirement	3			See Kent Core Summary on Page 2
Summer I				
If students are placed into any of the pre-algebra courses (MATH 10021 to 10024), it is suggested that MATH 14001 and/or MATH 14002 be taken during the summer				
Semester Three: [15 Credit Hours]				
SPED 23000 Introduction to Exceptionalities	**3**		**C**	**Fulfills domestic diversity requirement**
EPSY 29525 Educational Psychology	**3**		**C**	
HIST 11050 History of Civilization I	3			Fulfills Kent Core Humanities
POL 10100 American Politics	3			Fulfills Social Sciences
Kent Core Requirement	3			See Kent Core Summary on Page 2
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 Mild/Moderate	**3**	■	**C**	
POL 10500 World Politics	3			Fulfills Kent Core Additional
SPA 34104 Speech & Language Development	3	■	C	
HIST 11051 History of Civilization II	3			Fulfills global diversity requirement
Summer II				
It is suggested that students take any Kent Core courses missing from semesters 1-4 during the summer.				
Semester Five: [18 Credit Hours]				
CI 47501 Teaching Math	3	■	C	
CI 47503 Teaching Social Studies	3	■	C	
CI 47504 Teaching Reading/Writing	3	■	C	
ECED 40105 Appropriate Phonics	3	■	C	
ECED 40126 Developmental Reading & Writing	3	■	C	
SPED 43010 Family/Professional Collaboration	3	■	C	

KENT STATE UNIVERSITY

Roadmap: Special Education - Mild/Moderate Social Studies & Reading
Bachelor of Science in Education
[EH-BSE-SPED-MLDM SOCSTRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational Sciences
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
Semester Six: [18 Credit Hours]				
Requirement: Apply and be accepted for Advanced Study: 2.75 cumulative GPA required				
SPED 43030 Applied Behavior Analysis I	**3**	■	**C**	
SPED 43060 Curriculum Methods Special Ed	**3**	■	**C**	
CI 47502 Teach Science	3	■	C	
MCED 40007 Teach Reading with Literature	3	■	C	
SPED 43020 Assessment in Special Education	3	■	C	
SPED 43992 Field Experience Special Education	3	■	C	
Semester Seven: [18 Credit Hours]				
HED 42575 Health & Learning	3	■	C	
SPED 43031 Applied Beh Analysis II	3	■	C	
SPED 43040 Lang & Reading in Sped	3	■	C	
SPED 43062 Curr Methods Mild/Mod	3	■	C	
SPED 43070 Plan/Program Transitions	3	■	C	
SPED 44092 Field Exp Mild/Moderate	3	■	C	
Semester Eight: [12 Credit Hours]				
SPED 43981 Student Teaching Sped	9	■	S	
SPED 49525 Seminar Prof Practice	3	■	C	

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
126	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	Fulfilled by MATH 14002 & POL 10500	0
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	Fulfilled by HIST 12070 & HIST 11050; need 3 credits in Fine Arts	3
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled by MATH 14001	0
Social Sciences (6 credit hours) Must be selected from two curricular areas	Fulfilled by GEOG 17063 & POL 10100	0

KENT STATE UNIVERSITY

Roadmap: Special Education - Mild/Moderate Social Studies & Reading
Bachelor of Science in Education
[EH-BSE-SPED-MLDM SOCSTRDNG]
College of Education, Health, & Human Services
Lifespan Development and Educational Sciences
Catalog Year: 2011-2012

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

Wiley, Andrew

From: HOOK, STEVEN
Sent: Wednesday, November 09, 2011 4:55 PM
To: Wiley, Andrew
Subject: POL approval of courses

Andrew – POL is pleased to agree with your request to add POL 10500 (World Politics) and POL 10100 (American Politics) to your listings for the Special Education Mild/Moderate Social Studies and Reading concentration requirements.

Please let me know if this message suffices. Otherwise I will drop off the paper form at your office. Thanks!

Steven W. Hook
Professor and Chair
Department of Political Science
Kent State University
Kent OH 44242 USA
(330)672-8928 (office)

AUGUSTINE, SUSAN

Subject: FW: Special Education adding MATH 11020, MATH 11022 & MATH 12022 to curriculum

---------- Forwarded message ----------
From: **TONGE, ANDREW** <atonge@kent.edu>
Date: Wed, Nov 9, 2011 at 10:31 PM
Subject: RE: Special Education adding MATH 11020, MATH 11022 & MATH 12022 to curriculum
To: Stacey Dickman <sdickma1@kent.edu>
Cc: "awiley@kent.edu" <awiley@kent.edu>

Stacey,

OK. Thanks.
I'll speak with Dmitry.
Your numbers are a little different from what I'm used to - I'm assuming misprints.

11010 - Algebra for Calc
12002 - Anal. Geo. and Calc I

The OBR is insisting that 11010 should be a prereq for 11022 (currently co-reqs) and that 11022 be changed from 2 to 3 credits.
To respond to that and make it easier to for students to move forward in a timely way, we plan to introduce 12001 Pre-Calc (a combination of 11010 and 10022 in 5 credits.)
This should be effective next fall. you may want to consider that also as an option for your students.

I'll get back to you soon.
Thanks for alerting me!

Andrew Tonge

From: stacey.dickman@gmail.com [stacey.dickman@gmail.com] On Behalf Of Stacey Dickman [sdickma1@kent.edu]
Sent: Wednesday, November 09, 2011 1:56 PM
To: TONGE, ANDREW
Subject: Special Education adding MATH 11020, MATH 11022 & MATH 12022 to curriculum

Dr. Tonge,

Hello, I am the graduate assistant working with Mary Dellman Jenkins in the School of Lifespan Development and Educational Sciences. We have been trying to contact Dr. Dmitry Ryabogin to gain approval of the addition of two Mathematical Science classes to our Special Education Mild/Moderate curriculum to no avail. We would like to include MATH 11020 Algebra for Calculus, MATH 11022 Trigonometry, MATH 12022 Analytic Geometry and Calculus I to the requirements for Math and Reading concentration requirements.

Please sign and return the attached form by Friday, November 11 to room 405 White Hall, or electronically to myself at sdickma1@kent.edu<mailto:sdickma1@kent.edu>.

If you have any questions feel free to email Dr. Andrew Wiley at awiley@kent.edu<mailto:awiley@kent.edu>

KENT STATE
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Memorandum

To: Dr. Sandmann, Director
School of Teaching, Learning and Curriculum Studies

From: Dr. Andrew Wiley, Mild/Moderate Concentration Coordinator, Department of Special Education; Stacey Dickman, Graduate Assistant

Date: November 9, 2011

Subject: Special Education Curriculum Changes

We are writing to inform you that the Special Education undergraduate program is inactivating the Mild/Moderate concentration, and replacing it with three new concentrations; Mild/Moderate Language Arts & Reading, Mild/Moderate Social Studies & Reading, Mild/Moderate Math & Reading.

These changes will **not change** any of the TLCS coursework that we currently require our undergraduate Mild/Moderate special education majors to take. The only changes will be to the liberal arts (Arts & Sciences) coursework that our students take during their freshman and sophomore years. We will be including ENG 22071 Great Books I *or* ENG 22072 Great Books II and ENG 22072 Introduction to Ethnic Literature *or* ENG 21002 Introduction to Woman's Literature to the Mild/Moderate Language Arts and Reading concentration; POL 10500 World Politics, POL 10100 American Politics, GEOG 17063 World Geography, HIST 11050 History of Civilization I, HIST 11051 History of Civilization II and HIST 12070 History of US: Formative Period to the Mild/Moderate Social Studies and Reading concentration; and MATH 11010 Algebra for Calculus, MATH 11022 Trigonometry and MATH 12002 Analytic Geometry and Calculus I to the Mild/Moderate Math and Reading concentration.

We would like to especially thank faculty members in the Middle Childhood Education program who helped us identify appropriate liberal arts coursework for each of the three new Mild/Moderate concentrations. We are very grateful for the assistance these faculty members have provided to us.

If you have any questions, please do not hesitate to contact Andrew Wiley at awiley5@kent.edu.

Wiley, Andrew

From: Mccullough, Jennifer
Sent: Wednesday, October 19, 2011 12:23 PM
To: Wiley, Andrew
Subject: COMM 15000 and Special Education Curriculum

Hello Dr. Wiley,
I was just informed by our Undergraduate Coordinator, Dr. Jeff Child, that the Special Education Program will no longer be requiring COMM 15000 as part of the curriculum. As the course director, I wondered if you might be able to let me know the rationale for the change in the requirement. We made significant changes to the course over the summer, and we are always interested in improving. If the course isn't meeting your degree-seeking students' needs, I would happy to sit down and talk with you.

Thank you for your time,
Jenny

Jennifer L. McCullough, PhD.
Assistant Professor and Basic Course Director
School of Communication Studies
Ball State University
165 Tayler Hall
(765) 285-5350
Muncie, IN 47306

Wiley, Andrew

From: stacey.dickman@gmail.com on behalf of Stacey Dickman [sdickma1@kent.edu]
Sent: Monday, November 07, 2011 10:08 AM
To: Wiley, Andrew
Subject: Fwd: COMM 15000 being dropped from Special Education Curriculum

Andrew,

Here is the email and Jeffrey Child's reply that I sent to the Communication Department.

-Stacey

---------- Forwarded message ----------
From: **CHILD, JEFFREY T.** <jchild@kent.edu>
Date: Tue, Oct 18, 2011 at 2:29 PM
Subject: Re: COMM 15000 being dropped from Special Education Curriculum
To: Stacey Dickman <sdickma1@kent.edu>
Cc: "Mccullough, Jennifer" <jmccul11@kent.edu>

Thanks for the notification. Our basic course director may follow up with Dr. Wiley as to the rationale for the change in the requirement.

Thanks,
Jeff

Sent from my iPad

On Oct 18, 2011, at 2:27 PM, "Stacey Dickman" <sdickma1@kent.edu> wrote:

> Dr. Jeffrey Child,
>
> I am the graduate assistant working with Mary Dellmann-Jenkins in the School of Lifespan Development and Educational Sciences, we are writing to inform you that our Special Education Program will be dropping COMM 15000 Introduction to Human Communication from the curriculum. Please expect to see a small decrease in enrollment (about 10-15 students per semester) because of this change.
>
> If you have any questions feel free to email Dr. Andrew Wiley at awiley5@kent.edu.
>
> Truly,
> --
> Stacey Dickman
> Graduate Assistant
> School of Lifespan Development and Educational Sciences
> M.Ed/Ed.S.School Psychology Trainee
> Kent State University
> (419) 966-7460

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." Albert Einstein

--

Stacey Dickman
Graduate Assistant
School of Lifespan Development and Educational Sciences
M.Ed/Ed.S.School Psychology Trainee
Kent State University
(419) 966-7460

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." Albert Einstein

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To: Dr. David Kaplan, Coordinator
Undergraduate Program, Department of Geography

From: Dr. Andrew Wiley, Mild/Moderate Concentration Coordinator, Department of Special Education; Stacey Dickman, Graduate Assistant

Date: November 7, 2011

Subject: GEOG 17063 World Geography

The Special Education program requests your approval for the addition of GEOG 17063 World Geography, to the Special Education Mild/Moderate Social Studies and Reading concentration requirements.

The additional requirement of this course will strengthen our SPED curriculum, and graduates. Please expect to see an increased enrollment of around 10 students per semester.

Please inform us of your approval by November 1, 2011 by returning this form via email to sdickma1@kent.edu, or to Room 405 White Hall.

If you have any questions about the change in curriculum please contact Dr. Andrew Wiley at awiley5@kent.edu.

_X__ Yes, I approve the request for the addition of GEOG 17063 to the curriculum requirements for SPED.

____ No, I do not approve the request for the addition of GEOG 17063 to the curriculum requirements for SPED.

KENT STATE
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To: Dr. Donald Hassler, Interim Chair, Department of English DH

From: Dr. Andrew Wiley, Mild/Moderate Concentration Coordinator, Department of Special Education; Stacey Dickman, Graduate Assistant

Date: October 19, 2011

Subject: ENG 22071 Great Books I; ENG 22072 Great Books II
ENG 21001 Introduction to Ethnic Literature; ENG 21002 Introduction to Women's Literature

The Special Education program requests your approval for the addition of ENG 22071 Great Books I *or* ENG 22072 Great Books II, and ENG 21001 Introduction to Ethnic Literature *or* ENG 21002 Introduction to Woman's Literature to the Special Education Mild/Moderate Language Arts and Reading concentration requirements.

We would also like to inform you that we will be dropping ENG 34004 British Literature (1800-1900) and ENG 34005 British Literature (1900-present) from the concentration requirements, so please expect a small decrease in enrollment in these classes.

The additional requirement of taking two of the four listed courses will strengthen our SPED curriculum, and graduates. Please expect to see an increased enrollment of around 10 students per semester.

Please inform us of your approval by November 1, 2011 by returning this form via email to sdickma1@kent.edu, or to Room 405 White Hall.

If you have any questions about the change in curriculum please contact Dr. Andrew Wiley at awiley5@kent.edu.

X Yes, I approve the request for the addition of ENG 22071 or ENG 22072 and ENG 21001 or ENG 21002 to the curriculum requirements for SPED.

___ No, I do not approve the request for the addition of ENG 22071 or ENG 22072 and ENG 21001 or ENG 21002 to the curriculum requirements for SPED.

KENT STATE
UNIVERSITY

To: Dr. Kenneth Bindas, Chair
Department of History

From: Dr. Andrew Wiley, Mild/Moderate Concentration Coordinator, Department of Special Education; Stacey Dickman, Graduate Assistant

Date: October 18, 2011

Subject: HIST 11050 History of Civilization I; HIST 11051 History of Civilization II; HIST 12070 History of US: Formative Period

The Special Education program requests your approval for the addition of HIST 11050 History of Civilization I; HIST 11051 History of Civilization II and HIST 12070 History of US: Formative Period, to the Special Education Mild/Moderate Social Studies and Reading concentration requirements.

The additional requirement of this course will strengthen our SPED curriculum, and graduates. Please expect to see an increased enrollment of around 10 students per semester.

Please inform us of your approval by November 1, 2011 by returning this form via email to sdickma1@kent.edu, or to Room 405 White Hall.

If you have any questions about the change in curriculum please contact Dr. Andrew Wiley at awiley5@kent.edu.

___XX_ Yes, I approve the request for the addition of HIST 11050, HIST 11051 and HIST 12070 to the curriculum requirements for SPED.

___ No, I do not approve the request for the addition HIST 11050, HIST 11051 and HIST 12070 to the curriculum requirements for SPED.

NCATE/CEC Program Standards (2002)
Programs for the Preparation of Special Education Teachers

Field Experience and Clinical Practices Standard

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Content Standards

Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs

(ELN)[1]. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition[2] can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 4: Instructional Strategies

Special educators posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula[3] and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development,

maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Standard 5: Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 6: Language

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources

to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 8: Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs

and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 9: Professional and Ethical Practice

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

Special educators know their own limits of practice and practice within them.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

"Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

"Exceptional Condition" is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents coexisting with one or more disabling condition.

"Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.

Link to Knowledge and Skill Standards
http://www.cec.sped.org/ps/perf_based_stds/knowledge_standards.html

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **31-Oct-11** Curriculum Bulletin _____

Effective Date **select one** Approved by EPC _____

Department	**Public Health**
College	**PH - Public Health**
Degree	**BSPH - Bachelor of Science in Public Health**
Program Name	**Bachelor of Science in Public Health** Program Code **BSPH**
Concentration(s)	Allied Health Concentration(s) Code(s) AHLT
Proposal	**Establish program**

Description of proposal:

This proposal seeks to add an additional concetration to the BSPH program. The Allied Health Concentration seeks to bridge the gap between students who have earned a two year degree in the allied helath degree field and maintain a state licensure who seek to complete their bachelors degree. The concentration will accept a students licensure as equivalent to 12 credit hours of upper division coursework and will allow allow tranfer of courses from an accreditated institution under transfer center policies.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

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

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Thom W. Brown 1/3/12
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
College of Public Health- Allied Health Concentration

Subject Specification: *This proposal seeks to add a new concentration to the Bachelor of Science in Public Health degree program.*

Background Information:

a. *Description of action, including its intended effect*
The intended effect of this proposal is to develop pathways for students who currently hold a state licensure in a medical area to be awarded credit for their achievement, while working to complete the minimum hours required for the Bachelor of Science in Public Health degree. As one of the only undergraduate institutions in the state that offers the BSPH degree, the addition of this concentration will provide pathways for articulation agreements and partnerships to better serve students on their pathways to success. Arrangements have tentatively been made with the Transfer Center and the Office of Curriculum Services to allow the college to award credit for the state licensure.

b. *Conformity of action with mission of sponsoring unit*
The mission of the College of Public Health is "to develop and promote sustainable public health solution, in collaboration with community organizations, through education, research and service for populations served by Kent State University campuses and beyond". The addition of this concentration will allow the college the ability to reach out to additional public health workers and to provide them the educational credentials for future success in the field. It will also allow the university to serve a broader segment of students completing allied health degrees and connecting them to a bachelor's degree program that is in their area of interest.

c. *Rationale for action*
The main rationale for the addition of this concentration is to work to gain market share in the applied science areas. Students with two year degrees in technical applied science fields and with state licensures are seeking to complete bachelor's degrees. The College of Public Health would like to help students in achieving their academic goals.

d. *Effect on current programs, offerings, students, staff*
The college is currently developing partnerships and articulation agreements with a wide variety of institutions to develop pathways for student success. There will be minimal impact on staffing as students will only enroll in core courses, in which there are currently available seats in current sections. As the program grown additional recourse allocation will be evaluated.

e. *Fiscal and staffing impact of action*
The additional credit hour production created by developing this concentration will allows the college to offer additional course sections if needed. Advising services are currently in place and no additional support will be needed at this time.

f. *Evidence of need and sustainability if establishing*
Currently, there are only a handful of schools in the state that offer a path for students with allied health degrees. These programs are located at Youngstown State University, Franklin University, Muskingum College and the Northwest Ohio Allied Health Consortium. We would be a pioneer in offering students credit for their state licensure and by doing so would make Kent State and the College of Public Health a lucrative

KENT STATE UNIVERSITY

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

[PH-BSPH-PH-AH]
College of Public Health
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
Prerequisite: [12 Credit Hours]				
State Licensure	**12**	■		**Students must submit a copy of their state licensure at the time of admission into the program to academic advisor in the College of Public Health**
Semester One: [16 Credit Hours]				
PH 10001 Introduction to Public Health	3			Course calculated in major GPA
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]				
PH 10002 Introduction to Global Health	3			Course calculated in major GPA
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
PH 30005 Social and Behavioral Science Theories in Public Health	3	■		Course calculated in major GPA
Kent Core Requirement	9			See Kent Core Summary on page 2
PH 20001 Essentials of Epidemiology	3			Course calculated in major GPA
Semester Four: [15 Credit Hours]				
PH 30033 Public Health Policy and Decision-Making	3	■		Course calculated in major GPA
PH 30004 Public Health Research	3	■		Course calculated in major GPA
Kent Core Requirement	3			See Kent Core Summary on page 2
General Elective (lower division)	6			
Semester Five: [12 Credit Hours]				
PH 30007 Prevention and Control of Diseases	3	■		Course calculated in major GPA
PH 30012 Communicable Diseases	3	■		Course calculated in major GPA
General Elective (lower division)	6			
Semester Six: [12 Credit Hours]				
PH 30006 Environmental Health Science	3	■		Course calculated in major GPA
General Elective (lower division)	9			
Semester Seven: [12 Credit Hours]				
PH 30002 Introductory Biostatistics	3	■		Course calculated in major GPA
PH 44000 Health Disparities	3	■	C	Course calculated in major GPA. Fulfills writing-intensive course requirement
General Elective (lower division)	6			
Semester Eight: [12 Credit Hours]				
PH 49000 Capstone in Public Health	3	■		Course calculated in major GPA
General Elective (lower or upper division)	9			Number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division 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	39	36	Kent Core/Electives	PH 44000	2.0	2.0

KENT STATE UNIVERSITY

Roadmap: Public Health - Allied Health - Bachelor of Science in Public Health
[PH-BSPH-PH-AH]
College of Public Health
Catalog Year: 2012-2013

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

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 **10-Dec-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Public Health**
College	**PH - Public Health**
Degree	**BSPH - Bachelor of Science in Public Health**
Program Name	**Bachelor of Science in Public Health** Program Code **BSPH**
Concentration(s)	Prevention and Preparedness Concentration(s) Code(s) PRPR
Proposal	**Establish program**

Description of proposal:

This proposal seeks to add an additional concetration to the BSPH program. The ~~First Responder~~ Prevention and Preparedness Concentration seeks to bridge the gap between first responders and the demand for training in a variety of situations. This concentration will focus on the addition of disaster prepareness and training into the fold of the BSPH program.

The concentration will require the following four new courses:

PH 30040 Public Health Laboratory Safety, Security and Emergency Preparedness
PH 40020 Disaster Preparedness
PH 40040 Forensic Epidemiology
PH 40050 Public Health and First Responder Linkages

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

None

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

Trumbull Campus

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Thom W. Brewer _____ 1/3/12
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
College of Public Health- Preparedness and Prevention Concentration

Subject Specification: *This proposal seeks to add a new concentration to the Bachelor of Science in Public Health degree program.*

Background Information:

a. *Description of action, including its intended effect*
The College of Public Health proposes to add another concentration for the B.S. degree. The concentration aligns with the prevention and preparedness mandates of public health, a major focus since 2001. The intended effect of this additional concentration is to provide a focal area of study for those students in public health who seek to augment their career choices aligned with medicine, nursing, allied health, and the first responder community (WMT, paramedic, emergency management, etc.).

b. *Conformity of action with mission of sponsoring unit*
The mission of the College of Public Health is "to develop and promote sustainable public health solution, in collaboration with community organizations, through education, research and service for populations served by Kent State University campuses and beyond". The addition of this concentration will allow the college the ability to reach out to additional public health workers and to provide them the educational credentials for future success in the field. It will also allow the university to serve a broader segment of students completing allied health degrees and connecting them to a bachelor's degree program that is in their area of interest.

c. *Rationale for action*
Prevention of disease has been the purview of public health since the reorganization of the Centers for Disease Control, forming the Centers for Disease Control and Prevention. Additionally, since the anthrax attacks on U.S. citizens in 2001, public health has been mandated by federal law to prepare for the consequences of terrorism involving biological, chemical, radiological and nuclear agents. Public Health employees have had to learn the methods for responding to the use of these agents while on the job. For the most part, existing public health employees have only learned the methods of response, not the background sciences, behavioral motivations, or public policies associated with terrorism preparedness and disease prevention. The proposed concentration establishes a core set of courses designed to provide foundational material defining the science, policy, law enforcement, and forensic processes necessary to apply public health preparedness and prevention methods. Courses are designed to augment the education and training of first responders who may already have completed the associate's degree. Furthermore, the concentration will permit traditional undergraduate students to enter the job market with the public health education and skills not typically held by the existing public health workforce.

d. *Effect on current programs, offerings, students, staff*
The college is currently developing partnerships and articulation agreements with a wide variety of institutions to develop pathways for student success. There will be minimal impact on staffing as students will only enroll in core courses, in which there are currently available seats in current sections. As the program grown additional recourse allocation will be evaluated.

e. *Fiscal and staffing impact of action*

KENT STATE UNIVERSITY

Roadmap: Public Health - Prevention and Preparedness - Bachelor of Science in Public Health

[PH-BSPH-PH-~~PP~~] PRPR
College of Public Health
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]				
PH 10001 Introduction to Public Health	3			Course calculated in major GPA
US 10097 Destination Kent State: FYE	1			Not required for transfer students with 25 credits
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Two: [15 Credit Hours]				
PH 10002 Introduction to Global Health	3			Course calculated in major GPA
Kent Core Requirement	12			See Kent Core Summary on page 2
Semester Three: [15 Credit Hours]				
PH 30005 Social and Behavioral Science Theories in Public Health	3	■		Course calculated in major GPA
Kent Core Requirement	9			See Kent Core Summary on page 2
PH 20001 Essentials of Epidemiology	3			Course calculated in major GPA
Semester Four: [15 Credit Hours]				
PH 30033 Public Health Policy and Decision-Making	3	■		Course calculated in major GPA
PH 30004 Public Health Research	3	■		Course calculated in major GPA
Kent Core Requirement	3			See Kent Core Summary on page 2
General Elective (lower division)	6			
Semester Five: [15 Credit Hours]				
PH 30007 Prevention and Control of Diseases	3	■		Course calculated in major GPA
PH 30012 Communicable Diseases	3	■		Course calculated in major GPA
General Elective (lower division)	6			
PH 40040 Forensic Epidemiology	3	■		Course calculated in major GPA
Semester Six: [15 Credit Hours]				
PH 30006 Environmental Health Science	3	■		Course calculated in major GPA
General Elective (lower division)	9			
PH 40050 Public Health and First Responder Linkages	3	■		Course calculated in major GPA
Semester Seven: [15 Credit Hours]				
PH 30002 Introductory Biostatistics	3	■		Course calculated in major GPA
PH 44000 Health Disparities	3	■	C	Course calculated in major GPA. Fulfills writing-intensive course requirement
General Elective (lower division)	6			
PH 30040 Public Health Laboratory Safety, Security and Emergency Preparedness	3	■		Course calculated in major GPA
Semester Eight: [15Credit Hours]				
PH 49000 Capstone in Public Health	3	■		Course calculated in major GPA
General Elective (lower or upper division)	9			Number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division hours
PH 40020 Disaster Preparedness	3	■		Course calculated in major GPA

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/Electives	PH 44000	2.0	2.0

KENT STATE UNIVERSITY

Roadmap: Public Health - Prevention and Preparedness - Bachelor of Science in Public Health
[PH-BSPH-PH-PP]
College of Public Health
Catalog Year: 2012-2013

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

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 **15-Nov-11** Curriculum Bulletin _____

Effective Date **select one** Approved by EPC _____

Department	**Public Health**
College	**PH - Public Health**
Degree	**BSPH - Bachelor of Science in Public Health**
Program Name	**Bachelor of Science in Public Health** Program Code **BSPH**
Concentration(s)	**Health ~~Care~~ Administration** Concentration(s) Code(s) **HCA**
Proposal	**Revise program** Health Services Administration HSA

Description of proposal:

This proposal seeks change the name and conncetration code of the "Health Care Administration" Conncetration to "Health Services Administration" Conncentration.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There are a variety of changes for the 2012 catalog year in this conncetration, therefore students may need additional assistance in understanding the curricular changes.

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

None

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Thomas W. Bruce 1/3/12

College Dean (or designee)

_____ ___/___/___

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 **1-Jan-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Public Health**		
College	**PH - Public Health**		
Degree	**BSPH - Bachelor of Science in Public Health**		
Program Name	**Bachelor of Science in Public Health**	Program Code	**BSPH**
Concentration(s)	**Health Services Administration**	Concentration(s) Code(s)	~~HCA~~ HSA
Proposal	**Revise program**		

Description of proposal:

The purpose of this proposal is to add the following new courses as options for completing the Health Services Administration Concentration. These courses will replace the options currently avialble in the Health Care Administration Concentration.

Total Required Hours - 15 Hours
Required (12 hours):
PH 30015, U.S. Health Care System
PH 44005, Legal Aspects of Health Services Management
PH 44010, Public Health Business and Finance
PH 44015, Public Health Management

Choose from (3 hours):
ECON 42086 Economics of Health Care
PHIL 40005 Health Care Ethics
POL 30301 Introduction to Public Administration
SOC 42563 Sociology of Health Care
PH 40195 Special Topics in Public Health
PH 40092 Internship in Public Health

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The College of Public Health has sufficient resources to create and staff these courses.

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

Nursing, Public Administration, Sociology and Philosoplhy (these are the disciplines teaching other courses in the concnetration). Memos reardsing encroachment will be attached to this propsal.

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

Thomas W. Brown 1/6/12
College Dean (or designee)

____/____/____
Dean of Graduate Studies (for graduate proposals)

____/____/____
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Health Services Administration

Subject Specification: The intent of this proposal is to change the name of the Health Care Administration Concentration to the Health Services Administration Concentration.

Background Information: *a synopsis of the history of the topic and the circumstances that have led to the recommendation; suggested paragraph topics might include:*

a. *Description of action, including its intended effect*
The intended effect of this proposal is to change the name of the Health Care Administration Concentration to the Health Services Administration Concentration. The current concentration name is misleading to students and the name change would better align the outcomes of the concentration with the literature and professional language in the industry.

b. *Conformity of action with mission of sponsoring unit*
The mission of the College of Public Health is "to develop and promote sustainable public health solutions, in collaboration with community organizations, through education, research and service for populations served by Kent State University campuses and beyond". The modification of the name of the concentration will more closely align students career paths in public health with the concentration title.

c. *Rationale for action*
The main rationale for this name change is to help students and the public connect with the variety of careers and opportunities that are available in this area. Students are not limited to "heath care administration" but to the breadth and depth of opportunities in the "health services" area, with an emphasis on public health service delivery

d. *Effect on current programs, offerings, students, staff*
There will be no effects on the current programmatic offerings.

e. *Fiscal and staffing impact of action*
None

f. *Evidence of need and sustainability if establishing*
None

g. *Provisions for phase-out if inactivating*
Not applicable

Alternatives and Consequences: None

Specific Recommendation and Justification: It is the recommendation of the college that based on the need to align the concentration with professional terminology within the field of public health, that the concentration name change be approved.

Timetable and Actions Required: The Health Services Administration Concentration should be approved and in place for the fall 2012 academic year.

KENT STATE UNIVERSITY

Roadmap: Public Health – ~~Health Care Administration~~ – Health Services Administration
Bachelor of Science in Public Health
[PH-BSPH-PH~~(HCA)~~ HSA]
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]					
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 MATH	3				See Kent Core Summary on page 2
Kent Core Requirements [illegible]	3				
Kent Core Requirements [illegible]	3				
Kent Core Requirements HFA	3				
Semester Two: [15 Credit Hours]					
PH 10002 Introduction to Global Health	3			■	
Kent Core Requirement HFA	3				See Kent Core Summary on page 2
Kent Core Requirement HFA	3				
Kent Core Requirement [illegible]	3				
Kent Core Requirement [illegible]	3				
Semester Three: [15 Credit Hours]					
PH ~~20005~~ Social and Behavioral Science Theories in Public Health 30005	3			■	
Kent Core Requirement [illegible]	3				See Kent Core Summary on page 2
Kent Core Requirement [illegible]	3				
Kent Core Requirement Comp	3				
General Elective (lower or upper division)	3				
Semester Four: [15 Credit Hours]					
PH ~~20003~~ Public Health Policy and Decision-Making 10035	3			■	
PH 30004 Public Health Research	3	■		■	
Kent Core Requirement Comp	3				See Kent Core Summary on page 2
General Elective (lower or upper division)	6				
Semester Five: [15 Credit Hours]					
PH 30007 Prevention and Control of Diseases	3	■		■	
PH 30012 Communicable Diseases	3	■		■	
~~POL 30301 Introduction to Public Administration~~ PH 30015	3	■		■	Prerequisite: POL 10300
~~Advisor-Approved Elective~~	~~3~~	■			See note 1 on page 2
General Elective (lower or upper division)	6				
Semester Six: [15 Credit Hours]					
PH 20001 Essentials of Epidemiology	3			■	
PH ~~20000~~ Environmental Health Science	3	■		■	
~~PHIL 40005 Health Care Ethics~~ PH 44005	3	■		■	
~~SOC 42563 Sociology of Health and Health Care~~ PH 40010 30006	3	■		■	Prerequisite: SOC 12050
~~Advisor-Approved Elective~~ General Elective	3	■			See note 1 on page 2
Semester Seven: [15 Credit Hours]					
~~ECON 42086 Economics of Health Care~~ PH 40015	3	■		■	Prerequisite: ECON 22060
PH 30002 Introductory Biostatistics	3	■		■	
PH 44000 Health Disparities	3	■	C	■	Fulfills writing-intensive course requirement
~~Advisor-Approved Electives~~ General Elective	6	■			See note 1 on page 2
Semester Eight: [15 Credit Hours]					
~~PH 30003 Public Health Strategies~~ PH 49000 Capstone	3	■		■	
~~PH 44092 Internship in Public Health~~	~~3-6~~	■		■	
General Electives (lower or upper division)	~~6-9~~ 9				Number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division hours

SWAP

PH Concentration Course 3 See note 1

KENT STATE UNIVERSITY

Roadmap: Public Health – Health ~~Care~~ Services Administration – Bachelor of Science in Public ~~Health~~
[PH-BSPH-PH-HCA]
College of Public Health
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	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)	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; *Recommended: ECON 22060 and SOC 12050*	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*	*Recommended: NUTR 23511*	6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement; *Recommended: PSYC 11762*	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 40111 Abnormal Psychology*	3
PSYC 41532 Social 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

* Prerequisite: PSYC 11762
** Prerequisite: SOC 12050
*** Prerequisite: NUTR 23511, PSYC 11762 and SOC 12050

Note 1: Choose from (3 credit hours): ECON 42086, PH 40092, PH 40195, PHL 40000, POL 80301, SOC 42563

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.

Fiehn, Florence

From: Alemagno, Sonia
Sent: Thursday, November 03, 2011 5:31 PM
To: BREWER, THOMAS; Oglesby, Willie; VanGeest, Jonathan; HOORNBEEK, JOHN; Staley, John; Fiehn, Florence
Subject: Fwd: Changes to the B.S.P.H. Health Care Admnistration Track

Sent from my iPhone

Begin forwarded message:

Hello Sonia. I have reviewed your proposed curricular changes and, as chair of Political Science, I have no problem with the array of electives listed below. I am pleased that our POL 30301 Introduction to Public Administration course is included, and I do not believe the other elective courses encroach on our existing curriculum. This appears to be a very strong initiative and I welcome the opportunity for our department to play a role in the continued success of the College of Public Health. If you need further information please don't hesitate to contact me.

Best,

Steven W. Hook

Professor and Chair

Department of Political Science

Kent State University

Kent OH 44242 USA

(330)672-8928 (office)

From: Alemagno, Sonia
Sent: Wednesday, October 19, 2011 2:58 PM
To: HOOK, STEVEN
Subject: Changes to the B.S.P.H. Health Care Admnistration Track

Sonia

Sonia Alemagno

Dean, College of Public Health

Kent State University

126 Lowry Hall

Kent, OH 44242-0001

330-672-6501 (Office)

330-672-6505 (Fax)

I am not able to communicate approval in any official capacity; only David has the authority to do that. However, I will say that I don't any issues with what you are proposing. No, PHIL 40005 is not online, and there are no plans to make it an online course.

Deborah Barnbaum, PhD

Professor of Philosophy | IRB Chair | Kent State University
PO Box 5190 | Kent, OH 44242-0001 | (330) 672-0267 | fax: (330) 672-4867

From: Alemagno, Sonia
Sent: Wednesday, October 19, 2011 2:51 PM
To: ODELL-SCOTT, DAVID; BARNBAUM, DEBORAH
Subject: Changes to the B.S.P.H. Health Care Admnistration Track

Dear David and Deborah:

As the College of Public Health moves our programs toward accreditation from the Council on Education in Public Health accreditation, we have received word that the undergraduate Bachelor of Science in Public Health program will undergo the same program review as the graduate programs. This is an entirely new development and we are now forced to go back and take a hard look at the B.S.P.H. courses and competencies. As you may recall, the B.S.P.H. program was put together by an interdisciplinary committee of faculty from across campus even *before* we had the faculty in the new college.

We have to do a major revision to the "Health Care Administration" concentration in which originally there were four courses:
ECON 42086 Economics of Health Care
PHIL 40005 Health Care Ethics
POL 30301 Introduction to Public Administration
SOC 42563 Sociology of Health and Health Care

We need to implement the competencies of the Health Care Leadership Alliance (attached) and we find that the original four courses do not address the minimal competencies. They are all good courses and we would like to leave them as options for our students in this concentration as electives.

I am writing to ask for your support in making this change to the concentration (that is, adding four new courses and now listing PHIL 40005 as an option for an elective in this track).

I am not sure if PHIL40005 is online, but the other issue for us is that we are now moving into a totally online BSPH program.

What I need, if possible, is an email from your department indicating that you understand the changes we are making to the Health Care Administration track and you agree that PHIL40005 will beginning in Fall, 2012 be a recommended elective for our Health Services Administration B.S.P.H. students.

Let me know if you have questions. I don't think there is an encroachment concern with these four new courses, but please let me know.

Thank you,

Sonia

Sonia Alemagno
Dean, College of Public Health
Kent State University
126 Lowry Hall
Kent, OH 44242-0001
330-672-6501 (Office)

ECON 42086 Economics of Health Care
PHIL 40005 Health Care Ethics
POL 30301 Introduction to Public Administration
SOC 42563 Sociology of Health and Health Care

We need to implement the competencies of the Health Care Leadership Alliance (attached) and we find that the original four courses do not address the minimal competencies. They are all good courses and we would like to leave them as options for our students in this concentration as electives.

I am writing to ask for your support in making this change to the concentration (that is, adding four new courses and now listing SOC 42563 as an option for an elective in this track).

What I need, if possible, is an email from your department indicating that you understand the changes we are making to the Health Care Administration track and you agree that SOC42563 will beginning in Fall, 2012 be a recommended elective for our Health Services Administration B.S.P.H. students.

Let me know if you have questions. I don't think there is an encroachment concern with these four new courses, but please let me know.

Thank you,

Sonia

Sonia Alemagno
Dean, College of Public Health
Kent State University
126 Lowry Hall
Kent, OH 44242-0001
330-672-6501 (Office)
330-672-6505 (Fax)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Oct-11** Curriculum Bulletin _____

Effective Date **select one** Approved by EPC _____

Department **College of Public Health**

College **PH - Public Health**

Degree **BSPH - Bachelor of Science in Public Health** PH
CER1 - Post-Secondary Certificate <1 year

Program Name **Bachelor of Science in Public Health & Certificate in Public Health** Program Code
PH C143

Concentration(s) **Pre-Medicine, Health Promotion and Education, Health ~~Care~~ Services Administration, Global Helath, Evnironemntal and occupational Health** Concentration(s) Code(s) **PMD, HPED, ~~HCA~~ HSA, GHLH, EVOH**

Proposal **Revise program**

Description of proposal:

The purpose of this proposal is to allow the following classes from the NU-BSN program to serve as substitutes in all the PH majors including the certificate.
•NURS 40045, Integration of Leadership and Management in Nursing as PH 20003, Public Health Policy and Decision-Making
•NURS 40872, Introduction to Nursing Research as PH 30004, Public Health Research
•NURS 40020, Community Health Nursing as PH 30007, Prevention and Control of Diseases

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

This would allow students completing the nursing program or transitioning into the BSPH/ certificate program additional opporutnity to utilize courses toward their educational goals.

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

College of Nursing

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Thom W. Price 1/3/12
College Dean (or designee)

_____ ___/___/___
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 **15-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **Public Health**

College **PH - Public Health**

Degree **BSPH - Bachelor of Science in Public Health**

Program Name **Bachelor of Science in Public Health** Program Code **PH**

Concentration(s) **Health Care Administration, Health Promotion and Education, Environemntal and Occupational Helath, Pre-Medicine** Concentration(s) Code(s) **HCA, HPED, EVOH, PMD**

Proposal **Revise program**

Description of proposal:

The purpose of this proposal is to eliminate the PH 44092, Internship in Public Health as a mandatory requirement. Theses hours will be required as general electives.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The removal of this mandatory requirement will allow students to move through the curriculum in a more effective and efficient manner.

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

None

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Thomas W. Bruce 1/3/12

College Dean (or designee)

_____ ___/___/___

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 **15-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **Public Health**

College **PH - Public Health**

Degree **BSPH - Bachelor of Science in Public Health**

Program Name **Bachelor of Science in Public Health** Program Code **PH**

Concentration(s) **Health Care Administration, Health Promotion and Education, Pre-Med, Global Health and Environemnt and Occupational Health** Concentration(s) Code(s) **HCA, HPED, PMD, GLHL, EVOH**

Proposal **Revise program**

Description of proposal:

The purpose of this proposal is to eliminate the "advisor approved elective" option for students in the BSPH program and replace this requirement with general electives.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

This change will allow students additional flexibility in choosing courses to complete their degree. It will allow students the ability to pursue minors and certificates in a variety of areas to argument their baccalaureate experience.

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

None

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Thom W. Braun 1/3/12

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Kent State University Catalog 2012

WORK IN PROGRESS CATALOG | view current 2011 catalog

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

Back to program page

- **Allied Health concentration**semester-by-semester Roadmap
- **Environmental and Occupational Health concentration** semester-by-semester Roadmap
- **Global Health concentration** semester-by-semester Roadmap
- **Health Promotion and Education concentration** semester-by-semester Roadmap
- **Health Services Administration concentration** semester-by-semester Roadmap
- **Pre-Medicine, Dental, Osteopathy concentration** semester-by-semester Roadmap
- **Prevention and Preparedness concentration** semester-by-semester 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; **ELR** Experiential Learning

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
		30002	Introductory Biostatistics	3
		30004*	Public Health Research	3
		30005	Social and Behavioral Science Theories in Public Health	3
		30006	Environmental Health Science	3
		30007*	Prevention and Control of Diseases	3
		30012	Communicable Diseases	3
		30033*	Public Health Policy and Decision-Making	3
WIC		44000	Health Disparities**	3
		49000	Capstone Experience in Public Health	3
III.	**ADDITIONAL PROGRAM REQUIREMENTS (21 credits)**			
Type	**Course**		**Title**	**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
IV.	**CONCENTRATION REQUIREMENTS (63 credits)**			
	Allied Health Concentration (63)			
	Environmental and Occupational Health (63)			
	Global Health (63)			
	Health Promotion and Education (63)			
	Health Services Administration (63)			
	Pre-Medicine, Dental, Osteopathy (63)			
	Prevention and Preparedness (63)			
			MINIMUM TOTAL	**121**

*Students in the nursing [BSN-NURS] major may substitute NURS 40045 for PH 30033, NURS 40072 for PH 30004 and NURS 40020 for PH 30007.

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

Allied Health Concentration

For semester-by-semester course sequencing program, view the 2012-2013 Roadmap

I. CONCENTRATION REQUIREMENTS (12 credits) Courses count in major GPA			
Type	Course	Title	Credits
	State Licensure		12
II. ADDITIONAL CONCENTRATION REQUIREMENTS (51 credits)			
Type	Course	Title	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		36
		MINIMUM SUBTOTAL	**63**

Environmental and Occupational Health Concentration

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

I. CONCENTRATION REQUIREMENTS (12 credits) Courses count in major GPA				
Type	Course		Title	Credits
	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)	
II. ADDITIONAL CONCENTRATION REQUIREMENTS (51 credits)				
Type	Course		Title	Credits
	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
	General Electives			33-41
			MINIMUM SUBTOTAL	**63**

Global Health Concentration

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

I. CONCENTRATION REQUIREMENTS (12 credits) Courses count in major GPA				
Type	Course		Title	Credits
	GEOG	42052	Medical Geography *	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 *	
	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 CONCENTRATION REQUIREMENTS (51 credits)				
Type	Course		Title	Credits
	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			23-28

			MINIMUM SUBTOTAL	63

* Course has prerequisites outside of the program requirements, please check course descriptions in this catalog.

Health Services Administration Concentration

For semester-by-semester course sequencing for this program, view the2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (15 credits) Courses count in major GPA				
Type	Course		Title	Credits
	PH	30015	United States Health Care System	3
		44005	Legal Aspects of health Services Management	3
		44010	Public Health Planning and Finance	3
		44015	Public Health Management	3
	Choose from the following:			3
	ECON	42086	Economics of Health Care (3) *	
	PH	44092	Internship in Public Health (3)	
	PHIL	40005	Health Care Ethics (3)	
	POL	30301	Introduction to Public Administration (3) *	
	SOC	42563	Sociology of Health and Health Care (3)*	
II. ADDITIONAL CONCENTRATION REQUIREMENTS (48 credits)				
Type	Course		Title	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			30-33
			MINIMUM SUBTOTAL	63

* Course has prerequisites outside of the program requirements, please check course descriptions in this catalog.

Health Promotion and Education Concentration

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

I. CONCENTRATION REQUIREMENTS (12 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
II. ADDITIONAL CONCENTRATION REQUIREMENTS (51 credits)				
Type	Course		Title	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			33-36
			MINIMUM SUBTOTAL	63

* Course has prerequisites outside of the program requirements, please check course descriptions in this catalog.

Pre-Medicine, Dental, Osteopathy Concentration

For semester-by-semester course sequencing for this program, view the2011-2012 Roadmap.

I. CONCENTRATION REQUIREMENTS (52-56 credits) Courses count in major GPA				
Type	Course		Title	Credits
	BSCI	10120	Biological Foundations	4
		30140	Cell Biology	4
		30156	Elements of Genetics	3
		30171	General Microbiology	4
		30030 40430	Human Physiology (4) *or* Animal Physiology (3)	3-4

KBS	CHEM	10060	General Chemistry I *	4
KAD		10061	General Chemistry II *	4
KBS		10062	General Chemistry Laboratory I *	1
		10063	General Chemistry Laboratory I *	1
		20481 30481	Basic Organic Chemistry I (4) ** *or* Organic Chemistry I (3) **	3-4
		20482 30482	Basic Organic Chemistry II (2) ** *or* Organic Chemistry II (3)**	2-3
		30475	Organic Chemistry Laboratory I	1
		30476	Organic Chemistry Laboratory II	1
KMC	MATH	12002 12021	Analytic Geometry and Calculus I (5) *or* Calculus for Life Sciences (4)	4-5
		12022 30011	Probability and Statistics for Life Sciences (3) *or* Basic Probability and Statistics (3)	3
	PHY	13001 13021 23101	General College Physics I (4) *and* General College Physics Laboratory I (1) *or* General University Physics I (5)	5
		13002 13022 13021	General College Physics II (4) *and* General College Physics Laboratory II (1) *or* General University Physics II (5)	5
II. ADDITIONAL CONCENTRATION REQUIREMENTS (7-11 credits)				
Type	**Course**		**Title**	**Credits**
	Kent Core Additional (must be from two categories)			2
	General Electives			5-9
			MINIMUM SUBTOTAL	**63**

* General Chemistry series may be substituted with honors General Chemistry (CHEM 10960, 10961)
** If Chem 20481 is taken student must take CHEM 20482. If CHEM 30481 is taken student must take CHEM 30482

Prevention and Preparedness Concentration

For semester-by-semester course sequencing for this program, view the 2012-2013 Roadmap

I. CONCENTRATION REQUIREMENTS (12 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
	PH	30040	Public Health Laboratory Safety, Security and Emergency Preparedness	3
		40020	Disaster Preparedness	3
		40040	Forensic Epidemiology	3
		40050	Public Health and First Responder Linkages	3
II. ADDITIONAL CONCENTRATION REQUIREMENTS (51 credits)				
Type	**Course**		**Title**	**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			33-36
			MINIMUM SUBTOTAL	**63**

KENT STATE UNIVERSITY

Roadmap: Public Health – Environmental and Occupational Health– Bachelor of Science in Public Health

[PH-BSPH-PH-EVOH]
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]					
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
Kent Core Requirement	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
PH 10002 Introduction to Global Health	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
PH ~~20005~~ Social and Behavioral Science Theories in Public Health 30005	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
General Electives (lower or upper division)	3				
Semester Four: [15 Credit Hours]					
PH ~~20003~~ Public Health Policy and Decision-Making	3			■	
30033 PH 30004 Public Health Research	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
General Electives (lower or upper division)	6				
Semester Five: [15 Credit Hours]					
PH 30007 Prevention and Control of Diseases	3	■		■	
PH 30012 Communicable Diseases	3	■		■	
Concentration Requirement	3	■		■	See note 1 on page 2
~~Advisor-Approved Elective Course~~	~~3~~	■			See note 2 on pages 2 and 3
General Electives (lower or upper division)	3 6				
Semester Six: [15 Credit Hours]					
PH 20001 Essentials of Epidemiology	3			■	
PH ~~20006~~ Environmental Health Science	3			■	
30006 Concentration Requirement	6	■		■	See note 1 on page 2
~~Advisor-Approved Elective~~ General Elective	3	■			See note 2 on pages 2 and 3
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~~ General Elective	6	■			See note 2 on pages 2 and 3
Semester Eight: [15 Credit Hours]					
~~PH 30003 Public Health Strategies~~ PH 49000 Capstone in PH	3	■		■	
~~PH 44092 Internship in Public Health~~	~~3-6~~	■		■	
General Electives (lower or upper division)	~~9~~ 12				Number of credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division hours

KENT STATE UNIVERSITY

Roadmap: Public Health – Environmental and Occupational Health– Bachelor of Science in Public Health

[PH-BSPH-PH-EVOH]
College of Public Health
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	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)	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; *Recommended: PSYC 11762 and SOC 12050*	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*	6 credit hours may be fulfilled with GEOG 21062 and GEOL 21062 from the concentration electives	6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement; *Recommended POL 10100 and NUTR 23511*	6

Note 1: **Concentration requirement (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	*Prerequisite: POL 10100 or 10300	

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 40111 Abnormal Psychology*	3
PSYC 41532 Social 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

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

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

* Prerequisite: PSYC 11762
** Prerequisite: SOC 12050
*** Prerequisite: NUTR 23511, PSYC 11762 and SOC 12050

KENT STATE UNIVERSITY

Roadmap: Public Health – Environmental and Occupational Health– Bachelor of Science in Public Health
[PH-BSPH-PH-EVOH]
College of Public Health
Catalog Year: 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.

KENT STATE UNIVERSITY

Roadmap: Public Health – Global Health– Bachelor of Science in Public Health
[PH-BSPH-PH-GLHL]
College of Public Health
Catalog Year: 2011–2012

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: [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	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
PH 10002 Introduction to Global Health	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Three: [16-17 Credit Hours]					
PH ~~20003~~ Social and Behavioral Science Theories in Public Health 30005	3			■	
Foreign Language (Elementary I)	4-5				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Four: [16-17 Credit Hours]					
PH 20001 Essentials of Epidemiology	3			■	
PH ~~20003~~ Public Health Policy and Decision-Making	3			■	
30033 Foreign Language (Elementary II)	4-5				
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Five: [15 Credit Hours]					
PH 30007 Prevention and Control of Diseases	3	■		■	
PH 30012 Communicable Diseases	3	■		■	
~~PH 30003 Public Health Strategies~~ PH 49000 (capstone)	3	■		■	
Concentration Requirement	3	■		■	See note 1 on page 2
~~Advisor Approved~~ General Elective Course	3	■			See note 2 on pages 2 and 3
Semester Six: [16 Credit Hours]					
GEOG 42052 Medical Geography	3	■		■	Prerequisite: GEOG 22061
PH ~~20000~~ Environmental Health Science	3			■	
PH 30004 Public Health Research	3	■		■	
30006 ~~Advisor Approved Elective~~	3	■			See note 2 on pages 2 and 3
General Electives (lower or upper division)	~~4~~ 3				
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~~ General Electives	6	■			See note 2 on pages 2 and 3

SWAP

KENT STATE UNIVERSITY

Roadmap: Public Health – Global Health– Bachelor of Science in Public Health
[PH-BSPH-PH-GLHL]
College of Public Health
Catalog Year: 2011–2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
Semester Eight: [15 Credit Hours]					
PH 40092 International Health Practicum *or* PH 41092 Field Experience in Meeting the Basic Health and Human Needs	3	■		■	
General Electives (lower or upper division)	12				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)	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; *Recommended: GEOG 22061 and PSYC 11762*	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*	*Recommended: CHEM 10050 and 10052; or CHEM 10060 and 10061*	6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	May fulfill diversity requirement; *Recommended: SOC 12050; and CHEM 10054 or 20481*	6

Note 1: **Concentration electives (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 Resear	3	PHIL 40005 Health Care Ethics	3

*Prerequisite: ANTH 18210
** Prerequisite: ECON 22060
***Prerequisite: HED 11590 and 32542
****Prerequisite: CHEM 10060 and 10061 and 20481; or CHEM 10050 and 10052 and 10054

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 40111 Abnormal Psychology*	3
PSYC 41532 Social 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

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

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

KENT STATE UNIVERSITY

Roadmap: Public Health – Global Health–
Bachelor of Science in Public Health
[PH-BSPH-PH-GLHL]
College of Public Health
Catalog Year: 2011–2012

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

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

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

* Prerequisite: PSYC 11762
** Prerequisite: SOC 12050
*** Prerequisite: NUTR 23511, PSYC 11762 and SOC 12050

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: Public Health - Health Promotion and Education – Bachelor of Science in Public Health
[PH-BSPH-PH-HPED]
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]					
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
Kent Core Requirement	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [15 Credit Hours]					
PH 10002 Introduction to Global Health	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
PH ~~20005~~ Social and Behavioral Science Theories in Public Health 30005	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
General Elective (lower or upper division)	3				
Semester Four: [15 Credit Hours]					
PH ~~20003~~ Public Health Policy and Decision-Making	3			■	
30033 PH 30004 Public Health Research	3	■		■	
Kent Core Requirement	3				See Kent Core Summary on page 2
General Elective (lower or upper division)	6				
Semester Five: [15 Credit Hours]					
HED 21050 Health Education Theories	3			■	
PH 30007 Prevention and Control of Diseases	3	■		■	
PH 30012 Communicable Diseases	3	■		■	
~~Advisor-Approved Elective Courses~~ ~~General Elect.~~	~~3~~	■			See note 1 on page 2
General Elective (lower or upper division)	~~3~~ 6				
Semester Six: [15 Credit Hours]					
HED 32565 Marketing in Health Education	3	■		■	
HED 34050 Program Planning and Evaluation in Health Education	3	■		■	Prerequisites: HED 11590 and 32542
PH 20001 Essentials of Epidemiology	3	■		■	
PH ~~20000~~ Environmental Health Science	3	■		■	
30000 ~~Advisor-Approved Elective Courses~~ General Elective	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~~ General Elective	6	■			See note 1 on page 2
Semester Eight: [15 Credit Hours]					
~~PH 30003 Public Health Strategies~~ PH 49000 Capstone in PH	3	■		■	
~~PH 44092 Internship in Public Health~~	~~3-6~~	■		■	
General Electives (lower or upper division)	~~9~~ 12				Number of credits required depends on meeting minimum 121 credit hours and minimum 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: 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	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)	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; *Recommended: PSYC 11762 and SOC 12050*	6
Basic Sciences (6-7 credit hours) *Must include one laboratory*	*Recommended: NUTR 23511*	6-7
Additional (6 credit hours) *Must be selected from two Kent Core categories*	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 40111 Abnormal Psychology*	3
PSYC 41532 Social 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

* Prerequisite: PSYC 11762
** Prerequisite: SOC 12050
*** Prerequisite: NUTR 23511, PSYC 11762 and SOC 12050

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: Public Health - Pre-Medicine -Bachelor of Science in Public Health

[PH-BSPH-PH-PMD]
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	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Three: [15-16 Credit Hours]					
BSCI 30140 Cell Biology	4			■	**Prerequisites: BSCI 10110 and 10120; and CHEM 10060 and 10061 and 10062 and 10063**
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~~ 30005 Social and Behavioral Science Theories in Public Health	3			■	
Semester Four: [15-16 Credit Hours]					
BSCI 30156 Elements of Genetics	3	■		■	**Prerequisites: BSCI 10110 and 10120**
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 12022 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
PH ~~20003~~ 30033 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	■		■	**BSCI 30030 prerequisites: BSCI 20020; or 10110 and 10120**
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
Semester Six: [15 Credit Hours]					
BSCI 30171 General Microbiology	4	■		■	
PH 20001 Essentials of Epidemiology	3			■	
PH ~~20006~~ 30006 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

KENT STATE UNIVERSITY

Roadmap: Public Health - Pre-Medicine -Bachelor of Science in Public Health

[PH-BSPH-PH-PMD]
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 Seven: [15 Credit Hours]					
PH 30002 Introductory Biostatistics	3	■		■	
PH 44000 Health Disparities	3	■	C	■	Fulfills writing-intensive course requirement
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Eight [13 Credit Hours]					
~~PH 30003 Public Health Strategies~~ PH 49000 (capstone in PH)	3	■		■	
~~PH 44092 Internship in Public Health~~	3-6	■		■	
Kent Core Requirement	2				See Kent Core Summary on page 2
General Electives (upper division) 5-8	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
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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 **15-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Undergraduate Affairs**		
College	**PH - Public Health**		
Degree	**Minor**		
Program Name	**Minor in Public Health**	Program Code	~~PUBH~~ PH
Concentration(s)	Concentration(s) Code(s)		
Proposal	**Establish program**		

Description of proposal:

The purpose of this proposal is to develop an undergraduate minor in the College of Public Health. The minor will provide a broad overview of issues related to Public Health and provide students with opportunities to view how public health impacts their everyday lives.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The minor in public health will provide undergraduate students exposure to the growing field of public health. The minor will be a compliment to programs in nursing, business, digital sciences, journalism and a multitude of other areas, as health care concerns continue to be debated on a societal level. Additional staff will not be required to manage the minor, as advising services are currently in place in the college. At this time the college has put forth a recommendation to have two public health courses added to the Kent Core Courses, this will assist the college in anticipating demand and ensuring a pathway for students.

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

College of Nursing and Allied Health Program

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Thomas W. Beck 1/3/12

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Transmittal Memo

Date: January 3, 2012

To: Educational Policies Council

From: Dr. Thomas Brewer

Re: Minor in Public Health

The proposal seeks to add a minor in public health to the College of Public Health curriculum. This minor would allow current students who are interested in the field of public health opportunities to explore courses and meet the demand for a shortage of public health workers in the country and globally.

The action was approved by:
Kent State's College of Public Health Director/faculty, October 3, 2011
College of Public Health Undergraduate Curriculum Committee, October 3, 2011

Proposal Summary
Minor in Public Health

Subject Specification: *The intent of this proposal is to develop an undergraduate minor in Public Health.*

Background Information: The main rationale for developing a minor in Public Health is to:

- Provide undergraduate and post-baccalaureate students the opportunity to gain a broad exposure to the field of public health. In its 2004 report entitled *Who Will Keep the Public Health? Educating Public Health Professionals for the 21st Century,* the institute for medicine recommended "all undergraduates have access to education in public health" (Gebbie, K.; Rosenstock, L.; HernandezL.M., eds. Who will keep the public health? Educating public health professionals for the 21st century. Washington, DC: National Academy Press; 2003:144). Based on this recommendation and others that promote the inclusion of such courses in the liberal education curriculum. Based on the mission of the college:
  The mission of the Kent State University College of Public Health is to develop and promote sustainable public health solutions, in collaboration with community organizations, through education, research and service for populations served by Kent State University campuses and beyond.
- Allow students pathways and exposure to the field of public health.
- Provide students an opportunity to pursue the minor in lieu of the Certificate in Public Health due to the additional requirements imposed on certificates through the gainful employment reporting instituted by the State of Ohio.
- Provide additional credit hour production for the college.

Already there is a high demand for students who are interested in this field. The college currently has over 280+ students in one of its five concentration areas, spanning almost all campuses and over 20+ students enrolled in the certificate program. Since no new courses are being developed for the minor, the staffing effects will be minimal and should minimally impact current students. In fact, the college believes that the influx of students from different majors and backgrounds will add elements of diversity to our programs and allow students to understand the impact of public health from a variety of viewpoints.

Alternatives and Consequences: *Currently, the only opportunity for students to gain a credential in public health is to pursue the Certificate in Public Health. With the anticipated need for gainful employment data and the proposed inclusion of PH 10001, Introduction to Public Health and PH 10002, Introduction to Global Health, the minor will allow students to gain exposure to this high demand field. The minor will provide a pathway for students and will assist them in meeting their upper division requirements in their chosen degree program.*

Specific Recommendation and Justification: *Based on the above rationale it is the recommendation of the college to move forward with the approval of the minor for the 2012-2013 academic year, with a minimum 2.0 GPA and a minimum of 6 hours of courses in residence at Kent State University.*

Timetable and Actions Required: *Since all courses required for the minor are currently offered to students currently pursuing the major, additional course demand will be regularly evaluated and additional courses will be added as necessary. Anticipated rollout of the minor for the 2012-2013 academic year, should have no adverse effects on the offering or scheduling*

Minor in Public Health Proposed Catalog Copy
Fall 2012

Required Courses: (15 hours)

PH 10001 Introduction to Public Health
PH 10002 Introduction to Global Health
PH 20001 Essentials of Epidemiology
PH 3/~~2~~0005 Social and Behavioral Science Theories in PH EPC 14Nov2011
PH 3/~~2~~0006 Environmental Health Science EPC 14Nov2012

Elective Courses: (6 hours)

PH ~~20003~~ 30003 Public Health Policy and Decision-Making EPC 14Nov2011
PH 20012 Sanitation and Hazardous Materials Management
PH 30002 Introductory Biostatistics
PH 30003 Public Health Strategies
PH 30004 Public Health Research
PH 30007 Prevention and Control of Diseases
PH 30012 Communicable Diseases
PH 44000 Health Disparities
PH 40196 Individual Investigation in Public Health
PH 40195 Special Topics in Public Health

Students are required to complete a minimum of 6 hours in residence at Kent State University and earn a minimum 2.0 Cumulative and minor GPA to be awarded the Minor in Public Health.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **RE - Regional College**

Degree

Program Name **Bachelor of Science in Insurance Studies** Program Code

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

Proposal **Establish program**

Description of proposal:

Establishment of a new Bachelor of Science in Insurance Studies to be offered at the Columbiana Campuses

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

The Columbiana Campuses are currently searching for a full-time faculty member.

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

College of Business
Business Technology faculty in the Regional Colege

REQUIRED ENDORSEMENTS

_____ ___/___/___
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Wanda Thomas 12/9/2011
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Ohio | Board of Regents

University System of Ohio

REQUEST FOR APPROVAL SUBMITTED BY:

KENT STATE UNIVERSITY

ESTABLISHMENT OF A BACHELOR OF SCIENCE DEGREE IN INSURANCE STUDIES

15 MARCH 2012
anticipated submission date

KENT STATE
UNIVERSITY

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REQUEST

Date of submission: 15 March 2012 *anticipated date of submission*

Name of institution: Kent State University

Degree/degree program title: Bachelor of Science degree in Insurance Studies

Primary institutional contact for the request

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

Delivery sites: Salem Campus

Date that the request was approved by the institution's governing board: Approved by the Kent State University Board of Trustees on 14 March 2012 *anticipated date of approval*

Proposed start date: Fall 2012

Date Institution established: 1910

Institution's programs: Degree programs at the associate, bachelor's, master's, post-master's and doctoral level; undergraduate and graduate certificates

Educator Preparation Programs:
Program lead to licensure: No
Program lead to endorsement: No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

Kent State University proposes to offer a Bachelor of Science degree in Insurance Studies. The degree program will be administered by the university's Regional College. The degree will initially be offered at the Salem Campus with the opportunity for future expansion to other campuses.

Graduates of the program will have a general understanding of the business world, as well as specific knowledge related to the insurance industry and insurance products. The program will emphasize commercial and personal insurance lines and related products. The degree is designed to meet the academic needs of the professional insurance practitioner. Coursework will enhance the student's communication, technical, leadership and project management skills. With this knowledge, graduates should be well prepared to enter careers in the insurance industry.

SECTION 2: ACCREDITATION

2.1 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

Kent State University has worked cooperatively with the Ohio Department of Development's Office of Insurance and Financial Development. The office is the state's lead unit for the development and implementation of strategies, initiatives, and programs designed to retain and create insurance and financial services job in Ohio. The office cultivates cooperative relationships among businesses, educators and the state to collaborate on tactics aimed at encouraging the growth of the insurance industry in Ohio.

In August 2011, Kent State sponsored an Insurance Education Industry Summit—and has attended two other summits—in cooperation with the office. The office's manager for finance and insurance development has served on both the Steering Committee and the Curriculum Advisory Committee for the proposed Insurance Studies degree program.

Kent State also worked cooperatively with the Ohio Insurance Institute. The Institute's mission is to strengthen the public understanding of and confidence in Ohio's property and casualty insurance industry. A representative of the institute has been an active member of the Steering Committee and the Curriculum Advisory Committee.

In addition, Kent State University has worked cooperatively with the Independent Insurance Agents of Ohio Inc. The immediate past-president of the organization has been an active member of the Steering Committee and Curriculum Advisory Committee.

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 academic organizational structure for Kent State University can be found at www.kent.edu/provost/administration/upload/visio-org-chart-provost-office_2011_10_01-link-draft.pdf.

The administrative leadership and organizational structure for Kent State University can be found at www.kent.edu/president/upload/administrative-leadership-and-divisions-org-chart-2011-2012.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.

The proposed BS degree in Insurance Studies is an initiative of the faculty and administration of the Salem Campus and will be delivered at that campus. Administratively, the degree will be housed in Kent State's Regional College.

The academic program director for applied business technologies will report to the assistant dean of the Salem Campus who, in turn, reports to the Salem Campus dean. All seven regional campus deans report to the dean of the Regional College, who reports to Kent State's provost and senior vice president of academic affairs.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

The academic program director for applied business technologies will administer all aspects of the Insurance Studies degree program. The following are the director's key duties and responsibilities:

- Develop and manage all aspects of a new degree program
- Recruit instructors and other staff
- Oversee university-designated program budget
- Develop and/or revise program policies and procedures
- Act as a liaison with internal and external stakeholders
- Initiate and oversee program's marketing activities in coordination with other staff
- Work with the campus' director of advancement and others to identify and secure funding opportunities including donations, scholarships and grants
- Recruit students, advise students, prepare accreditation reports, write grants and collaborate with lead faculty/coordinators regarding student practicums
- Serve on various university committees
- Perform related duties as assigned

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.

An Insurance Studies Steering Committee consisting of industry, government, and education representatives was formed to support the development and maintenance of the proposed degree program. Members of the Steering Committee, see below, were appointed for three-year terms with meetings to be held three to four times per year.

Name	Title	Organization
Jack Adornetto	Chief Strategist (retired)	Westfield Group
Jim Boyes	Director, Medina County University Center	The University of Akron
Matthew Butts	Director, Institutional Advancement	Kent State University at Salem
Susan Rossi	Assistant Dean	Kent State University at East Liverpool
Connie Frey	Learning Services Director	Westfield Insurance
David Hazen	President	Ohio Independent Insurance Agents Association
Derek Hiscox	Owner	Mills Agency
John McCord	Chairman	Whitacker-Myers Insurance
Timothy McFadden	Academic Program Director, Applied Business Technologies	Kent State University at Salem
Mary Mennell	Westfield University Leader	Westfield Group
James Moore	President	MarketSource Agency Network LLC
Sandy Opacich	Director, Human Resource Services	Medical Mutual of Ohio
Don Rebele	President and CEO	The Griffith Insurance Education Foundation
Patricia Schiesswohl	Group Marketing Leader	Westfield Group
Frederick Schroath	Associate Dean, College of Business Administration	Kent State University
Brian Williams	Vice President	Oswald Companies
Chuck Straub	Representative	Prudential Insurance
Jason Terrell	Director, Insurance Education Institutes	The Griffith Insurance Education Foundation
Glenn VanValkenburgh	Manager, Office of Insurance and Financial Development	Ohio Department of Development
Mitchell Wilson	Vice President, Public Information and Education	Ohio Insurance Institute

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, 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.

As a degree developed with a close affiliation with industry, the Insurance Studies degree program aligns itself well with the goal of providing productive careers for its graduates.

Describe how the program aligns with the Chancellor's strategic plan for higher education in Ohio.

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. According to the Ohio Insurance Institute[1], insurance is a major player in Ohio when it comes to employment opportunities. Ohio is home to 251 insurance companies. It is one of the state's major employers with over 96,000 employees and wages over $6 billion.

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.

Kent State conducted a market analysis and issued a report in May 2010 (see Appendix A). The report focused on the projected jobs, competition, and demand for graduates. The report provided the following key information:

- Annual employment for the finance and insurance industry in Ohio is expected to increase by 7.1 percent from 2006-2016, resulting in the creation of 16,900 new positions in the industry
- Degree conferment in this field has increased by 17 percent from 2003 to 2009.
- No institutions in Northeast Ohio currently offer a bachelor's degree in insurance.

According to the Ohio Department of Job and Family Services[2], insurance underwriters, adjusters, examiners, investigators and sales agents are occupations with high employment prospects in Ohio for 2018, with an average hourly wage in 2009 of more than $27. Ohio is one of the top five states in the nation with the highest concentration of insurance underwriter and claims processor jobs[3].

At the national level, the Bureau of Labor Statistics[4] reports that employment in insurance industry, overall, is projected to grow nearly three percent between 2008 and 2018, with growing areas in medical services and health insurance as well as expansion into such financial services as securities and mutual funds. National employment in 2008 for insurance sales agents was approximately 435,000, with nearly 52,000 new jobs expected to be created over the next 10 years. National employment in 2008 for claims adjusters, appraisers, examiners and investigators was approximately 306,000, with nearly 21,000 new jobs expected to be created by 2018.

The Bureau of Labor Statistics states that insurance employers prefer to hire workers with a college education for most jobs, including most managerial and professional jobs. Many insurance companies expect their employees to take continuing education courses to improve their people skills and their knowledge of the industry.

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[1] Ohio Insurance Institution (2011). *The Insurance Industry in Ohio*. Retrieved from http://ohioinsurance.org/consumers/pdfs/insurance_brochure_2011.pdf.

[2] Ohio Department of Job and Family Services, *Occupations with High Employment Prospects in Ohio*. Retrieved from http://ohiolmi.com/proj/projections/ohio/HighOccupationProspects.pdf.

[3] Bureau of Labor Statistics (May 2010), U.S. Department of Labor, *Occupational Employment and Wages*. Retrieved from www.bls.gov/oes/current/oes132053.htm and www.bls.gov/oes/current/oes439041.htm

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*. Retrieved from http://www.bls.gov/oco/ocos014.htm.

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.

An Insurance Studies Curriculum Advisory Committee was formed to make recommendations to the university. Members were recommended to Kent State University, the Ohio Department of Development Office of Insurance Development, the Independent Insurance Agents Association, the Ohio Insurance Institute, and industry contacts. The recommendations of the Curriculum Advisory Committee assist the faculty of Kent State University in the creation and continuous update of the curriculum.

The following members are part of the committee:

Name	Title	Organization
Jim Dooley	Employee Training Services Manager, State Auto University	State Auto Insurance
Connie Frey	Learning Services Director	Westfield Insurance
David Hazen	President	Independent Insurance Agents Association
Gary Jun	Agency Trainer - Agency Point	Farmers Insurance Group
Debbie Kenney	Senior Training Consultant	Motorists Insurance Group
Shelly Lingefelter	Director of Enrollment Management	Kent State University at Salem
Timothy McFadden	Academic Program Director, Applied Business	Kent State University at Salem
Joseph Muscatello	Associate Professor, Lead Faculty for Business Management Related Technologies	Kent State University at Geauga
Edward Newman Jr.	Assistant Professor	Kent State University at Salem
Donald Rebele	President and CEO	The Griffith Insurance Education Foundation
Susan Rossi	Assistant Dean	Kent State University at East Liverpool
Diane Scearce	Manager, Learning and Development	State Farm Insurance
Glenn VanValkenburgh	Manager, Office of Insurance and Financial Development	Ohio Department of Development
Mitchell Wilson	Vice President, Public Information and Education	Ohio Insurance Institute

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency.

The program will not be aligned with any specialized accrediting agencies.

4.3 Collaboration with other Ohio institutions

Indicate whether any USO institutions within a 30-mile radius of your institution offers the proposed program.

No other institution within the University System of Ohio offers an undergraduate program in Insurance Studies within a 30-mile radius of Kent State campuses.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio.

No formal collaborative efforts have occurred to date.

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 requirement for new freshmen to the BS degree in Insurance Studies is minimum cumulative 2.0 high school GPA (on a 4.0 scale). This requirement differs from the admission requirement at Kent State's Regional Campuses, where it is open admission to anyone with a high school diploma or its equivalent.

The requirement also differs from admissions to the Kent Campus, which recommends at least 16 units of college preparatory curriculum in high school, a cumulative high school grade point average of 2.5 or higher (on a 4.0 scale), and composite ACT score of 21 or better (980 combined critical reading and math SAT score. 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 to the Kent Campus. High school course selection, class rank, recommendations and ACT/SAT scores will be closely examined for such students in making admissions decisions.

The admission requirement for transfer students to the BS degree in Insurance Studies is aligned with the university as a whole:

> **Undergraduate Transfer Student Admissions:** Generally, transfer applicants who have taken at least 12 semester hours with a cumulative GPA of at least 2.00 as computed by Kent State University (on a scale of 4.00) may be admitted to the university. Applicants who have taken fewer than 12 semester hours will be evaluated on both their collegiate and high school records. Applicants who have been dismissed from another college or university will not be considered for admission unless the students are eligible to return to that previous institution, have been out of college at least 12 consecutive months since the dismissal, or have completed at least 12 semester hours of credit at another institution with a cumulative GPA of 2.00 or better (on a scale of 4.00).
>
> 2011 Kent State University Catalog (www.kent.edu/catalog/2011/policies)

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. Advanced Placement, CLEP credit and Kent State's Credit-by-Exam are 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.

It is anticipated that the current student administrative services available at Kent State's Salem Campus will be adequate to support the program.

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.

It is anticipated that the current student academic services available at Kent State's Salem Campus will be adequate to support the program.

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 degree in Insurance Studies will provide students with the academic background appropriate for entry into careers in the insurance industry. Graduates will have a fundamental understanding of the business world as well as specific knowledge regarding property insurance, liability insurance, life and health insurance, insurance operations, insurance law and finance and risk management among others.

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 and objectives of the proposed BS degree in Insurance Studies are to offer a curriculum that will provide students with writing skills, mathematics skills, communication skills, technical skills, financial knowledge and a core understanding of insurance and risk management.

Graduates of the program will be able to:

- Demonstrate in-depth knowledge of the insurance industry;
- Possess strong analytical and problem-solving skills to identify and critically assess problems facing the insurance industry;
- Identify and assess legal and ethical issues surrounding insurance industry decisions; and
- Work effectively in a team-based environment.

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
MAJOR REQUIREMENTS						
ACTT 11000 Accounting I Financial	4	■				Existing
BMRT 11000 Introduction to Business	3	■				Existing
BMRT 11009 Introduction to Management Technology	3	■				Existing
BMRT 21000 Business Law and Ethics I	3	■				Existing
BMRT 21004 Introduction to Business Statistics	3	■				Existing
BMRT 21006 Human Resource Management	3	■				Existing
BMRT 21011 Fundamentals of Financial Management	3	■				Existing
BMRT 21050 Fundamentals of Marketing Technology	3	■				Existing
BMRT 21052 Professional Selling Techniques	3	■				Existing
COMT 12000 Personal Productivity Software	3	■				Existing
ENG 30063 Business and Professional Writing	3	■			TAG	Existing
INS 29000 Introduction to Insurance and Risk	3	■				New
INS 39000 Insurance Law, Finance and Risk Management	3	■				New
INS 39001 Insurance Operations (writing intensive)	3	■				New
INS 49000 Life and Health Insurance	3	■				New
INS 49001 Property Insurance	3	■				New
INS 49002 Liability Insurance	3	■				New
INS 49092 Practicum in Insurance	3	■				New
ADDITIONAL REQUIREMENTS (8-course electives)						
ACTT 11001 Accounting II – Managerial	4			■		Existing
BMRT 36410 Security for Business Students	3			■		Existing
BMRT 36415 Customer Service Technology	3			■		Existing
BMRT 46410 Crisis and Disaster Management Planning	3			■		Existing
BMRT 46295 Special Topics in Applied Business	3			■		Existing
COMM 20001 Interpersonal Communications	3			■		Existing
COMM 45807 High Impact Professional Speaking	3			■		Existing
COMT 21010 Workgroup Productivity Software	3			■		Existing
COMT 36318 Survey of Information Security, Internet Fraud and Computer Forensics	3			■		Existing
MIS 34165 Dynamics of Leadership	3			■		Existing
MIS 34185 Individual / Group Behavior in Organizations	3			■		Existing
MIS 34280 Social Responsibility in the Workplace	3			■		Existing
MIS 44152 Collaborative Project Management	3			■		Existing
PSYC 41581 Health Psychology	3			■		Existing
SOC 42558 Wealth, Poverty and Power	3			■		Existing
KENT CORE / UNIVERSITY REQUIREMENTS						
ECON 22060 Principles of Microeconomics	3		■		OTM TAG	Existing
ECON 22061 Principles of Macroeconomics	3		■		OTM TAG	Existing
US 10097 Destination Kent State: First Year Experience	1					Existing
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	6-7		■		OTM	Existing
Kent Core Additional	3		■		OTM	Existing

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include course name and number.

Basic data sheets for courses marked "new" are in Appendix B.

ACTT 11000 ACCOUNTING I FINANCIAL (4)
(Equivalent to ACCT 23020) Introduction to financial accounting, including principles generally accepted in preparation of accounting statements for users outside of the business organization. Prerequisite: None.

ACTT 11001 ACCOUNTING II MANAGERIAL (4)
(Equivalent to ACCT 23021) Introduction to managerial accounting, including accounting for manufacturing firms, budgeting, standard cost systems, direct costing, segment reporting and cost-volume-profit-analysis. Prerequisite: ACTT 11000.

BMRT 11000 INTRODUCTION TO BUSINESS (3)
(Equivalent to BUS 10123) Overview of social, economic and consumer environments as related to large and small business. Emphasis is on production, marketing, finance, management and human resources. Prerequisites: US 10006 or Compass reading score minimum 86; and ENG 11001 or Compass writing score minimum 67.

BMRT 11009 INTRODUCTION TO MANAGEMENT TECHNOLOGY (3)
(Equivalent to MIS 24163) Study of planning, organizing, directing/leadership, controlling, staffing, decision making, and communication theories and management applications of human and material resources and methods. Prerequisite: US 10006 or appropriate test score; and ENG 11001 or appropriate test score.

BMRT 21000 BUSINESS LAW AND ETHICS I (3)
(Equivalent to FIN 26074) Introduction to American law as related to government, business, society and the ethical issues that occur in the legal environment. Emphasis will focus on contract law. Relevant past and current law issues will be addressed. Prerequisite: US 10006 or appropriate test score; and ENG 11001 or appropriate test score.

BMRT 21004 INTRODUCTION TO BUSINESS STATISTICS (3)
(Equivalent to MIS 24056) Basic decision making statistics for business management. Emphasis is on probability theory, statistical inferences and decision making under uncertainty. Prerequisite: MATH 10023 or MATH 10024 or MATH 10009 or MATH 11010.

BMRT 21006 HUMAN RESOURCES MANAGEMENT (3)
The study of contemporary issues of human resources. Covers planning, job design, selection, appraisal, compensation, training, life quality, safety/health, diversity and unions. Prerequisite: BMRT 11009.

BMRT 21011 FUNDAMENTALS OF FINANCIAL MANAGEMENT (3)
Understanding basic financial reports for analysis and performance of a business. Preparation of sales forecasts to develop capital and expense budgets. Prerequisite: ACTT 11000 and COMT 11000 or special approval of BMRT faculty.

BMRT 21050 FUNDAMENTALS OF MARKETING TECHNOLOGY (3)
(Equivalent to MKTG 25010) Study of the basic concepts and principles involved in marketing a product/service with an emphasis on the marketing mix variables: product, price, place and promotion. Prerequisite: BMRT 11000 and ECON 22060.

BMRT 21052 PROFESSIONAL SELLING TECHNIQUES (3)
Study of personal selling as a promotional technique to determine and satisfy the needs of buyers and to build a long-term relationship among all parties. Prerequisite: BMRT 11000 or special approval of full-time BMRT faculty.

BMRT 36410 SECURITY FOR BUSINESS STUDENTS (3)
Concepts and principles of security and safety in industrial and commercial settings. Focus on executive oversight of corporate security functions. Includes risk analysis, security surveys, emergency preparedness and security policies and procedures. Prerequisite: Junior standing.

BMRT 36415 CUSTOMER SERVICE TECHNOLOGY (3)
Analysis and definition of customer satisfaction with an emphasis on quality customer service that includes technique for assessing company service efforts and developing customer satisfaction programs. Prerequisite: Junior standing.

BMRT 46410 CRISIS AND DISASTER MANAGEMENT PLANNING (3)
Addresses planning process for mitigation and recovery strategies for natural and man-made crisis and disasters. Includes risk assessment, incident management and planning evaluation. Prerequisite: Junior standing.

BMRT 46295 SPECIAL TOPICS IN APPLIED BUSINESS (2-3)
Specialized advance instruction oriented primarily to applied business topics. Topics will vary and will be announced as scheduled. Repeat registration permitted. Prerequisite: Special approval of full time technology faculty or of professor teaching the course.

COMM 20001 INTERPERSONAL COMMUNICATION (3)
Introduction to human interpersonal communication. Components and structures situations and contexts are described non-evaluative focus with emphasis on informal experience. Prerequisite: None.

COMM 45807 HIGH IMPACT PROFESSIONAL SPEAKING (3)
Principles and practices of effective communication in a variety of professional contexts. Emphasis on professional presentation skills development. Prerequisite: COMM 15000 and junior standing.

COMT 12000 PERSONAL PRODUCTIVITY SOFTWARE (3)
Covers the concepts and integration of computer applications. Emphasis on software suites, specifically word processing, electronic spreadsheets, database and presentation applications. Prerequisite: none.

COMT 21010 WORKGROUP PRODUCTIVITY SOFTWARE (3)
Research project-oriented course emphasizing workgroup methodologies for group project management, problem definition, data retrieval and analysis, conclusions and recommendations. Prerequisite: COMT 12000; or ITAP 16639 and 26611.

COMT 36318 SURVEY OF INFORMATION SECURITY INTERNET FRAUD AND COMPUTER FORENSICS (3)
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.

ECON 22060 PRINCIPLES OF MICROECONOMICS (3)
(Equivalent to HONR 21197) 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 scores.

ECON 22061 PRINCIPLES OF MACROECONOMICS (3)
(Equivalent to HONR 21297) 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.

NEW **INS 29000 INTRODUCTION TO INSURANCE AND RISK (3)**
This course is an introduction into the fields of insurance and risk management including, property and casualty, life, health, auto and other types of insurances. Personal and commercial risks are identified and quantified for potential loss. Prerequisite: ACTT 11000 and BMRT 11000.

NEW **INS 39000 INSURANCE LAW, FINANCE AND RISK MANAGEMENT (3)**
Advanced topics in the field of insurance, including legal principles and liability, financial modeling, government regulation, investments, crime and bonds. Prerequisite: INS 29000; and BMRT 21011; and BMRT 21004 or MIS 24056

NEW **INS 39001 INSURANCE OPERATIONS (3)**
A detailed review of the strategic and tactical operations of the insurance industry. Explores the function and role of insurers, claims management, rate making, financial structures and underwriting. Prerequisite: INS 29000.

NEW **INS 49000 LIFE AND HEALTH INSURANCE (3)**
A detailed review of life and health insurance and their impact on individuals and society. The objective being a familiarization with various life and health products and how these products protect a person and their families against financial losses caused by death or disability. Prerequisite: INS 39000.

NEW **INS 49001 PROPERTY INSURANCE (3)**
Advanced concepts in commercial and personal property insurance coverage including auto, home, buildings, business owners and general liability. Both domestic and international concepts are examined. Prerequisite: INS 39000.

NEW **INS 49002 LIABILITY INSURANCE (3)**
Advanced concepts in commercial and personal liability insurance coverage including auto, home, business owners and general and personal liability. Domestic and international government regulations are also examined. Prerequisite: INS 39000

NEW **INS 49092 PRACTICUM IN INSURANCE (3)**
Course requires an on-sight internship and/or a project with an insurance related organization approved by the instructor. Prerequisite: INS 39000 and INS 39001 and special approval.

MIS 34165 DYNAMICS OF LEADERSHIP (3)
Contemporary theories of management and leadership; practical application cases; personal assessment and opportunities to develop individual and group leadership. Prerequisites: Cumulative 2.50 GPA; and MIS 24163 or BMRT 11009.

MIS 34185 INDIVIDUAL AND GROUP BEHAVIOR IN ORGANIZATIONS (3)
Determinants of individual and group behavior within work organizations. Topics covered include, motivation, job design, learning, decision making, leadership and group behavior as they relate to performance and other outcomes in work organizations. Prerequisite: MIS 24163 or BMRT 11009.

MIS 34280 SOCIAL RESPONSIBILITY IN THE WORKPLACE (3)
Using a case-based approach to learning, this course provides information on what constitutes appropriate business behavior by examining the major business and non-business factors that influence business policies and practices. Prerequisites: Cumulative 2.50 GPA; and MIS 24163 or BMRT 11009.

MIS 44152 COLLABORATIVE PROJECT MANAGEMENT (3)
Overview of the concepts, procedures and fundamental processes related to managing international projects. Introduction to the principles, tools and techniques of integrated project management. Emphasizes project management as primary means for implementing strategic initiatives and prepares students for certification as a Project Management Professional (PMP). Prerequisites: Minimum cumulative 2.50 GPA and junior standing.

PSYC 41581 HEALTH PSYCHOLOGY (3)
Role of psychological and social factors in health and illness, typically covering three general areas: (1) psychological factors affecting disease, (2) psychological and social consequences of illness and (3) psychotherapeutic interventions. Prerequisite: PSYC 11762.

SOC 42558 WEALTH, POVERTY AND POWER (3)
Sociological examination of economic stratification; focuses on the translation of class into power via politics, education and collective struggle. Prerequisite: SOC 12050 and junior standing.

6.4 Program sequence

See semester-by-semester sequencing ("roadmap") in Appendix C.

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 Insurance Studies.

6.6 Off-site program components (please check all that apply):

- ☒ Co-op/Internship/Externship
- ☐ Field Placement
- ☐ Student Teaching
- ☐ Clinical Practicum
- ☐ Other

The Insurance Studies practicum will require an on-sight internship and/or a project with an insurance-related organization. The process would be coordinated by the academic program director for applied business technologies and Insurance Studies faculty.

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Name of the unit/position responsible for directing assessment efforts

The academic program director for applied business technologies, in conjunction with faculty, will coordinate the assessment of the Bachelor of Science degree in Insurance Studies.

Description of any committees or groups that assist the unit

The director will be assisted by the Regional College Curriculum Committee and by the Insurance Studies faculty. All program assessment at Kent State University is performed under the Academic Quality Improvement Program (AQIP), 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 will be given by the university to students one year after graduation to assess their preparation. An Insurance Advisory Board will be created and surveyed to get its feedback on the program from an insurance industry perspective, and on the quality of job preparation for any graduates of the program that the committee members have hired.

Students in the Bachelor of Science degree program are required to complete an insurance industry practicum. This experience will not only further develop student mastery, but will provide a means to assess the overall competency that the students have achieved.

Frequency of data collection

Exit surveys of graduating seniors will be administered at the end of each semester. The Insurance Studies Advisory Board will be surveyed at the end of each academic year and consulted in regular meetings.

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 Insurance Studies program and collected by the university for AQIP reporting.

How the results are used to inform the institution and the program

The results of the assessments will be used to inform the faculty, academic program director for applied business technologies, campus dean, college dean and the Insurance Studies Advisory Board. The results will guide curriculum revisions.

7.2 Measuring student success

Name of the unit/position responsible for directing these efforts

The academic program director for applied business technologies will coordinate the assessment of the Insurance Studies degree program.

Description of any committees or groups that assist the unit

The academic program director for applied business technologies will be assisted by the Insurance Studies Advisory Board, the Regional College Curriculum Committee, applied business faculty and the faculty teaching Insurance Studies courses. All program assessment at Kent State University is performed under the Academic Quality Improvement Program (AQIP), and is coordinated at the university level by the associate provost for quality initiatives and curriculum.

Description of the measurements used

The senior-level courses in the Bachelor of Science degree will be used to assess the combined mastery of major objectives. Grades in individual courses will be used to assess the students' performance in that course.

Frequency of data collection and sharing

Course evaluations 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 Insurance Studies program and collected by the university for AQIP reporting.

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 the 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 Salem Campus 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.

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.

Assistant professor: A faculty member will not be considered for advancement to this rank until either completion of three years as an instructor and possession of at least the master's degree, or until the academic credentials minimally required for initial appointment at the assistant professor's level are achieved.

Associate professor: This is one of the two senior ranks in academia; accordingly a faculty member must possess the terminal degree in his/her discipline before promotion consideration. Exceptions can be made in particular cases, provided that such exceptions can be justified by the candidate's unit and are approved by the college dean (if applicable), the vice provost for regional campuses (if applicable), and the provost. A faculty member will usually not be considered for advancement to this rank until completion of four years as an assistant professor, but in extraordinary cases may be considered after completion of fewer years as an assistant professor. A non-tenured faculty member applying for promotion to the rank of associate professor must also undergo a successful tenure review.

Full professor: As with the associate professorship, a faculty member must possess the terminal degree in his/her discipline before promotion consideration. Exceptions can be made in particular cases, provided that such exceptions can be justified by the candidate's unit and are approved by the college dean (if applicable), the vice provost for regional campuses (if applicable), and the provost. A faculty member will usually not be considered for advancement to this rank until completion of five years as an associate professor, but in extraordinary cases may be considered after completion of fewer years as an associate professor. A non-tenured faculty member applying for promotion to the rank of full professor must also undergo a successful tenure review.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience).

Faculty teaching in the program will be required to follow university guidelines for appointment. Special consideration will be given to candidates with industry experience and certifications.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Assignment to instructional overloads for additional compensation is neither a regular expectation nor an obligation of employment of a faculty member. An overload occurs when, and only when, a person exceeds the number of hours which are listed as his/her load in his/her current contract.

Payment for such assignments is made on the basis of the appropriate percentage of the faculty member's base annual contract salary (1/24 of base annual contract salary for each workload credit hour).

In instances in which an overload assignment is authorized by the office of the dean, the assignment ordinarily may not exceed one additional course for a semester nor may overload compensation for an academic year exceed 25 percent of a faculty member's base academic year salary. Exceptions to this rule require prior written authorization from the Office of the Provost upon recommendation from the appropriate 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.

The University is in the process of hiring one Non-Tenure Track Faculty member. Additional faculty will be identified as the need arises. The candidate must have earned a Master's Degree in a field relevant to the insurance industry with a doctorate preferred. A minimum of 4 years of progressively responsible experience in the insurance industry is required. Teaching experience is preferred. Professional certifications such as CPCU, CIC, and ARM are preferred.

8.2 Program faculty

Number of existing faculty members available to teach in the proposed program.

Full-time: 0
Less than full-time: 0

Estimate of the number of faculty members to be added during the first two years of program operation.

Full-time: 1[5]
Less than full-time: 3[1]

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.

A copy of the faculty handbook is in Appendix D.

The faculty is 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 members are expected to develop and refine their teaching. Kent State University provides faculty the opportunity to participate in professional development activities to enhance instruction. Additionally, Kent State provides professional development activities through the university's Faculty Professional Development Center.

8.4 Faculty matrix

A copy of each faculty member's CV is in Appendix E.

The following elective courses will be offered fully online to Salem Campus students by faculty in their respective departments on the Kent Campus: MIS 34280 Social Responsibility in the Workplace; MIS 44152 Collaborative Project Management; PSYC 41581 Health Psychology; and SOC 42558 Wealth, Poverty and Power.

Name of instructor	Rank or title	Full/ part time	Degree title, discipline, institution, year	Years teaching/ experience	Additional expertise	Course(s) individual will teach	# courses taught/ year at all campuses
Beadnell, Stephen	Adjunct	PT	MS, Management Information Systems, University of Illinois, 2008	21	Licensed CPA in Ohio	BMRT 21011 Fundamentals of Financial Management	1
Bentley, Laurie	Assistant Professor	FT	MA, Kent State University	15		COMM 20001 Interpersonal Communications	4
Bolash, Gayle	Adjunct	PT	MA, Economics, Youngstown State University, 2005	5		ECON 22060 Principles of Microeconomics, ECON 22061 Principles of Macroeconomics	4
Chamber, Gregory	Adjunct	PT	JD, Cleveland Marshall College of Law	5		BMRT 36410 Security for Business Students;	4
Daugherty, William	Assistant Professor	FT	MA, University of Hawaii	23		BMRT 21004 Introduction to Business Statistics	5

[5] These figures comprise Insurance Studies faculty only and do not include faculty for general education (Kent Core) and other required (non-Insurance Studies) coursework in the program.

Name of instructor	Rank or title	Full/ part time	Degree title, discipline, institution, year	Years teaching/ experience	Additional expertise	Course(s) individual will teach	# courses taught/ year at all campuses
Edge, Irene	Assistant Professor	FT	MA, Kent State University, 2002	18		COMT 36318 Survey of Information Security, Internet Fraud and Computer Forensics	5
Ferry, Caroline	Adjunct	PT	BS, Business Administration, Ohio State University, 1992	8	Licensed CPA in Ohio	ACTT 11000 Accounting I Financial	1
Golden, Shawn	Assistant Professor	FT	PhD (ABD), Educational Psychology, Kent State University	7	Five years provisional license math computers	COMT 12000 Personal Productivity Software	2
Gunning, Bruce	Assistant Professor	PT	MS, Accounting, Texas Tech University, 1983	18	CPA License	ACTT 11000 Accounting I Financial	4
Meller, Dale	Adjunct	PT	MBA, Personnel Administration and Industrial Relations, Loyola University	11	Licensed Realtor (NJ)	BMRT 21006 Human Resource Management; BMRT 21052 Professional Selling Techniques	2
Murphy, Verna	Assistant Professor	FT	PhD, Case Western Reserve University	11		MIS 34185 Individual/Group Behavior in Organizations	4
Muscatello, Joseph	Associate Professor	FT	PhD, Cleveland State University	17		BRMT 36415 Customer Service; BMRT 46410 Crisis and Disaster Management Planning	4
Remedio, Robert	Assistant Professor	FT	MS, Mathematics and Computer Education, Youngstown State University, 1978	27	Computer Technology program coordinator	COMT 12000 Personal Productivity Software; COMT 21010 Workgroup Productivity Software	7
Richardson, Gina	Adjunct	PT	JD, University of Akron, 1999	12	State of Ohio Bar, 1999	BMRT 21000 Business Law and Ethics I	2
Simballa, Mary	Adjunct	PT	MBA, Business Administration, Kent State University, 2006	4		BMRT 21050 Fundamentals of Marketing Technology	2
Tomko, Carrie	Adjunct	PT	MA, University of Akron	5		COMM 45807 High Impact Professional Speaking	2
Wootten, Judith	Assistant Professor	FT	PhD, English, Case Western Reserve University, 1982	38		ENG 30063 Business and Professional Writing	6
Open	TBD	FT	Master's required, PhD preferred			INS 29000 Introduction to Insurance and Risk	
Open	TBD	FT	Master's required, PhD preferred			INS 39000 Insurance Law, Finance and Risk Management	
Open	Adjunct	PT	Master's required, PhD preferred			INS 39001 Insurance Operations	
Open	Adjunct	PT	Master's required, PhD preferred			INS 49001 Property Insurance	
Open	Adjunct	PT	Master's required, PhD preferred			INS 49000 Life Health Insurance	
Open	Adjunct	PT	Master's required, PhD preferred			INS 49002 Liability Insurance	
Open	Adjunct	PT	Master's required, PhD preferred			INS 49092 Practicum in Insurance	

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 librarians of the Salem and East Liverpool Campuses were consulted during the planning stages and have been informed of the curriculum of the program. Currently there are adequate resources for the start-up of the program (see below).

The librarians will work directly with the academic program director for applied business technologies and faculty to determine any additional resource needs and will ensure that these needs are met.

For ongoing maintenance of the insurance collection, Yankee Book Peddler Library Services will be used. A profile for insurance materials will be created by the library in consultation with the Insurance Studies program staff, and then weekly announcements of newly published materials that meet this profile will be received from Yankee Book Pedler. The program faculty will select materials from these announcements and may recommend other purchases as well.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

KentLINK, the online catalog of materials for all Kent State libraries, and OhioLINK, the online catalog of 89 participating institutions, will support the program. A search for materials in KentLINK, using the subject heading "insurance," retrieves 165 books, e-books, videos, and other materials. When this search is expanded to include specific aspects of insurance (such as insurance accounting, automobile insurance, insurance companies, flood insurance, liability insurance, etc.) 6,076 items are retrieved. Students may use the online borrowing request function to request materials not housed on their home campus. Materials arrive within a few days. Students who qualify as distance education students may have items mailed to them.

Kent State subscribes to Insurance Periodicals Index, an online indexing and abstracting service that includes 200 of the most respected and widely read insurance industry journals and magazines. Coverage dates back to 1965. The majority of the journal articles (approximately 90 percent) are available in online full-text format. For articles not owned by Kent State, students may use the interlibrary loan service for access.

Program faculty will identify any gaps in the literature or resources for the library to consider for future purchase

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.

Presently, there are sufficient resources for the proposed Insurance Studies program. Once faculty has been hired, they will work with the librarian to identify any additional sources that may be needed. The library will request an additional $2,000 for start-up money and will begin the collection development immediately. It will take approximately three months to establish a Yankee Book Pedler profile (see above) and make it active. The ongoing collection development will be funded from the current library budget.

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.

The Columbiana County libraries have an active information literacy program. Students who take the Kent State's First Year Experience course (US 10097) are introduced to the library in one or two class sessions. Course and discipline specific instruction builds on this knowledge and is provided at the request of the instructor. Usually, this instruction is conducted within the library during one class session. Librarians are available to meet one-on-one with students and faculty as well.

Additionally, the library staff provides orientation and instruction for new faculty. During fall 2011, LibGuide, an online research resource, will be created for the program. The LibGuide will be accessible anywhere there is an Internet connection. Already there are LibGuides for topics such as general introduction to library use, using style manuals, plagiarism, citation management programs, and other research topics of related interest to insurance research.

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 Salem Campus anticipates remodeling existing space to accommodate the faculty in the program.

10.2 Budget/financial planning

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	12	24	36	45
Head-count part time	18	30	42	60
Full Time Equivalent (FTE) enrollment	23	42	61	81
II. Projected Program Income				
Tuition (paid by student or sponsor)	0	59,000	169,000	333,000
Expected state subsidy	0	0	0	0
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	**0**	**59,000**	**169,000**	**333,000**
III. Program Expenses				
New Personnel • Instruction (technical, professional and general education) Full __1__ Part Time __5__ • Non-instruction (indicate role(s) in narrative section below) Full __1__ Part time __1__	21,280	122,666	180,043	199,654
New facilities/building/space renovation (if applicable, describe in narrative section below)	10,000	0	0	0
Scholarship/stipend support (if applicable, describe in narrative section below)	0	0	0	0
Additional library resources (if applicable, describe in narrative section below)	0	0	0	0
Additional technology or equipment needs (if applicable, describe in narrative section below)	10,000	10,000	10,000	10,000
Other expenses (if applicable, describe in narrative section below)	49,900	56,273	68,962	91,930
Total Projected Expense	**91,180**	**188,939**	**259,005**	**301,584**

Budget Narrative:
Space renovation will include painting, flooring, and lighting at the Salem Campus for use by the academic program director for applied business technologies and Faculty.

APPENDICES

Appendix	Description
A	Market analysis report on the insurance industry in Northeast Ohio
B	Basic data sheets for Insurance Studies coursework
C	Semester-by-semester sequencing ("roadmap") for the program
D	Faculty handbook for the Regional College
E	Curricula vitae for the faculty in the program

Kent State University is committed to continual support of the delivery of the Insurance Studies 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.

Respectfully,

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

KENT STATE.
UNIVERSITY

August 16, 2011

Dr. Jeff Nolte
Dean of the Salem and East Liverpool Campuses

We in the College of Business Administration have followed closely the development of the Baccalaureate in Insurance Studies degree to be hosted by the Salem Campus of the Regional College. We wholeheartedly endorse and support the development of this degree program. We find that there is no encroachment to any of the programs we currently offer, or expect to offer in the near future.

Since our current structure locates all academic administrative and other activities of the regional campuses in a separate college, this degree program will be independent of our activities and will support an important industry in the state of Ohio.

Sincerely,

Yank Heisler
Dean

Frederick W. Schroath
Associate Dean

The College of Business Administration
Office of the Dean
P.O. Box 5190 • Kent, Ohio 44242-0001
330-672-2772 • Fax: 330-672-3381 • Email: business@kent.edu • http://www.kent.edu/business

Insurance Studies - B.S.

COLLEGE: Regional College

CAMPUS: Salem Campus
www.salem.kent.edu

DESCRIPTION: The Bachelor of Science degree in Insurance Studies provides students with the academic background appropriate for entry into careers in the insurance industry. Studetns will have a fundamental understanding of the business world as well as specific knowledge regarding property insurance, liability insurance, life and health insurance, insurance operations, insurance law and finance and risk management among others.

CAREER OPPORTUNITIES: The insurance industry had about 2 to 3 million wage and salary jobs. Insurance carriers accounted for 61 percent of jobs, while insurance agencies, brokerages and providers of other insurance-related services accounted for 39 percent of jobs. Job types include marketing manager, sales managers, claims adjuster, claims appraiser, claims examiner, insurance investigator, auto damage appraiser, management analyst, underwriter and sales and related occupations. (Source: Bureau of Labor Statistics)

ADMISSION REQUIREMENTS: **Freshman Students**: Students most likely to be admitted and succeed in the program are those who have achieved a cumulative high school (or equivalent) grade point average of 2.0 or higher (on a 4.0 scale).

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, visit www.kent.edu/admissions.

GRADUATION REQUIREMENTS: Minimum 121 total credit hours, minimum 39 upper-division hours. Minimum 2.00 GPA in the major and 2.00 GPA overall required for graduation.

LANGUAGE REQUIREMENT: None

STUDY ABROAD/ AWAY OPPORTUNITIES: There are many Study Abroad/Away Opportunities, for more information contact the Office of Global Education.

PROGRAM FEE: None

GRADUATE PROGRAMS: Master of Business Administration (M.B.A.)

Insurance Studies - B.S. 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, **ELR** Experiential Learning

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 (79-80 credits) *Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	ACTT	11000	Accounting I Financial	4
	BMRT	11000	Introduction to Business	3
		11009	Introduction to Management Technology	3
		21000	Business Law and Ethics I	3
		21004	Introduction to Business Statistics	3
		21006	Human Resource Management	3
		21011	Fundamentals of Financial Management	3
		21050	Fundamentals of Marketing Technology	3
		21052	Professional Selling Techniques	3
	COMT	12000	Personal Productivity Software	3
	ENG	30063	Business and Professional Writing	3
	INS	29000	Introduction to Insurance and Risk	3
		39000	Insurance Law, Finance and Risk Management	3
WIC		39001	Insurance Operations *	3
		49000	Life and Health Insurance	3
		49001	Property Insurance	3
		49002	Liability Insurance	3
		49092	Practicum in Insurance	3
	Choose from the following:			24-25
	ACTT	11001	Accounting II – Managerial (4)	
	BMRT	36410	Security for Business Students (3)	
		36415	Customer Service Technology (3)	
		46410	Crisis and Disaster Management Planning (3)	
		46295	Special Topics in Applied Business (3)	
	COMM	20001	Interpersonal Communications (3)	
		45807	High Impact Professional Speaking (3)	
	COMT	21010	Workgroup Productivity Software (3)	
WIC		36318	Survey of Information Security, Internet Fraud and Computer Forensics (3) *	
	MIS	34165	Dynamics of Leadership (3)	
		34185	Individual and Group Behavior in Organizations (3)	
		34280	Social Responsibility in the Workplace (3)	
		44152	Collaborative Project Management (3)	
	PSYC	41581	Health Psychology (3)	
	SOC	42558	Wealth, Poverty and Power (3)	
III.	**ADDITIONAL PROGRAM REQUIREMENTS (40-41 credits)**			
Type	**Course**		**Title**	**Credits**
KSS	ECON	22060	Principles of Microeconomics	3
KAD		22061	Principles of Macroeconomics	3
	Kent Core Composition			6
	Kent Core Mathematics and Critical Reasoning			3
	Kent Core Humanities or Fine Arts (minimum one from each category)			9
	Kent Core Social Sciences (must be from two disciplines)			3
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Additional (COMM 15000 is recommended)			3
	General Electives *Credits required depends on meeting minimum 121 credit hours and minimum 39 upper-division credit hours*			4
			TOTAL	**121**

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

DRAFT

Roadmap: Insurance Studies – Bachelor of Science
[RE-BS-INS]
Regional College
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 Div.	Min. Grade	Major GPA	Important Notes
Semester One: [16 Credit Hours]					
COMT 12000 Personal Productivity Software	3			■	
US 10097 Destination Kent State: First Year Experience	1				Not required of transfer students with 25 credits
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Two: [16 Credit Hours]					
ACTT 11000 Accounting I Financial	4			■	
BMRT 11000 Introduction to Business	3			■	
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
BMRT 11009 Introduction to Management Technology	3			■	
BMRT 21000 Business Law and Ethics I	3			■	
BMRT 21004 Introduction to Business Statistics	3			■	
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Science
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
INS 29000 Introduction to Insurance and Risk	**3**			■	
BMRT 21006 Human Resource Management	3			■	
BMRT 21011 Fundamentals of Financial Management	3			■	
BMRT 21050 Fundamentals of Marketing Technology	3			■	
ECON 22061 Principles of Macroeconomics	3				Fulfills Kent Core Additional
Semester Five: [15 Credit Hours]					
INS 39000 Insurance Law, Finance and Risk Management	**3**	■		■	
BMRT 21052 Professional Selling Techniques	3			■	
Major Requirement Electives	6			■	See note 1 on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Six: [15 Credit Hours]					
INS 39001 Insurance Operations	**3**	■	**C**	■	**Fulfills writing-intensive requirement**
INS 49001 Property Insurance	**3**	■		■	
ENG 30063 Business and Professional Writing	3	■		■	
Major Requirement Electives (upper division)	3	■		■	See note 1 on page 2
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Seven: [15 Credit Hours]					
INS 49000 Life Health Insurance	**3**	■		■	
INS 49002 Liability Insurance	**3**	■		■	
Major Requirement Electives (upper division)	6	■		■	See note 1 on page 2
General Elective	3				
Semester Eight: [15 Credit Hours]					
INS 49092 Practicum in Insurance	3	■		■	
Major Requirement Electives (upper division)	9	■		■	See note 1 on page 2
General Elective (lower or upper division)	2				Number of credits required depends on meeting minimum 121 credit hours and 39 upper-division credit hours

DRAFT

Roadmap: Insurance Studies – Bachelor of Science
[RE-BS-INS]
Regional College
Catalog Year: 2012-2013

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/General Electives	INS 39001	2.00	2.00

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*	3 credit hours are fulfilled in this major with ECON 22060	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*	3 credit hours are fulfilled in this major with ECON 22061	3

Note 1: Major requirement electives (24-25 credit hours), choose from the following:

ACTT 11001 Accounting II – Managerial	4	COMT 36318 Survey of Information Security, Internet Fraud and Computer Forensics *	3
BMRT 36410 Security for Business Students	3		
BMRT 36415 Customer Service Technology	3	MIS 34165 Dynamics of Leadership	3
BMRT 46410 Crisis and Disaster Management Planning	3	MIS 34185 Individual and Group Behavior in Organizations	3
BMRT 46295 Special Topics in Applied Business	3	MIS 34280 Social Responsibility in the Workplace	3
COMM 20001 Interpersonal Communications	3	MIS 44152 Collaborative Project Management	3
COMM 45807 High Impact Professional Speaking	3	PSYC 41581 Health Psychology	3
COMT 21010 Workgroup Productivity Software	3	SOC 42558 Wealth, Poverty and Power	3

* 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
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 **28-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department ~~PTST~~

College **RE - Regional College**

Degree **AAS - Associate of Applied Science**

Program Name **Physical Therapist Assistant Technology** Program Code **PTST**

Concentration(s) ~~**ATC plus PTA**~~ Athletic Trainers Transition

Concentration(s) Code(s) ATT

per Kathy Griffin 18-Jan-12

Proposal **Revise program**

concentration will be offered on the Ashtabula Campus only: degree program is offered at Ashtabula and East Liverpool.

Description of proposal: an optional

This proposal creates A concentration for Certified Athletic Trainers (~~ATC~~) within the Physical Therapist Assistant Technology program. Completion of PTST 10010, Transitions in Physical Therapy, with a grade of C or better awards 16 tranfer credits from the student's bachelor's degree to fullfill requirements for BSCI 10010, BSCI 10020, PTST 10002, PTST 10004, PTST 20003, and PTST 20004.

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

Current total credit hours: **71** Proposed total credit hours **71**

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

This proposal would have no impact upon other programs, policies or procedures.

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

Chairperson of Biological Sciences Academic Department, Dr. James Blank
PTST Program Director East Liverpool campus

REQUIRED ENDORSEMENTS

Kathy Griffin — 12/2/11
~~Department Chair / School Director~~ Program Director

Susan Stocker — 12/2/11
Campus Dean (for Regional Campuses proposals)

Wanda Thomas — 12/9/2011
College Dean (or designee)

_____ ___/___/___
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 **28-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	~~**PTST**~~ e
College	**RE - Regional College**
Degree	**AAS - Associate of Applied Science**
Program Name	**Associate of Applied Science in Physical Therapist Assistant Technology** Program Code **PTST**
Concentration(s)	~~**PTA - Traditional; PTA - ATC plus PTA**~~ e Concentration(s) Code(s)
Proposal	**Revise program**

Description of proposal:

This proposal is created to allow students in the associate of applied science in physical therapist assistant program to select from the following course options:

PTST 10009 (Medical Terminology) or HED 14020 (Medical Terminology)

also – replace
- PHY 12111 with Kent Core Math
- Kent Core elective with Kent Core Hum/FA

per Kathy Giffin 11-Jan-12

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

Current total credit hours: **71** Proposed total credit hours **71-73**

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

This proposal would have no impact upon other programs, policies or procedures.

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

PTST Program Directors from all campuses offering the degree approved the proposal as these options were previously accepted in the KAPS system.

REQUIRED ENDORSEMENTS

[signature]	12/2/11
~~Department Chair / School Director~~ Program Director	
[signature]	12/2/11
Campus Dean (for Regional Campuses proposals)	
Wanda Thomas	12/9/2011
College Dean (or designee)	
	___/___/___
Dean of Graduate Studies (for graduate proposals)	
	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	

Athletic Trainers Transition Proposal Summary
~~ATC plus PTA Course~~ Concentration for the Associate of Applied Science in Physical Therapist Assistant Technology Curriculum

Subject Specification:
This proposal is to create a concentration for students in the Associate of Applied Science in Physical Therapist Assistant Technology (PTST)program who are Certified Athletic Trainers (ATC) with Bachelor's or Master's degree in a related field of study.

Banner code is ATT (ATC already taken)

Background Information:
The Associate of Applied Science in Physical Therapist Assistant Technology is offered at the Ashtabula and East Liverpool campuses. In catalog year 2010, two courses were established to provide a transition route for certified Athletic Trainers to add the associate degree in physical therapist assisting to their skill set. Currently this option is only available at the Ashtabula campus.

PTST10010 is a transition course that determines competency in skills and knowledge from the students athletic training course work prior to beginning the core PTST courses. Currently PTST10010 replaces PTST 10002, PTST 10004, PTST 20005, and PTST 20004 in the traditional GPS Roadmap.

Previously, successful completion of PTST 10010 earned 8 credit hours for the course, and 9 credit hours were manually substituted from the transferred course work. The new concentration provides a specific roadmap for the ATC Transition student that eliminates the need for individual course substitutions.

Every student eligible for this concentration is a certified Athletic Trainer with a Bachelor's or Master's degree from a school that meets the educational standards of the Commission on Accreditation of Athletic Training Education. This educational background ensures that students accepted to this concentration have the necessary academic preparation in anatomy and physiology to be successful in the PTST program, regardless of the equivalency of specific courses. These post-undergraduate students transfer from schools throughout the United States. Establishing equivalency or doing waivers for anatomy and physiology places an unnecessary burden on administrators in the PTST and BSCI departments which will be relieved by including BSCI 11010 and BSCI 11020 as part of the block credit awarded at the successful completion of PTST 10010.

PTST20010 is also a course that was established in catalog year 2010 to replaces PTST 20005 and PTST 20007 in the traditional physical therapist assistant technology roadmap. The ATC plus PTA concentration eliminates the need for manual course substitutions that are no longer possible in the GPS system.

The undergraduate catalog, roadmap and student handbook will be revised to include these additional options to the Associate of Applied Science in Physical Therapist Assistant Technology program.

Alternatives and Consequences:
The alternative is to not accept the proposed ATC plus PTA concentration for the PTST program. This would result in students who have already completed courses with similar content needing to take a additional courses when the course completed for their degree meets the requirements and needs of the associate degree in physical therapist assistant technology

program. This may also discourage students from applying for a position in to the transitional program secondary to the uncertainty of whether or not their previous coursework will apply to their PTST degree.

Specific Recommendation and Justification:
Establish a concentration for the Associate of Science degree in physical therapist assistant technology for Certified Athletic Trainers.

Timetable and Actions Required:
Approved by Ashtabula PTST Program Director and Faculty: November 30, 2011
Approval by Regional College Curriculum Committee: December 9, 2011
Approval by EPC: January 23, 2012
Approval by Faculty Senate: February 13, 2012
Effective Date: Fall 2012

Proposal Summary
Course Options for the Associate of Applied Science in Physical Therapist Assistant Technology Curriculum

Subject Specification:
This proposal is to create options for students in the Associate of Applied Science in Physical Therapist Assistant program for the following courses:

- PTST 10009 (Medical Terminology) or HED 14020 (Medical Terminology)

also replace PHY 12111 with Kent Core Math and replace Kent Core elective with Kent Core Humanities / Fine Arts per Kathy Giffin on 11-Jan-12

Background Information:
The Associate of Applied Science in Physical Therapist Assistant Technology is offered at the Ashtabula and East Liverpool campuses. The PTST Program Directors discussed and approved this proposal on October 28, 2011.

The course options proposed above were previously approved as global substitutions in the KAPS coding system (see attached). With the change to the Graduation Planning System (GPS) the courses are not recognized as acceptable substitutions for the courses currently required for the program.

Students may have taken these courses prior to considering the associate degree in physical therapist assistant technology program. The acceptance of these courses to meet the requirements of the program prevents the student from retaking courses that are similar in content and meet the requirements and needs of the PTST program.

The undergraduate catalog, roadmap and student handbook will be revised to include these additional options to the Associate of Applied Science in Physical Therapist Assistant Technology program.

Alternatives and Consequences:
The alternative is to not accept the proposed courses as substitutions for the current program requirements. This would result in students who have already completed a three (3) credit hour course with similar content needing to take an additional one (1) credit hour course when the course that they completed meets the requirements and needs of the associate degree in physical therapist assistant technology program.

Specific Recommendation and Justification:
Accept the following course options for students pursuing an associate of applied science in nursing degree:
1. PTST 10009 (Medical Terminology) or HED 14020 (Medical Terminology)

Timetable and Actions Required:
Approved by PTST Program Directors: October 28, 2011
Approval by Regional College Curriculum Committee: December 9, 2011
Approval by EPC: January 23, 2012
Approval by Faculty Senate: February 13, 2012
Effective Date: Fall 2012

Physical Therapist Assistant Technology-A.A.S.

COLLEGE: Regional College

CAMPUS: Ashtabula Campus
http://www.ashtabula.kent.edu

East Liverpool Campus
http://www.eliv.kent.edu

Resources:

- Roadmaps
- Program Requirements
- College Requirements
- Academic Policies

DESCRIPTION: The Associate of Applied Science in Physical Therapist Assistant Technology program is offered at the Ashtabula and East Liverpool campuses. With the successful completion of the program, graduates are awarded the Associate of Applied Science in Physical Therapist Assistant Technology and are eligible to take the licensing examination given by the state of Ohio Board of Occupational and Physical Therapy.

Physical therapist assistants provide treatment that improves patient mobility, relieves pain, and prevents or lessens physical disabilities of patients. Physical therapist assistants work under the direction and supervision of physical therapists and provide exercise, instruction; therapeutic methods like electrical stimulation, mechanical traction, and ultrasound; massage; and gait and balance training. Physical therapist assistants record the patient's responses to treatment and report the outcome of each treatment to the physical therapist.

There are two concentrations offered:

- The traditional 2 year on campus program in Ashtabula or East Liverpool
- The ATC plus PTA transition program offered in a 14 month blended format with online courses and 2 weekend lab classes in Ashtabula each semester.

The associate degree in physical therapist assistant technology program reserves the right to initiate changes in the program as deemed necessary for maintaining quality education for the students.

CAREER OPPORTUNITIES: Physical therapist assistants held about 63,800 jobs in 2008. Physical Therapist Assistants work with physical therapists in a variety of settings. About 72 percent of jobs were in offices of other health practitioners and in hospitals. Others worked primarily in nursing care facilities, home healthcare services, and outpatient care centers.

The degree program also offers an optional Athletic Trainers Transitions concentration, which is a transition program for post-baccalaureate students with athletic training certification. It is a 14-month blended-format program with online courses and two weekend lab classes each semester on the Ashtabula Campus.

	Job prospects for physical therapist assistants are expected to be very good and employment is expected to grow much faster than average because of increasing demand for physical therapy services. Employment of physical therapist assistants is expected to grow by 33 percent from 2008 through 2018, much faster than the average for all occupations. Median annual wages of physical therapist assistants were $46,140 in May 2008. (source: U.S. Bureau of Labor Statistics)
ADMISSION REQUIREMENTS:	Students interested in the program should meet with the campus program director. Applicants not admitted directly to the program may be admitted as pre-major students. Detailed information and requirements for admission may be obtained from the Ashtabula or East Liverpool campus program offices. Minimum admission cumulative GPA 2.7. Minimum C (2.0) grade for all program courses.
GRADUATION REQUIREMENTS:	Minimum 71 credit hours. Minimum 2.0 cumulative GPA and in major.
LANGUAGE REQUIREMENT:	None
PROGRAM FEE:	None
ACCREDITATION:	Commission on Accreditation in Physical Therapy Education
STUDENT ORGANIZATIONS:	See individual campuses.

CURRENT PROGRAM (2011)

Physical Therapist Assistant Technology - A.A.S. Program Requirements

Kent State University Catalog 2011 > Colleges and Programs > Regional College > Undergraduate Programs > Physical Therapist Assistant Technology - A.A.S. Program Requirements

- **Physical Therapist Assistant Technology** semester-by-semester 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 (42 credits)** ***Courses count in major GPA***			
Type	Course		Title	Credits
	PTST	10000	Introduction for the Physical Therapist Assistant	2
		10001	Principles of Patient Care in Physical Therapy	4
		10002	Analysis of Movement	4
		10003	Clinical Conditions I	2
		10004	Physical Therapy Procedures I	4
		10005	Directed Practice in Physical Therapy I	2
		10009	Medical Terminology	1
		20003	Clinical Conditions II	2
		20004	Physical Therapy Procedures II	4
		20005	Directed Practice in Physical Therapy II	5
		20006	Physical Rehabilitation Procedures	4
		20007	Directed Practice in Physical Therapy III	6
		20008	Clinical Conditions III	2
III.	**ADDITIONAL PROGRAM REQUIREMENTS (28 credits)**			
Type	Course		Title	Credits
	BSCI	11010	Anatomy and Physiology I for Allied Health	3
		11020	Anatomy and Physiology II for Allied Health	3
	NURS	20950	Human Growth and Development	3
	PHY	12111	Physics for Health Technologies	3
KSS	PSYC	11762	General Psychology	3
	PTST	20001	Therapeutic Communications in Physical Therapy	1
KSS	SOC	12050	Introduction to Sociology	3
	Kent Core Composition			6
	Kent Core elective *recommended COMM 15000 or BSCI 10001*			3
			MINIMUM TOTAL:	**71**

Minimum C (2.00) grade for all required courses. All PTST courses require the minimum C (2.0) grade in theory and a "passing" designation in the clinical and laboratory components to progress to the next course in the program sequence.

PROPOSED PROGRAM (2012)

Physical Therapist Assistant Technology - A.A.S. Program Requirements

Kent State University Catalog 2011 > Colleges and Programs > Regional College > Undergraduate Programs > Physical Therapist Assistant Technology - A.A.S. Program Requirements

- **Physical Therapist Assistant Technology** semester-by-semester Roadmap
- **Athletic Trainers Transition Concentration** semester-by-semester 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 KEN STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**
	US	10097	Destination Kent State: First Year Experience	1
II.	**MAJOR PROGRAM REQUIREMENTS (42 credits)** ***Courses count in major GPA***			
Type	**Course**		**Title**	**Credits**
	HED PTST	14020 10009	Medical Terminology (3) ***or*** Medical Terminology (1)	1-3
	PTST	10000	Introduction for the Physical Therapist Assistant	2
		10001	Principles of Patient Care in Physical Therapy	4
		~~10002~~	~~Analysis of Movement~~	~~4~~
		10003	Clinical Conditions I	2
		~~10004~~	~~Physical Therapy Procedures I~~	~~4~~
		10005	Directed Practice in Physical Therapy I	2
		~~10009~~	~~Medical Terminology~~	~~1~~
		20001	Therapeutic Communications in Physical Therapy	1
		~~20003~~	~~Clinical Conditions II~~	~~2~~
		~~20004~~	~~Physical Therapy Procedures II~~	~~4~~
		~~20005~~	~~Directed Practice in Physical Therapy II~~	~~5~~
		20006	Physical Rehabilitation Procedures	4
		~~20007~~	~~Directed Practice in Physical Therapy III~~	~~6~~
		20008	Clinical Conditions III	2
Below are additional major requirements for students not declared in the Athletic Trainers Transition concentration.				
	PTST	10002	Analysis of Movement	4
		10004	Physical Therapy Procedures I	4
		20003	Clinical Conditions II	2
		20004	Physical Therapy Procedures II	4
		20005	Directed Practice in Physical Therapy II	5
		20007	Directed Practice in Physical Therapy III	6
III.	**ADDITIONAL PROGRAM REQUIREMENTS (28 credits)**			
Type	**Course**		**Title**	**Credits**
~~KSS~~	~~BSCI~~	~~11010~~	~~Anatomy and Physiology I for Allied Health~~	~~3~~
~~KSS~~		~~11020~~	~~Anatomy and Physiology II for Allied Health~~	~~3~~
	NURS	20950	Human Growth and Development	3
	~~PHY~~	~~12111~~	~~Physics for Health Technologies~~	~~3~~
KSS	PSYC	11762	General Psychology	3
	~~PTST~~	~~20001~~	~~Therapeutic Communications in Physical Therapy~~	~~1~~
KSS	SOC	12050	Introduction to Sociology	3

	Kent Core Composition			6
	Kent Core Mathematics and Critical Reasoning			3
	Kent Core ~~elective~~ Humanities or Fine Arts ~~recommended COMM 15000 or BSCI 10001~~			3
Below are additional requirements for students not declared in the Athletic Trainers Transition concentration.				
KSS	BSCI	11010	Anatomy and Physiology I for Allied Health	3
KSS		11020	Anatomy and Physiology II for Allied Health	3
			MINIMUM TOTAL:	**71**

Athletic Trainers Transition concentration

For semester-by-semester course sequencing for this program, view the 2012-2013 Roadmap

I.	CONCENTRATION PROGRAM REQUIREMENTS (35 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	PTST	10010	Transitions in Physical Therapy *	8
	Upon successful completion of PTST 10010, certified athletic trainers are awarded transfer credit for PTST 10002 (4), PTST 10004 (4), PTST 20003 (2), PTST 20004 (4).			14
	PTST	20010	Directed Practice in Physical Therapy Transitions *	7
			MINIMUM SUBTOTAL	**29**

* Permission of director required.

Minimum C (2.00) grade for all required courses. All PTST courses require the minimum C (2.0) grade in theory and a "passing" designation in the clinical and laboratory components to progress to the next course in the program sequence.

KENT STATE UNIVERSITY

Roadmap: Physical Therapist Assistant Technology – Associate of Applied Science

[RE-AAS-PTST]
Regional College
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	Min. Grade	Important Notes
Semester One: [17 Credit Hours]			
Non-critical courses may be taken prior to acceptance into the program and in varied order. Students must apply and be accepted into the program to complete critical courses.			
PTST 10001 Principles of Patient Care in Physical Therapy	4	C	
BSCI 11010 Anatomy and Physiology I for Allied Health	3	C	Includes laboratory component; East Liverpool campus students should take this course no later than the summer before semester 1;
~~PHY 12111 Physics for Health Technologies~~ Kent Core ~~Math~~ Requirement	3	C	fulfills Kent Core Basic Sciences
PSYC 11762 General Psychology	3	C	Fulfills Kent Core Social Sciences
PTST 10000 Introduction for the Physical Therapist Assistant	2	C	
PTST 10009 Medical Terminology (1) or HED 14020 (3)	1-3	C	
US 10097 Destination Kent State: ~~FYE~~ First year Exp.	1		Not required of transfer students with 25 credits
Semester Two: [18 Credit Hours]			
PTST 10002 Analysis of Movement	4	C	
PTST 10003 Clinical Conditions I	2	C	
PTST 10004 Physical Therapy Procedures I	4	C	
PTST 10005 Directed Practice in Physical Therapy I	2	C	
BSCI 11020 Anatomy and Physiology II for Allied Health	3	C	Includes laboratory component; East Liverpool campus students should take this course in the summer before semester 1; fulfills Kent Core Basic Sciences
~~ENG 11011 College Writing I~~ Kent Core Requirement	3	C	~~Fulfills Kent Core Composition, enrollment based on placement tests~~ See Kent Core Summary below
Semester Three: [18 Credit Hours]			
PTST 20001 Therapeutic Communications in Physical Therapy	1	C	
PTST 20003 Clinical Conditions II	2	C	
PTST 20004 Physical Therapy Procedures II	4	C	
PTST 20005 Directed Practice in Physical Therapy II	5	C	
~~ENG 21011 College Writing II~~ Kent Core Requirement	3	C	~~Fulfills Kent Core Composition~~ See Kent Core Summary below
NURS 20950 Human Growth and Development	3	C	East Liverpool campus students should take this course in semester 2
Semester Four: [18 Credit Hours]			
PTST 20006 Physical Rehabilitation Procedures	4	C	
PTST 20007 Directed Practice in Physical Therapy III	6	C	
PTST 20008 Clinical Conditions III	2	C	
SOC 12050 Introduction to Sociology	3	C	East Liverpool campus students should take this course in semester 3; fulfills Kent Core Social Sciences
Kent Core ~~Elective~~ Requirement	3	C	~~COMM 15000 Introduction to Human Communication or BSCI 10001 Human Biology is recommended.~~ See Kent Core Summary below

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
71	2.0	2.0

Kent Core Summary (for students planning to pursue a baccalaureate program)

Kent Core Categories	Important Notes
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	~~Fulfilled in this major with ENG 11011 and 21011~~ this major requires 6 credits
Mathematics and Critical Reasoning (3-5 credit hours)	Enrollment based on placement test
Humanities and Fine Arts (~~9~~ credit hours) 3 *~~Minimum one course from humanities in Arts and Sciences and minimum one course from fine arts~~*	
Social Sciences (~~6~~ credit hours) 3 *~~Must be selected from two curricular areas~~*	Fulfilled in this major with PSYC 11762 ~~and~~ or SOC 12050
Basic Sciences (~~6-7~~ credit hours) 3 *~~Must include one laboratory~~*	Fulfilled in this major with BSCI 11010 or 11020
Additional (6 credit hours) *~~Must be selected from two Kent Core categories~~*	

NEW

KENT STATE UNIVERSITY

Roadmap: Physical Therapist Assistant Technology – Athletic Trainers Transition – Associate of Applied Science

[RE-AAS-PTST-ATT]
Regional College
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	Min. Grade	Important Notes
Transfer Coursework from Previous Institution [15 Credit Hours]			
The following requirements will be waived based on students being declared post-undergraduates from regionally accredited institutions.			
Kent Core Requirements	15	C	Fulfills Composition, Mathematics and Critical Reasoning, Humanities or Fine Arts, and Basic Sciences
US 10097 Destination Kent State: First Year Experience	0		Not required of transfer students with 25 credits
Semester One: [25 Credit Hours]			
PTST 10010 Transitions in Physical Therapy	**8**	**C**	**Requires permission of program director; eight-week online course with two on-campus weekend labs**
Successful completion of PTST 10010	**14**		**Certified athletic trainers are awarded transfer credit for PTST 10002 (4), PTST 10004 (4), PTST 20003 (2), PTST 20004 (4)**
PSYC 11762 General Psychology	3	C	Fulfills Kent Core Social Sciences; course must be taken if not transferred from previous undergraduate degree
Semester Two: [14 Credit Hours]			
PTST 10001 Principles of Patient Care in Physical Therapy	**4**	**C**	**16-week online course with two on-campus weekend labs**
PTST 10003 Clinical Conditions I	**2**	**C**	
PTST 10005 Directed Practice in Physical Therapy I	**2**	**C**	**Contains part-time practicum activity in semester 2 and 3**
HED 14020 Medical Terminology (3) *or* PTST 10009 Medical Terminology (1)	1-3	C	
NURS 20950 Human Growth and Development	3	C	
PTST 10000 Introduction for the Physical Therapist Assistant	2	C	
Semester Three: [17 Credit Hours]			
PTST 20001 Therapeutic Communications in Physical Therapy	**1**	**C**	
PTST 20006 Physical Rehabilitation Procedures	**4**	**C**	**16-week online course with two on-campus weekend labs**
PTST 20008 Clinical Conditions III	**2**	**C**	
PTST 20010 Directed Practice in Physical Therapy	**7**	**C**	**Contains 12 weeks of full-time practicum activity**
SOC 12050 Introduction to Sociology	3	C	Fulfills Kent Core Social Sciences; course must be taken if not transferred from previous undergraduate degree

Graduation Requirements Summary

Minimum Total Hours	Minimum	
	Major GPA	Overall GPA
71	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*	Waived for declared post-undergraduate students	0
Mathematics and Critical Reasoning (3-5 credit hours)	Waived for declared post-undergraduate students	0
Humanities and Fine Arts (3 credit hours)	Waived for declared post-undergraduate students	0
Social Sciences (3 credit hours)	Fulfilled in this major with PSYC 11762 or SOC 12050	0
Basic Sciences (3 credit hours)	Waived for declared post-undergraduate students	0

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **RE - Regional College**

Degree **BTAS - Bachelor of Technical and Applied Studies**

Program Name **Technical and Applied Studies** Program Code **TAS**

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

Proposal **Revise program**

Description of proposal:

Revise the Technical and Applied Studies major electives; deleting one course, adding 11 courses to provide more flexibility and deliverability and no longer requiring students to select one course from each group of courses and with this change, allowing students to select 31-33 hours from the courses in the major electives.

Add new concentrations in Industrial Security; Fire ~~Safety~~ and Emergency Services; Non Profit Administration Human Services; and Applied Business;
Changes in the existing COMT concentrations;

Adding ENG 20002 Technical Writing to the Major Program Reuirements and deleting EERT 22003 and EERT 21010.

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., 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):

Management and Information Systems
Journalism and Mass Communication
Lifespan Development and Educational Sciences
Sociology
English
Accounting
Health Sciences
Political Science
Nursing
Psychology
Foundations, Leadership and Administration
Public Health
Communication Studies
College of Technology
College of Business

REQUIRED ENDORSEMENTS

_____	___/___/___
Department Chair / School Director	
_____	___/___/___
Campus Dean (for Regional Campuses proposals)	
Wanda Thomas	12/9/2011
College Dean (or designee)	
_____	___/___/___
Dean of Graduate Studies (for graduate proposals)	
_____	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	

Proposal Summary

Title: Revise the Bachelor of Technical and Applied Studies degree program

Subject Specification: Minor changes that will result in making the BTAS degree more accessible and more deliverable.

Background Information: The degree is a completer degree designed for predominately Associate degree students who do not have a direct Baccalaureate degree path. The proposed changes include deleting MIS 44285 - Integrated Business Policy and Strategy from the Major Electives; adding ENG 20002 to, and deleting 2 EERT courses from the Major Program Requirements (select 9 hours from section); "un-group" the Technical and Applied Studies Electives so students may select 31-33 hours from the Major Electives; add 11 (existing) courses to the Major Electives: add new concentrations: Industrial Security; Fire ~~Safety~~ and Emergency Services; Non-Profit Human Services; Applied Business; and revise the COMT Conentrations. This degree meets the needs of many Regional College students and aligns with the mission of the Regional College, of offering more baccalaureate degrees. There is no direct effect on other programs; this is a revision of this existing degree. The result should be more student interest, more deliverability and more flexibility in the BTAS, making it a more viable completer degree. There is no staffing or fiscal impact due to this proposal.

Administration

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. The new concentrations are not currently available in the BTAS.

Specific Recommendation and Justification: Approval of this proposal will better position the Regional College to offer a viable baccalaureate degree to Associate degree graduates on all seven regional campuses and beyond due to on-line course delivery.

Industrial Security:
Can you explain the need for such a concentration?

As large businesses become more global and small business become more diverse, the need for industrial security education increases. The concentration in industrial security addresses the needs of individuals who manage businesses as well as those who want increased knowledge of industrial security. This concentration addresses the needs of individuals currently charged with ensuring a secure work environment within their organization.

Do you have any data that there is a need?

According to the Bureau of Labor Statistics, careers in the security industry are expected to grow by as much as 14 percent between 2008 and 2018 (http://www.bls.gov/oco/ocos159.htm)

Who are the students who would declare such a concentration and why?

Students who are interested in working in an industrial environment in the area of physical security.

Where are they coming from?

In addition to associate degree pathways from existing degrees, prospective students could transfer in from community colleges and other institutions. This concentration will be online making it more accessible to a wider audience.

What is your projected enrollment in the first several years of the concentration's existence?
6-8 in the concentration

What is the analysis of the job market for someone earning this type of degree?

According to the Bureau of Labor Statistics, careers in the security industry are expected to grow by as much as 14 percent between 2008 and 2018 (http://www.bls.gov/oco/ocos159.htm)

Industrial Security professionals protect business assets from accidents and threats.

What are the positions/occupations?
• Private Security Management
• Corporate Security/Physical Security Management
• Federal, State or Local Gaming Investigation
• Hospital and Healthcare Security
• Lodging and Entertainment Security
• Executive Protection
• Security Consulting
• Security Management

Why would a student in the field want/would need to get the degree?

According to The Bureau of Labor Statistics, some states require ongoing training as a requirement (http://www.bls.gov/oco/ocos159.htm#training)..

Are you working with local employers to promote and shape the concentration? If yes, with whom? Is there an advisory committee for this concentration?

The BMRT program has a strong advisory committee that includes members of local businesses which provides feedback on courses and programs. Courses for a certificate in Industrial Security have been developed at offered over time following curriculum recommendations proposed by ASIS International, the preeminent organization for security professionals. Enrollment in the courses has been consistent.

Will you be/are you working with any vocational or career centers or community colleges for a 2+2 articulation? If yes, what institutions?

Yes, it is hoped that articulations can be developed with community colleges such as Lakeland, Tri-C, Eastern Gateway, Lorain, and Stark State.
Will new faculty need to be hired? If yes, what will be their credentials and status?

The courses have been offered at Trumbull beginning Fall 2008 by adjunct faculty with master's degrees and significant industrial security course work, training, and practical executive-level experience. All courses are overseen by a resident BMRT faculty member.

Will these be taught on-ground or online or both?
Both?

Fire & Emergency Services Administration
Can you explain the need for such a concentration? Do you have any data that there is a need?

According to the Bureau of Labor Statistics; Employment of fire fighters is expected to grow by 19 percent over the 2008–18 decade, which is faster than the average for all occupations. About 91 percent of fire fighting workers were employed by local governments. Some local and regional fire departments are being consolidated into countywide establishments to reduce administrative staffs, cut costs, and establish consistent training standards and work procedures. Some large cities have thousands of career fire fighters, while many small towns have only a few. Most of the fire fighters not employed by local governments worked in fire departments on Federal and State installations, including airports. Private fire fighting companies employ a small number of fire fighters.

Who are the students who would declare such a concentration and why? Where are they coming from?

Students who are either already employed in Fire & Emergency Services or pursuing supervisory positions.

Have you identified them already? If yes, through what means?
Not for the conconcentration, there is also a complete proposal for a new 4 year degree with additional information.

What is your projected enrollment in the first several years of the concentration's existence?
6-8

What is the analysis of the job market for someone earning this type of degree?

According to the Bureau of Labor Statistics, prospective fire fighters face keen competition. Having a degree offers an additional advantage. (http://www.bls.gov/oco/ocos329.htm)

What does employment in "Fire and Emergency Services" mean?

According to the Bureau of Labor Statistics, many people are attracted to fire fighting because it is challenging and provides the opportunity to perform an essential public service and a pension is usually guaranteed after 25 years of service. (http://www.bls.gov/oco/ocos329.htm)

What are the positions/occupations?

Most experienced fire fighters continue studying to improve their job performance and prepare for promotion examinations. To progress to higher level positions, they acquire expertise in advanced fire fighting equipment and techniques, building construction, emergency medical

technology, writing, public speaking, management and budgeting procedures, and public relations.

Usually, fire fighters are first promoted to engineer, then lieutenant, captain, battalion chief, assistant chief, deputy chief, and, finally, chief. For promotion to positions higher than battalion chief, many fire departments now require a bachelor's degree, preferably in fire science, public administration, or a related field. An associate's degree is required for executive fire officer certification from the National Fire Academy." (http://www.bls.gov/oco/ocos329.htm)

Why would a student in the field want/would need to get the degree?

From the Bureau of Labor Statistics: many fire departments now require a bachelor's degree, preferably in fire science, public administration, or a related field.

Will you be/are you working with any vocational or career centers or community colleges for a 2+2 articulation? If yes, what institutions?

Yes, it is hoped that articulations can be developed with community colleges such as Lakeland, Tri-C, Eastern Gateway, Lorain, and Stark State.

With the proposal there is the creation of approximately 12 courses. Who will be teaching these courses?

Qualified adjuncts and a full-time faculty member has been requested.

Will new faculty need to be hired? If yes, what will be their credentials and status?

Yes, appropriate Masters degree

Will these be taught on-ground or online or both?

Both

Will this concentration be offered at all the regional campuses?
All campuses, through on-line courses.

NonProfit - Human Services
Can you explain the need for such a concentration?

A certificate in Non-Profit/Service Management (C126) was established in 2002. Enrollment in the courses has been strong. The certificate was updated effective Fall 2007 to strengthen the interdisciplinary nature of the curriculum. Three concentrations were added as well as 16 elective courses. Units consulted were Business, Nursing, Political Science, ACHVE, Psychology, SELS, and Health Education and Promotion.

Do you have any data that there is a need?

Wage and salary jobs in advocacy, grantmaking, and civic organizations are projected to increase 14 percent over the 2008-18 period, compared to 11 percent growth projected for all industries combined." (http://www.bls.gov/oco/cg/cgs054.htm)

Who are the students who would declare such a concentration and why?

Students interested in working in the non-profit and public service sector.

Where are they coming from?

Prospective students could transfer in from community colleges and other institutions, full and part-time employees interested in the field, and unemployed or down-sized individuals needing to make a career change or re-enter the workforce . It is anticipated that much of the degree will be online making it more accessible to a wider audience.

What is your projected enrollment in the first several years of the concentration's existence?
8-12

What is the analysis of the job market for someone earning this type of degree?

"In addition to employment growth, a large number of job openings should result from turnover as workers retire or leave the industry for other reasons."
(http://www.bls.gov/oco/cg/cgs054.htm)

What are the positions/occupations?

Each year, national and local non-profit organizations need thousands of new full-time professional staff. Individuals who fill these positions are people-oriented, competent managers and committed to improving their communities and the future. The Nonprofit/Human Service Management concentration provides students with knowledge and competencies in areas such as grant writing and fundraising, mission and vision, advocacy and lobbying, risk management, board committee development, program planning, leadership and ethics, human resource development, youth and adult development, marketing, financial management, and non-profit management.

Why would a student in the field want/would need to get the degree?

A degree is typically required in the field.

Will you be/are you working with any vocational or career centers or community colleges for a 2+2 articulation? If yes, what institutions?

Yes, it is hoped that articulations can be developed with community colleges such as Lakeland, Tri-C, Eastern Gateway, Lorain, and Stark State.

Who will be teaching these courses?
Current faculty.

Will new faculty need to be hired? If yes, what will be their credentials and status?
No.

Will these be taught on-ground or online or both?
Both.

Applied Business Concentration

Can you explain the need for such a concentration?
This concentration would be an option for Associate degree graduates or students with a business background who choose not to pursue the BBA.

Who are the students who would declare such a concentration and why?
There BMRT Associate degree graduates who choose not to apply for admission to the BBA program, this becomes a viable option for them.

What is your projected enrollment in the first several years of the concentration's existence?
6-8 students

What is the analysis of the job market for someone earning this type of degree?
It would be comparable to the demands of any general business related degree.

What are the positions/occupations?
General business mid-level positions.

Why would a student in the field want/would need to get the degree?
Career advancement

Will you be/are you working with any vocational or career centers or community colleges for a 2+2 articulation? If yes, what institutions?

Yes, it is hoped that articulations can be developed with community colleges such as Lakeland, Tri-C, Eastern Gateway, Lorain, and Stark State.

.
Will new faculty need to be hired?
This concentration would not require additional faculty.

Will these be taught on-ground or online or both?
Both

Will this concentration be offered at all the regional campuses?
Yes

Timetable and Actions Required: Regional College Curriculum Committee, EPC, Provost's Office, OBR (if required), in a timely fashion to be included in the Fall 2012 catalog.

2012 catalog copy:

Technical and Applied Studies - B.T.A.S.

Kent State University Catalog 2011 > Colleges and Programs > Regional College > Undergraduate Programs > Technical and Applied Studies

COLLEGE: Regional College

CAMPUS:

Ashtabula Campus
www.ashtabula.kent.edu

East Liverpool Campus
www.eliv.kent.edu

Geauga Campus
www.geauga.kent.edu

Salem Campus
www.salem.kent.edu

Stark Campus
www.stark.kent.edu

Trumbull Campus
www.trumbull.kent.edu

Tuscarawas Campus
www.tusc.kent.edu

Resources:

- Roadmaps
- Program Requirements
- College Requirements
- Academic Policies

DESCRIPTION:

The Bachelor of Technical and Applied Studies is an adult-completion degree offered through the Regional Campuses. It is designed for students who hold an associate degree or have completed some college-level coursework; the program will accommodate varied educational backgrounds, develop competencies needed for success in a variety of work settings and offer major courses in schedules attractive to time- and place-bound adults.

Students may declare one of the five optional concentrations within the Technical and Applied Studies major listed below, or select the major without a concentration.

Comment [I1]: nine

- Computer Technology Application Development Concentration
- Computer Technology Applied Computer Security and Forensics Technology Concentration
- Computer Technology General Concentration
- Computer Technology Internet/Multimedia Concentration
- Computer Technology Networking Concentration
- concentrations

Comment [I2]: Industrial Security; Fire ~~Safety~~ and Emergency Services; NonProfit-Human Services; Applied Business

Administration

The Technical and Applied Studies major (with no concentration) offers a flexible and robust core of skills/knowledge-based courses, which bridge multiple disciplines in multiple colleges. The skills/knowledge provided by this program are civic engagement, computer literacy, critical thinking, diversity/internationalization, ethics, information literacy, leadership, self-management, oral and written communication and statistical and algebraic thinking. Students construct a meaningful plan for using the curriculum in Technical and Applied Studies to explore and prepare for their preferred futures by completing a cornerstone course and developing an electronic portfolio. This enables students to collect artifacts of their learning, which can be used to advance their careers. A capstone course features a synthesizing of learning focused on the 10 foundational competencies and finalization of the electronic portfolio for job search and career development purposes.

Comment [D3]: Move to the end of paragraph

Comment [I4]: delete

Comment [D5]: delete

The Computer Technology Application Development Concentration is a pathway option for graduates of the Application Development Technology concentration within the AAB degree in Computer Technology and provides students with the ability to program in languages identified by local Advisory Board Committees as

necessary skills for employment. The languages include but are not limited to C++, C#, Java and VB.Net.

The Computer Technology Applied Computer Security and Forensics Technology Concentration is one pathway option for graduates of the Network Technology concentration within the AAB degree in Computer Technology and for students pursuing Kent State's post-secondary certificate in Computer Forensics and Information Security. The emphasis is on securing desktops and local area networks, which often includes forensic work to prevent and/or determine and correct security issues.

The Computer Technology General Concentration prepares students for positions in small- and medium-sized organizations that require computer staff to perform a wide variety of technical duties. In smaller installations, it is common for an employee to function in a broad capacity using a multitude of skills. This concentration is also a pathway for graduates of the General Technology concentration within the AAB degree in Computer Technology.

The Computer Technology Internet/Multimedia Concentration is a pathway option for graduates of the Internet/Multimedia Technology concentration within the AAB degree in Computer Technology and focuses on scripting, server-side form handling, web database integration, and interactive and dynamic multimedia Internet development.

The Computer Technology Networking Concentration offers a second option for graduates of the Network Technology concentration within the AAB degree in Computer Technology. This concentration focuses on configuring and maintaining local area networks (LAN) primarily utilizing

Microsoft products; it also includes courses covering Linux. The focus is on entry-level network administration (i.e., managing active directory and network services), desktops, troubleshooting, installation and maintenance.

The Industrial Security Concentration addresses the needs of individuals who currently want increased knowledge of industrial security, charged with ensuring a secure work environment within their organization and meets the needs of individuals who manage businesses.

The Fire & Emergency Services Administration Concentration provides the education and training to advance in the field of Fire & Emergency Service; administration; risk reduction; fire protection; fire dynamics; disaster planning, etc.

The Non-Profit-Human Services Concentration prepares individuals who fill these positions. The Nonprofit/Human Service Management concentration provides students with knowledge and competencies in areas such as grant writing and fundraising, mission and vision, advocacy and lobbying, risk management, board committee development, program planning, leadership and ethics, human resource development, youth and adult development, marketing, financial management, and non-profit management.

The Applied Business concentration is an option for Associate degree graduates or students with a business background who choose not to pursue the BBA or for students who would like to gain knowledge about financial management, customer service, strategic management, labor studies, and leadership, the concentration includes a practicum.

Comment [I6]: add

	This program is available at all seven Regional Campuses: Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas.
GRADUATION REQUIREMENTS:	Minimum 121 credit hours. Minimum C (2.0) grade in major coursework designated on the program requirement page and in roadmaps. Minimum 2.0 cumulative and major GPA.
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
STUDENT ORGANIZATIONS:	See individual campuses.

Draft.....Bachelor of Technical and Applied Studies Degree.....Draft

B.T.A.S. Program Requirements

Kent State University Catalog 2012 – 2013

Student Name_____ **Banner #** _____

- *A minimum of 121 semester hours is required for graduation, minimum of 39 upper-division hours.*
- *A minimum 2.00 cumulative grade point average is required for graduation.*
- *One WIC course is required; one DD and one DG course is required.*
- *A minimum C (2.00) grade in each course taken in the "Technical and Applied Studies" major electives or concentration is required for graduation.*

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).

Every student completes I, II, III and either selects the "Technical and Applied Studies" major electives or a concentration (not both) from IV. Must have a 2.0 GPA to declare the BTAS major.

I.	DESTINATION KENT STATE: FIRST YEAR EXPERIENCE (1 credit)			
Type	**Course**		**Title**	**Credits**	**Notes**
	US	10097	Destination Kent State: First Year Experience	1	RC
II.	**MAJOR PROGRAM REQUIREMENTS (18credits)** ***Courses count in major GPA***				
Type	**Course**		**Title**	**Credits**	**Notes**
	TAS	37900	Applied Studies Cornerstone (3) Minimum C (2.0) grade required. Prerequisite: BTAS major	3	(available on-line)
	TAS	47900	Applied Studies Capstone Seminar (3) Minimum C (2.0) grade required.	3	(available on-line)
	Choose one of the following:			3	
	COMT	11000	Introduction to Computer Systems (3) Prerequisite: none		(available on-line)
	COMT	12000	Personal Productivity Software (3) Prerequisite: none		(available on-line)
	MIS	24053	Introduction to Computer Applications (3) Prerequisite: none (Equivalent to COMT 11000)		
	~~EERT~~	~~22003~~	~~Technical Computing (3) Co-requisite: MATH 11009 or 19001~~		RC

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	Choose three of the following:			9	
	BMRT	11009	Introduction to Management Technology (3) (Equivalent to MIS 24163)		(available on-line)
WIC	COMM	35864	Organizational Communication (3)** Prerequisites waived by dept. for BTAS		
	~~EERT~~	~~21010~~	~~Engineering and Professional Ethics (3) Prerequisite: none~~		RC
	ENG	30063	Business and Professional Writing (3) Prerequisites: ENG 21011 with minimum C (2.0) grade and junior standing.		
	ITAP	26638	Business Communications (3) Prerequisite: ENG 11011 or HONR 10197		(available on-line)
	ENG	20002	Technical Writing (3) Prerequisite: ENG 11011 or HONR 10197.		
	LIS/LIB	30010	Information Fluency in the Workplace and Beyond (3) Prerequisite: none		(available on-line)
DD	SOC	32570	Inequality in Societies (3) Prerequisite: SOC 12050 and junior standing.		(available on-line)
WIC/ DD	TECH	31000	Cultural Dynamics of Technology (3)** Prerequisite: none		(available on-line)
	BMRT*	36401	Application of Technical Management Software (3) Prerequisite: BMRT 11000 (Equivalent to BUS 10123) and COMT 12000 and MATH 11011 or full-time applied-business faculty special approval.		RC
III.	**ADDITIONAL PROGRAM REQUIREMENTS (65-70 credits)**				
Type	**Course**		**Title**	**Credits**	**Notes**
	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) Rec: SOC 12050 & PSYC 11762			6	
	Kent Core Basic Sciences (must include one laboratory)			6-7	
	Kent Core Additional (must be from two categories) Rec: SOC 12050 or PSYC 11762			6	
	Applied Courses from Associate Degree, Minor or Individualized Specialization***(total hours depends on meeting minimum 121 credit hours and minimum 39 upper-division hours)			24-34	

Notes:

- SOC 12050 is the prerequisite for multiple courses in the BTAS Major
- PSYC 11762 is the prerequisite for multiple courses in the BTAS Major
- Double counting can occur for required courses that are also in the Kent Core (for example a student could use MATH 11009 in both the Kent Core and in Major Electives).
- RC = Regional Campuses
- "Available on-line" may be either Fall, Spring, or both

* Recommended for the Applied Business and Technology Concentration

** To fulfill the writing-intensive requirement, either COMM 35864, COMT 36318 or TECH 31000 must be earned with minimum C (2.0) grade.

*** Applied courses should be chosen from the major in an associate degree program (a computer technology or technically-related associate degree if choosing one of the concentrations) or a declared minor or individualized specialization selected in consultation with an advisor.

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IV.	SELECT EITHER THE "TECHNICAL AND APPLIED STUDIES" MAJOR ELECTIVES OR A CONCENTRATION:		
	"TECHNICAL AND APPLIED STUDIES" Major Electives (for those not declaring a concentration) (32-33 hours) or		
	Computer Technology Application Development Concentration (32-34 hours) or		(available on-line)
	Computer Technology Applied Computer Security and Forensics Technology Concentration (31 hours) or		(available on-line)
	Computer Technology General Concentration (31 hours) or		(available on-line)
	Computer Technology Internet/Multimedia Concentration (32-33 hours) or		(available on-line)
	Computer Technology Networking Concentration (31 hours) or		(available on-line)
	Industrial Security Concentration (33 hours) or		
	Fire & Emergency Services Administration Concentration (31 hours) or		
	NonProfit – Human Services Concentration (33 hours) or		
	Applied Business Concentration (31 hours)		
	MINIMUM TOTAL	**121**	

"Technical and Applied Studies" Major - BTAS (for those not declaring a concentration) 32-33 hours

New = new to the selection (these are not new courses)

MAJOR ELECTIVES REQUIREMENTS (32-33 credits) Courses count in major GPA					
Type	Course		Title	Credits	Notes
	Choose 31-33 credit hours from the following courses.			32-33	
DG	ANTH	38240	Culture and Personality (3) Prerequisite: ANTH 18210 or SOC 12050		
	ANTH	48210	Culture and Communication (3) Prerequisite: ANTH 18210 or SOC 12050		
	BMRT	21000	Business Law And Ethics I (Equivalent to FIN 26074) Prerequisite: US 10006 or appropriate test score; and ENG 11001 or appropriate test score.	New	RC
	BMRT	21006	Human Resources Management (Equivalent to MIS 34180) Prerequisite: BMRT 11009.	New	RC
	BMRT	21020	Introduction To Entrepreneurship Prerequisite: None.	New	RC
	BMRT	36401	Application of Technical Management Software (3) Prerequisite: BMRT 11000 (Equivalent to BUS 10123) and COMT 12000 and MATH 11011 or full-time applied-business faculty special approval.		RC
	BMRT	36415	Customer Service Technology (3) Prerequisites: junior standing and BMRT 11000. (Equivalent to BUS 10123)		RC
	BMRT	46409	Strategic Management of Technology and Innovation (3) Prerequisite: BMRT 11009 (Equivalent to MIS 24163) or MIS 24163; and sophomore standing.		RC
	BMRT	46418	Labor Studies in Technology	New	RC
	CACM	32020	Strategic Planning (3) Prerequisite: junior standing.		
	CHDS	37800	Small Group Process (2) (cross listed with HED 34060) Prerequisite: none		
DG	COMM	35852	Intercultural Communications (3) Prerequisite : none		
WIC	COMM	35864	Organizational Communication (3) Prerequisite: waived by the dept for BTAS students		(available on-line)
WIC	COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics (3) Prerequisites: ENG 21011 and junior standing		(available on-line)
	ECON	42075	International Economics Relations (3) Prerequisites: ECON 22060 and 22061		(available on-line)
	ENG	20002	Introduction to Technical Writing (3) Prerequisite: ENG 11011		(available on-line)
	ENG	30063	Business and Professional Writing (3) Prerequisites: ENG 21011 with minimum C (2.0) grade and junior standing.		(available on-line)

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deleted MIS 44285 Integrated Business Policy and Strategy

ENTR	27056	Introduction to Entrepreneurship (3) Prerequisite: none		(available on-line)
HDFS	44032	Nonprofit Fundraising And Grantwriting (3) Prerequisite: None.	New	(available on-line)
HDFS	44033	Non-Profit Management I (3) Prerequisite: none		(available on-line)
HDFS	44034	Nonprofit Management II (3) Prerequisite: none	New	(available on-line)
HED	46052	Stress: Recognition and Management (2) Prerequisite: none		
INS	29000	Introduction to Insurance & Risk (3) Prerequisite: ACTT 11000 and BMRT 11000	New	(available on-line)
JMC	21001	Principles Of Advertising (3) Prerequisite: None.	New	(available on-line)
JMC	28001	Principles Of Public Relations (3) Prerequisite: None	New	
LIS/LIB	30010	Information Fluency in the Workplace and Beyond (3) Prerequisite: None		(available on-line)
MATH	11009	Modeling Algebra (4) Prerequisite: none		(available on-line)
MATH	11010	Algebra for Calculus (3) Prerequisite: none		(available on-line)
MATH	30011	Basic Probability and Statistics (3) Prerequisite: a grade of C (2.0) or better in MATH 11010 or 11011 or 12001.		
MIS	24163	Principles of Management (3) (Equivalent to BMRT 11009) Prerequisite: Minimum sophomore standing		(available on-line)
MIS	34054	Using Information Systems for Solving Business Problems (3) Prerequisite: minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000		(available on-line)
MIS	34060	Operations Management (3) Prerequisites: minimum 2.50 cumulative GPA; and MIS 24053 or COMT 11000; and MIS 24056 or MATH 10041 or BMRT 21004 (Equivalent to MIS 24056)		(available on-line)
MIS	34165	Dynamics of Leadership Prerequisite: minimum 2.50 cumulative GPA; and MIS 24163 or BMRT 11009 (Equivalent to MIS 24163) (3)		(available on-line)
MIS	34185	Individual and Group Behavior in Organizations (3) Prerequisite: MIS 24163 or BMRT 11009 (Equivalent to MIS 24163)		
MIS	34280	Social Responsibility In The Workplace (3) Prerequisites: Cumulative 2.50 GPA; and MIS 24163 or BMRT 11009.	New	(available on-line)
MKTG	35035	Consumer Behavior (3) Prerequisite: MKTG 25010		(available on-line)
PH	20006	Environmental Health Science (3) Prerequisite : none		(available on-line)

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	POL	30301	Introduction to Public Administration (3) Prerequisite: POL 10300		
	PSYC	31773	Industrial Psychology (3) Prerequisite: PSYC 11762		
	PSYC	41532	Social Psychology (3) Prerequisite: PSYC 11762		
	PSYC	41581	Health Psychology (3) Prerequisite: PSYC 11762		(available on-line)
	SOC	32400	Individuals and Society (3) Prerequisite: SOC 12050 and junior standing.		(available on-line)
	SOC	32510	Sociology of Work Prerequisite: SOC 12050 and junior standing.		
DD	SOC	32570	Inequality in Societies (3) Prerequisite: SOC 12050 and junior standing.		(available on-line)
	SOC	42558	Wealth, Poverty and Power (3) Prerequisite: SOC 12050 and junior standing.	New	(available on-line)
			Total	31-33	

New = new to the selection (these are not new courses)

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Technical and Applied Studies - B.T.A.S. Program Requirements

Major Electives (not declaring a concentration) semester-by-semester Roadmap

Computer Technology Application Development concentration semester-by-semester Roadmap

Computer Technology Applied Computer Security and Forensics Technology concentration semester-by-semester Roadmap

Computer Technology General concentration semester-by-semester Roadmap

Computer Technology Internet/Multimedia concentration semester-by-semester Roadmap

Computer Technology Networking concentration semester-by-semester 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 (19 credits) *Courses count in major GPA*			
Type	**Course**		**Title**	**Credits**
	~~CHDS~~ TAS	37900	~~Applied~~ Technical and Studies Cornerstone *	3
		47900	~~Applied~~ Studies Capstone Seminar *	~~4~~ 3
	Choose from the following:			9
	BMRT	11009	Introduction to Management Technolo[illegible] (3)	
WIC	COMM	35864	Organizational Communication (3) **	
	~~EERT~~	~~21010~~	~~Engineering and Professional Ethics (3)~~	
	ENG	30063	Business and Professional Writing (3)	
	ITAP	26638	Business Communications (3)	
	LIB/LIS	30010	Information Fluency in the Workplace and Beyond (3)	
DD	SOC	32570	Inequalities in Societies (3)	
WIC DD	TECH	31000	Cultural Dynamics of Technology (3) **	
	BMRT	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)	
	~~EERT~~	~~22003~~	~~Technical Computing (3)~~	
	MIS	24053	Introduction to Computer Applications (3)	
III.	ADDITIONAL PROGRAM REQUIREMENTS (67-70 credits)			
Type	**Course**		**Title**	**Credits**
	Kent Core Composition			6
	Kent Core Mathematics and Critical Reasoning			3
	Kent Core Humanities and Fine Arts (minimum one course from each)			9
	Kent Core Social Sciences (courses from two curricular areas)			6
	Kent Core Basic Sciences (must include one laboratory)			6-7
	Kent Core Additional			6
	Applied Course*** (total hours depends on meeting minimum 121 credit hours and minimum 39 upper-division hours)			31-34
IV.	MAJOR ELECTIVES OR CONCENTRATIONS (31-34 credits)			
	Major Electives (not declaring a concentration) (31-33)			
	Computer Technology Application Development Concentration (32-34)			
	Computer Technology Applied Computer Security and Forensics Technology Concentration (31)			
	Computer Technology General Concentration (~~34~~ 32)			
	Computer Technology Internet/Multimedia Concentration (31-32)			
	Computer Technology Networking Concentration (31)			
			MINIMUM TOTAL	**121**

add ENG 20002 Technical Writing (3)

add Applied Business Concentration (30)
Fire and Emergency Services Administration Concentration (31)
Industrial Security Concentration (33)
Non-Profit-Human Services Concentration (31)

* Minimum C (2.0) grade required.
** To fulfill the writing-intensive requirement, either COMM 35864, COMT 36318 or TECH 31000 must be earned with minimum C (2.0) grade.
*** Applied courses should be chosen from the major in an associate degree program (a computer technology or technically related associate degree if choosing one of the concentrations) or a declared minor or individualized specialization selected in consultation with an advisor.

Major Electives (not declaring a concentration)

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

I. MAJOR ELECTIVES (31-33 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
	Choose from the following groups of courses:			31-33
	Foundation Courses			
DG	ANTH	38240	Culture and Personality (3) ~~or~~	
		48210	Culture and Communication (3) ~~or~~	
DG	COMM	35852	Intercultural Communication (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~~	
BMRT	~~TECH~~	36415	Customer Service Technology (3)	
	ENG	20002	Introduction to Technical Writing (3) ~~or~~	
		30063	Business and Professional Writing (3)	
	ENTR	27056	Introduction to Entrepreneurship (3) ~~or~~	
	MIS	34060	Operations Management (3) ~~or~~	
BMRT	~~TECH~~	36401	Application of Technical Management Software (3)	
	HED	46052	Stress: Recognition and Management (2) ~~or~~	
	PH	20006	Environmental Health Science (3)	
WIC	COMT	36318	Survey Information Security, Internet Fraud and Computer Forensics (3) ~~or~~	
	LIB/LIS	30010	Information Fluency (3) ~~or~~	
	MIS	34054	Using Info Systems for Solving Business Problems (3)	
KMC	MATH	11009	Modeling Algebra (4) ~~or~~	
KMC		11010	Algebra for Calculus (3) ~~or~~	
		30011	Basic Probability and Statistics (3)	
	MIS	24163	Principles of Management (3) ~~or~~	
BMRT	~~TECH~~	46409	Strategic Management of Technology and Innovation (3)	
	SOC	32400	Individuals and Society (3) ~~or~~	
		32510	Sociology of Work ~~or~~	
DD		32570	Inequality in Societies (3)	
	~~Organizational and Career Development Courses~~			
	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~~ I	
	MIS	34165	Dynamics of Leadership (3)	
	~~MIS~~	~~34185~~	~~Individual and Group Behavior in Organizations (3) or~~	
	PSYC	31773	Industrial Psychology (3) ~~or~~	
		41532	Social Psychology (3)	
			MINIMUM SUBTOTAL	**31-33**

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

removed lines

re alpha courses

add to list:
- BMRT 21000 Business Law and Ethics I
- BMRT 21006 Human Resources Management
- BMRT 21020 Intro... to Entrepreneurship
- BMRT 46418 Labor Studies in Technology
- HDFS 44032 Nonprofit Fund-raising and Grant-Writing
- HDFS 44034 Nonprofit Management II
- INS 29000 Intro... to Insurance and Risk
- JMC 21001 Principles of Advertising
- JMC 28001 Principles of Public Relations
- MIS 34280 Social Responsibility in the Workplace
- SOC 42558 Wealth, Poverty and Power

Computer Technology Application Development Concentration

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

I. CONCENTRATION REQUIREMENTS (32-34 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
WIC	COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics * +	3
		46308	~~Developing Desktop Applications~~ * Advanced Visual Basic Programming	3
		46340	Data Design and Implementation *	3
	ACTT, BMRT, COMT or ITAP electives			7
	COMT upper-division courses *			6
	Choose from the following: *			
	COMT	36301	Advanced C++ Programming (4)	
		36311	Advanced Java Programming (4)	
	Choose from the following: *			6-8
	COMT	36301	Advanced C++ Programming (4) add COMT 36302	
		36308	Ergonomics in Computer Systems (3) C# Programming	
		36311	Advanced Java Programming (4)	
		36350	Programming Office Productivity Applications (3) add COMT 36309 Programming Mobile Applications	
		46309	~~Development Distributed Applications~~ (3) Visual Basic Web Programming	
	add COMT 46315 SQL with Oracle		**MINIMUM SUBTOTAL**	**32-34**

* Minimum C (2.0) grade required.
\+ Must be earned with minimum C (2.0) grade to fulfill the writing-intensive requirement.

Computer Technology Applied Computer Security and Forensics Technology Concentration

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

I. CONCENTRATION REQUIREMENTS (31 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
WIC	COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics * +	3
		36320	Computer Forensics *	3
		36330	Local Area Network Security Fundamentals *	3
		46331	Local Area Network Security and Firewalls *	3
	ACTT, BMRT, COMT or ITAP electives			7
	COMT upper-division courses *			6
	Choose from the following: *			6
	COMT	46310	Technology of Operating Systems (3)	
		46311	Technology of Networking (3)	
	TECH	36110	Principles of Fraud Examination (3)	
		36410	Security for Business Students (3)	
		36430	Security Management (3)	
		36440	Security Investigation (3)	
			MINIMUM SUBTOTAL	**31**

add
COMT 36321 Network Forensics
COMT 36355 Command Line Utilities
COMT 46300 Advanced Computer Assembly and Configuration

* Minimum C (2.0) grade required.
\+ Must be earned with minimum C (2.0) grade to fulfill the writing-intensive requirement.

Computer Technology General Concentration

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

I. CONCENTRATION REQUIREMENTS (31 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
WIC	COMT	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~~ ~~14~~ 15
			MINIMUM SUBTOTAL	31 32

add COMT 36340 Help Desk Support - 4

* Minimum C (2.0) grade required.
\+ Must be earned with minimum C (2.0) grade to fulfill the writing-intensive requirement.

Computer Technology Internet/Multimedia Concentration

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

I. CONCENTRATION REQUIREMENTS (31-32 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
	COMT	36310	Multimedia Development Tools *	3
WIC		36318	Survey of Information Security, Internet Fraud and Computer Forensics * +	3
		36336	Web Scripting II *	3
		46321	Web Database Integration *	3
	ACTT, BMRT, COMT or ITAP electives			7
	COMT upper-division courses **			6
	Choose from the following: *			6-7
	COMT	36308	Ergonomics in Computer Systems (3)	
		36311	Advanced Java Programming (4)	
		46340	Database Design and Implementation (3)	
			MINIMUM SUBTOTAL	**31-32**

add
COMT 36303 Digital Image Manipulation
COMT 36309 Programming Mobile Applications
COMT 46303 Digital Video Editing

* Minimum C (2.0) grade required.
** VCD 37000 may be taken in place of COMT 36303; minimum C (2.0) grade required.
\+ Must be earned with minimum C (2.0) grade to fulfill the writing-intensive requirement.

Computer Technology Networking Concentration

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

I. CONCENTRATION REQUIREMENTS (31 credits) *Courses count in major GPA*				
Type	**Course**		**Title**	**Credits**
WIC	COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics * +	3
		36330	Local Area Network Security Fundamentals *	3
		~~46310~~	~~Technology of Operating Systems *~~	~~3~~
		~~46311~~	~~Technology of Networking *~~	~~3~~
	ACTT, BMRT, COMT or ITAP electives			~~7~~
	COMT upper-division courses *			~~12~~ 6
			MINIMUM SUBTOTAL	~~31~~

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* Minimum C (2.0) grade required.
+ Must be earned with minimum C (2.0) grade to fulfill the writing-intensive requirement.

Choose from the following: 6
COMT 36331
36355
46300
46310
46311
46312
46313
46314

Add concentration (re-alpha)
Applied Business
Fire and Emergency Services Administration
Industrial Security
Non-profit – Human Services

	COMT 36355	Command Line Utilities (3)		
	COMT 46300	Advanced Computer Assembly & Configuration (3)		
	COMT 46310	Technology of Operating Systems (3)		
	COMT 46311	Technology of Networking (3)		
	COMT 46312	Scripting for Network Administrators (3)		
	COMT 46313	Virtual Machine Configuration & Administration (3)		
	COMT 46314	Technology of Application Services (3)		
	COMT upper-division courses		~~12~~ 6	
		TOTAL	31	

Industrial Security Concentration 33 hours

CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	**Course**	**Title**	**Credits**	**Notes**
WIC	COMT 36318	Survey of Information Security, Internet Fraud and Computer Forensics	3	
	BMRT 36410	Security for Business Students	3	
	BMRT 36420	Physical Security	3	
	BMRT 36430	Security Management	3	
	BMRT 36440	Security Investigation	3	
	BMRT 46410	Crisis and Disaster Mgmt Planning	3	
	BMRT 46420	Legal Issues in Security	3	
	BMRT 11009	Introduction to Management Technology or MIS 24163 Principles of Management	3	
	BMRT 21000	Business Law and Ethics I	3	
	MIS 34165	Dynamics of Leadership	3	
	MIS 34185	Individual and Group Behavior in Organizations or MIS 34280 Social Responsibility in the Workplace	3	
		TOTAL	33	

Fire & Emergency Services Administration Concentration – 31 hours

CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	Course		Title	Credits	Notes
	FESA	31000	Fire & Emergency Svc Admin	3	
	FESA	31003	Analytical Approaches to Public Fire Protection	4	
	FESA	31006	Comm Risk Reduction Fire & Safety Svc	3	
	FESA	31009	Fire Prevention, Organization & Mgt	3	
	FESA	31011	Political & Legal Foundations for Fire Protection	3	
	FESA	31013	Personnel Mgt for Fire & Emergency Services	3	
	FESA	41000	Fire protection Structure & Systems	3	
	FESA	41002	Fire Dynamics	3	
	FESA	41004	Fire Investigation and Analysis	3	
	FESA	41006	Disaster Planning & Control	3	
			TOTAL	31	

Nonprofit-Human Services Concentration – 31 hours

	CONCENTRATION REQUIREMENTS (31 Credits): Courses count in major GPA			
	Course		Title	Credits
	ACTT	11000	ACCOUNTING I (4) Prerequisite: None **OR**	4
	SOC 32220 SOC 32221		DATA ANALYSIS (3) Prerequisite: SOC 12050 and junior standing and Corequisite: SOC 32220 **AND** DATA ANALYSIS LAB (1) Corequisite: SOC 32220	
	HDFS	44033	NONPROFIT MANAGEMENT I Prerequisite: None	3
	HDFS	44034	NONPROFIT MANAGEMENT II Prerequisite: None	3
	HDFS	44032	NONPROFIT FUNDRAISING AND GRANTWRITING Prerequisite: None.	3
	BMRT	11000	INTRODUCTION TO BUSINESS (Equivalent to BUS 10123) Prerequisites: US 10006 or Compass reading score minimum 86; and ENG 11001 or Compass writing score minimum 67.	3

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WIC	COMT	36318	SURVEY OF INFORMATION SECURITY, INTERNET FRAUD AND COMPUTER FORENSICS Prerequisites: ENG 21011 and junior standing	3
	Choose four from the following electives:			12
	CHDS	37700	HUMAN RELATIONS IN A WORLD OF DIVERSITY (3) Prerequisite: None.	
	BMRT	11009	INTRODUCTION TO MANAGEMENT TECHNOLOGY (3) (Equivalent to MIS 24163) Prerequisite: US 10006 or appropriate test score; and ENG 11001 or appropriate test score.	
	HDFS	34031	CULTURAL DIVERSITY:IMPLICATIONS FOR THE HELPING PROFESSIONS (3) Prerequisite: None.	
	BMRT	46409	STRATEGIC MANAGEMENT OF TECHNOLOGY AND INNOVATION (3) Prerequisite: BMRT 11009 (Equivalent to MIS 24163) or MIS 24163; and sophomore standing.	
	IHS	10000	CAREERS IN HEALTH SCIENCES AND HUMAN SERVICES (3) Prerequisite: None.	
	MIS	24163	PRINCIPLES OF MANAGEMENT (Equivalent to BMRT 11009) (3) Prerequisite: sophomore standing or above.	
	POL	30301	INTRODUCTION TO PUBLIC ADMINISTRATION (3) Prerequisite: POL 10300.	
	BMRT	36401	APPLICATION OF TECHNICAL MANAGEMENT SOFTWARE (3) Prerequisite: BMRT 11000 (Equivalent to BUS 10123) and COMT 12000 and MATH 11011 or full-time applied-business faculty special approval.	
KSS	GERO	14029	INTRODUCTION TO GERONTOLOGY (3) Prerequisite: None.	
	ENG	20002	INTRODUCTION TO TECHNICAL WRITING (3) Prerequisite: ENG 11011	
	ENG	30063	BUSINESS AND PROFESSIONAL WRITING (3) Prerequisites: ENG 21011 with minimum C (2.0) grade and junior standing.	
	NURS	20950	HUMAN GROWTH AND DEVELOPMENT FOR HEALTH PROFESSIONALS (3) Prerequisite: PSYC 11762 and sophomore standing.	
KSS DD	PSYC	20651	CHILD PSYCHOLOGY (3) Prerequisite: PSYC 11762.	
	PSYC	30651	ADOLESCENT PSYCHOLOGY (3) Prerequisite: PSYC 11762.	

	RPTM	36010	RECREATION, LEISURE AND AGING (3) Prerequisite: none.	
	BUS	10123	EXPLORING BUSINESS (Equivalent to BMRT 11000) (3) Prerequisite: None.	
	CACM	11001	INTRODUCTION TO CONFLICT MANAGEMENT (3) Prerequisite: None	
	MKTG	25010	PRINCIPLES OF MARKETING (Equivalent to BMRT 21050) (3) Prerequisite: ECON 22060	
	PH	44000	HEALTH DISPARITIES (3) Prerequisite: None.	
	SOC	22570	UNDERSTANDING DIFFERENCES AND INEQUALITY (3) Prerequisite: None	
	SOC	32570	INEQUALITY IN SOCIETIES (3) Prerequisites: SOC 12050	
	SOC	32569	MINORITIES IN AMERICA (3) Prerequisite: SOC 12050	
KSS	ANTH	18210	INTRODUCTION TO CULTURAL ANTHROPOLOGY (3) Prerequisite: None	
	ANTH	38240	CULTURE AND PERSONALITY (3) Prerequisite: ANTH 18210 or SOC 12050.	
	GERO	30656	PSYCHOLOGY OF AGING (3) Prerequisite: PSYC 11762.	
	HDFS	24013	EARLY ADOLESCENCE (3) Prerequisite: None	
	PH	20005	SOCIAL AND BEHAVIORAL SCIENCE THEORIES IN PUBLIC HEALTH (3) Prerequisite: none.	
	SOC	42879	AGING IN SOCIETY (3) Prerequisite: SOC 12050 and junior standing.	
	SOC	42478	ADOLESCENCE IN SOCIETY (3) Prerequisite: SOC 12050 and junior standing.	

	SOC	42421	CHILDHOOD IN SOCIETY Prerequisite: SOC 12050 and junior standing.	
	SOC	42558	WEALTH, POVERTY AND POWER Prerequisite: SOC 12050 and junior standing.	
	BMRT	21006	HUMAN RESOURCES MANAGEMENT (Equivalent to MIS 34180) Prerequisite: BMRT 11009	
			TOTAL	**31**

Applied Business Concentration - 30 hours

CONCENTRATION REQUIREMENTS (30 Credits): Courses count in major GPA				
Course		**Title**	**Credits**	**Notes**
Required Courses:				
BMRT	21011	Fundamentals of Financial Management	3	
BMRT	36415	Customer Service Technology	3	
BMRT	46409	Strategic Management of Technology	3	
BMRT	46418	Labor Studies in Technology	3	
BMRT	40092 ~~47000~~	Practicum in Applied ~~for~~ Business and Technology	3	
MIS	34165	Dynamics of leadership	3	

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Select 12 hours from the following list. (A minimum 9 hours upper division)				
BMRT	21008	Case Studies in Management Tech	3	
BMRT	21020	Intro to Entrepreneurship	3	
BMRT	36410	Security for Business Students	3	
BMRT	46295	Special Topics in Applied Business	1-3	
BMRT	46410	Crisis and Disaster Mgmt Planning	3	
BMRT	~~47001~~ 40096	Individual Investigation ~~for~~ in Bus & Tech	1-3	
COMM	35864	Organizational Communication	3	
COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics	3	
MIS	34280	Social Responsibility in the Workplace	3	
MIS	44152	Collaborative Project Management	3	
SOC	42555 8	Wealth, Poverty and Power	3	
TOTAL			**30**	

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Roadmap: Bachelor of Technical & Applied Studies - Applied Business Concentration

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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	**9**			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
US 10097 Destination Kent State: FYE	**1**			Not required of transfer students with 25 credits
Applied Course	3			See note on page 4
Semester Two: [15 Credit Hours]				
Kent Core Requirement	**6**			Kent Core Summary on page 2
Applied Business Electives	**3**		**C**	See electives on page 4
Applied Courses	6			See note on page 4
Semester Three: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 4
Semester Four: [15 Credit Hours]				
Kent Core Requirements	**6**			See Kent Core Summary on page 2
Applied Courses	**9**			See note on page 4
Semester Five: [15 Credit Hours]				
TAS 37900 Applied Studies Cornerstone	**3**	■	**C**	Major Core
BMRT 21011 Fundamentals of Financial Management	**3**		**C**	
BMRT 36415 Customer Service Technology	**3**	■	**C**	
BMRT 46409 Strategic Management of Technology **BMRT 46418 Labor Studies in Technology** **BMRT 47000 Practicum for Business and Technology** **MIS 34165 Dynamics of Leadership**	**6**	■		Select 2 courses
Semester Six: [15-16 Credit Hours]				
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	**3**	■		Select 1 course – Major Core
Applied Business Electives	3	■	C	See electives on page 4
Applied Course	6			See note on page 3
Kent Core Requirement	**3-4**			Kent Core Summary on page 2
Applied Course	**3**			See note on page 3
Semester Seven: [15 Credit Hours]				
BMRT 46409 Strategic Management of Technology **BMRT 46418 Labor Studies in Technology**	**6**	■	**C**	Select 2 courses

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Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
BMRT 47000 Practicum for Business and Technology **MIS 34165 Dynamics of leadership**				
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	3	■	C	Select 1 course – Major Core
Kent Core Requirement	3			Kent Core Summary on page 2
Applied Business Electives	3	■	C	See electives on page 3
Semester Eight: [15 Credit Hours]				
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	3	■	C	Select 1 course – Major Core
Applied Business Electives	6	■	C	Select 2 courses, see electives on page 3
TAS 47900 Applied Studies Capstone Seminar	3	■	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	Minimum 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

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Roadmap: Bachelor of Technical & Applied Studies - Applied Business Concentration
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Applied business concentration

Electives: Select 12 hours from the following list. (A minimum 9 hours upper division)			
BMRT	21008	Case Studies in Management Tech	3
BMRT	21020	Intro to Entrepreneurship	3
BMRT	36410	Security for Business Students	3
BMRT	46295	Special Topics in Applied Business	1-3
BMRT	46410	Crisis and Disaster Mgmt Planning	3
BMRT	47001	Individual Investigation for Bus & Tech	1-3
COMM	35864	Organizational Communication	3
COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics	3
MIS	34280	Social Responsibility in the Workplace	3
MIS	44152	Collaborative Project Management	3
SOC	42555	Wealth, Poverty and Power	3

Note: Courses should be chosen from Associate Degree, Minor or Individualized Specialization with consultation from 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.

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Roadmap: Bachelor of Technical & Applied Studies - Fire & Emergency Services Concentration

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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	9			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
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 2
Applied Courses	9			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 4
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: [15-16 Credit Hours]				
TAS 37900 Applied Studies Cornerstone	3	■	C	Major Core
Fire & Emergency Services Administration Concentration courses	9-10	■	C	Select 2 courses, see page 3
Applied Courses	3			See note on page 4
Semester Six: [15-16 Credit Hours]				
Fire & Emergency Services Administration Concentration courses	6	■	C	Select 2 courses, see page 3
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	3	■		Select 1 course – Major Core
Kent Core Requirement	3-4			Kent Core Summary on page 2
Applied Course	3			See note on page 4
Semester Seven: [15 Credit Hours]				
Fire & Emergency Services Administration Concentration courses	9	■	C	Select 3 courses, see page 3
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing**	3	■	C	Select 1 course – Major Core

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Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
LIS/LIB 30010 Information Fluency in the Workplace and Beyond **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**				
Kent Core Requirement	3			Kent Core Summary on page 2
Semester Eight: [15 Credit Hours]				
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	3	■	C	Select 1 course – Major Core
Fire & Emergency Services Administration Concentration course	6	■	C	Select 2 courses, see page
TAS 47900 Applied Studies Capstone Seminar	3	■	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	Minimum 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

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Roadmap: Bachelor of Technical & Applied Studies - Fire & Emergency Services Concentration
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Fire & Emergency Services Administration Concentration

Course		Title	Credits
FESA	31000	Fire & Emergency Svc Admin	3
FESA	31003	Analytical Approaches to Public Fire Protection	4
FESA	31006	Comm Risk Reduction Fire & Safety Svc	3
FESA	31009	Fire Prevention, Organization & Mgt	3
FESA	31011	Political & Legal Foundations for Fire Protection	3
FESA	31013	Personnel Mgt for Fire & Emergency Services	3
FESA	41000	Fire Protection Structure & Systems	3
FESA	41002	Fire Dynamics	3
FESA	41004	Fire Investigation and Analysis	3
FESA	41006	Disaster Planning & Control	3

Note: Courses should be chosen from Associate Degree, Minor or Individualized Specialization with consultation from 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 - Industrial Security Concentration

[Banner code]
Regional College
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]				
Kent Core Requirement	9			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
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 2
Applied Business Electives	3			See electives on page 3
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				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]				
TAS 37900 Applied Studies Cornerstone	3	■	C	Major Core
Industrial Security Concentration courses	12	■	C	**Select 4 courses, see page 3**
Semester Six: [15-16 Credit Hours]				
Industrial Security Concentration courses	6	■	C	**Select 2 courses, see page 3**
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	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: [15 Credit Hours]				
Industrial Security Concentration courses	9	■	C	**Select 3 courses, see page 4**
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies**	3	■	C	Select 1 course – Major Core

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Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
TECH 31000 Cultural Dynamics of Technology **BMRT 36401 Application of Technical Management Software**				
Kent Core Requirement	3			Kent Core Summary on page 2
Semester Eight: [15 Credit Hours]				
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	3	■	C	Select 1 course – Major Core
Industrial Security Concentration courses	6	■	C	**Select 2 courses, see page 4**
TAS 47900 Applied Studies Capstone Seminar	3	■	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	Minimum 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

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Industrial Security Concentration courses

CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	**Course**		**Title**	**Credits**
WIC	COMT	36318	Survey of Information Security, Internet Fraud and Computer Forensics	3
	BMRT	36410	Security for Business Students	3
	BMRT	36420	Physical Security	3
	BMRT	36430	Security Management	3
	BMRT	36440	Security Investigation	3
	BMRT	46410	Crisis and Disaster Mgmt Planning	3
	BMRT	46420	Legal Issues in Security	3
	BMRT	11009	Introduction to Management Technology or MIS 24163 Principles of Management	3
	BMRT	21000	Business Law and Ethics I	3
	MIS	34165	Dynamics of Leadership	3
	MIS	34185	Individual and Group Behavior in Organizations or MIS 34280 Social Responsibility in the Workplace	3

Note: Courses should be chosen from Associate Degree, Minor or Individualized Specialization with consultation from 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 - Nonprofit-Human Services Concentration

[Banner code]
Regional College
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]				
Kent Core Requirement	**9**			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
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 2
Applied Courses	9			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: [15-16 Credit Hours]				
TAS 37900 Applied Studies Cornerstone	**3**	■	**C**	Major Core
ACTT 11000 ACCOUNTING I (4) **<u>OR</u>** **SOC 32220 DATA ANALYSIS (3) <u>AND</u>** **SOC 32221 DATA ANALYSIS LAB (1)** **Corequisite: SOC 32220** **HDFS 44033 NONPROFIT MANAGEMENT I** **HDFS 44034 NONPROFIT MANAGEMENT II** **HDFS 44032 NONPROFIT FUNDRAISING AND GRANTWRITING** **BMRT 11000 INTRODUCTION TO BUSINESS (Equivalent to BUS 10123)** **COMT 36318 SURVEY OF INFORMATION SECURITY, INTERNET FRAUD AND COMPUTER FORENSICS**	**12-13**		**C**	Select 4 courses
Semester Six: [15-16 Credit Hours]				
ACTT 11000 ACCOUNTING I (4) **<u>OR</u>** **SOC 32220 DATA ANALYSIS (3) <u>AND</u>** **SOC 32221 DATA ANALYSIS LAB (1)** **Corequisite: SOC 32220** **HDFS 44033 NONPROFIT MANAGEMENT I** **HDFS 44034 NONPROFIT MANAGEMENT II** **HDFS 44032 NONPROFIT FUNDRAISING AND GRANTWRITING** **BMRT 11000 INTRODUCTION TO BUSINESS (Equivalent to BUS 10123)** **COMT 36318 SURVEY OF INFORMATION SECURITY, INTERNET FRAUD AND COMPUTER**	**6**	■	**C**	Select 2 courses

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Roadmap: Bachelor of Technical & Applied Studies - Nonprofit-Human Services Concentration
[Banner code]
Regional College
Catalog Year: 2012-2013

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
FORENSICS				
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	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: [15 Credit Hours]				
Nonprofit-Human Services Concentration electives	6	■	C	Select 2 courses, see page 4
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	3	■	C	Select 1 course – Major Core
Kent Core Requirement	3			Kent Core Summary on page 2
Applied Courses	3			See note on page 3
Semester Eight: [15 Credit Hours]				
BMRT 11009 Introduction to Management Technology **COMM 35864 Organizational Communication** **EERT 21010 Engineering and Professional Ethics** **ENG 30063 Business and Professional Writing** **ITAP 26638 Business Communications** **ENG 20002 Technical Writing** **LIS/LIB 30010 Information Fluency in the Workplace and Beyond** **SOC 32570 Inequality in Societies** **TECH 31000 Cultural Dynamics of Technology** **BMRT 36401 Application of Technical Management Software**	3	■	C	Select 1 course – Major Core
Nonprofit-Human Services Concentration electives	6	■	C	Select 2 courses, see page 3
TAS 47900 Applied Studies Capstone Seminar	3	■	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	Minimum Overall GPA

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Roadmap: Bachelor of Technical & Applied Studies - Nonprofit-Human Services Concentration
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Regional College
Catalog Year: 2012-2013

Course Subject and Title			Credit Hours	Upper Division	Min. Grade	Important Notes		
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

Nonprofit-Human Services Concentration electives

Choose four from the following electives:		
CHDS	37700	HUMAN RELATIONS IN A WORLD OF DIVERSITY
BMRT	11009	INTRODUCTION TO MANAGEMENT TECHNOLOGY (Equivalent to MIS 24163)
HDFS	34031	CULTURAL DIVERSITY:IMPLICATIONS FOR THE HELPING PROFESSIONS
BMRT	46409	STRATEGIC MANAGEMENT OF TECHNOLOGY AND INNOVATION (3)
IHS	10000	CAREERS IN HEALTH SCIENCES AND HUMAN SERVICES
MIS	24163	PRINCIPLES OF MANAGEMENT (Equivalent to BMRT 11009)
POL	30301	INTRODUCTION TO PUBLIC ADMINISTRATION
BMRT	36401	APPLICATION OF TECHNICAL MANAGEMENT SOFTWARE (3)
GERO	14029	INTRODUCTION TO GERONTOLOGY
ENG	20002	INTRODUCTION TO TECHNICAL WRITING (3)
ENG	30063	BUSINESS AND PROFESSIONAL WRITING (3)
NURS	20950	HUMAN GROWTH AND DEVELOPMENT FOR HEALTH PROFESSIONALS
PSYC	20651	CHILD PSYCHOLOGY
PSYC	30651	ADOLESCENT PSYCHOLOGY
RPTM	36010	RECREATION, LEISURE AND AGING
BUS	10123	EXPLORING BUSINESS (Equivalent to BMRT 11000)
CACM	11001	INTRODUCTION TO CONFLICT MANAGEMENT
MKTG	25010	PRINCIPLES OF MARKETING (Equivalent to BMRT 21050)
PH	44000	HEALTH DISPARITIES
SOC	22570	UNDERSTANDING DIFFERENCES AND INEQUALITY
SOC	32570	INEQUALITY IN SOCIETIES
SOC	32569	MINORITIES IN AMERICA
ANTH	18210	INTRODUCTION TO CULTURAL ANTHROPOLOGY
ANTH	38240	CULTURE AND PERSONALITY
GERO	30656	PSYCHOLOGY OF AGING
HDFS	24013	EARLY ADOLESCENCE
PH	20005	SOCIAL AND BEHAVIORAL SCIENCE THEORIES IN PUBLIC HEALTH
SOC	42879	AGING IN SOCIETY
SOC	42478	ADOLESCENCE IN SOCIETY

Roadmap: Bachelor of Technical & Applied Studies - Nonprofit-Human Services Concentration
[Banner code]
Regional College
Catalog Year: 2012-2013

Note: Courses should be chosen from Associate Degree, Minor or Individualized Specialization with consultation from an advisor.

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Foreign Language
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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **29-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department ~~**COMT**~~

College **RE - Regional College**

Degree **BTAS - Bachelor of Technical and Applied Studies**

Program Name **Technical and Applied Studies** Program Code **TAS**

Concentration(s) **Computer Technology** Concentration(s) Code(s) **CTAD,CTAC,CTG,CTIM,CTN**

Proposal **Revise program**

Description of proposal:

Revise the existing COMT concentrations to include existing courses. These courses were effective at the same time as the computer technology concentrations in the BTAS so were not included in the original proposal.

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., 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):

Per Larry Froehlich:
Management and Information Systems
Journalism and Mass Communication
Lifespan Development and Educational Sciences
Sociology
English
Accounting
Health Sciences
Political Science
Nursing
Psychology
Foundations, Leadership and Administration
Public Health
Communication Studies
College of Technology
College of Business

REQUIRED ENDORSEMENTS

_____ ____/____/____
Department Chair / School Director

_____ ____/____/____
Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

Wanda Thomas 12/9/2011

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary

Title: Create a new COMT course and minor revisions to existing COMT courses – 21036, 36336, 46308, 46309

Subject Specification: Creation of new COMT 21200 Ethical Hacking course will result in making AAB COMT students more employable and marketable. Minor changes to existing COMT courses 21036, 36336, 46308, and 46309 to make them more viable.

Background Information: Creation of new Ethical Hacking course will provide COMT students with a background in security. Network security is extremely important in the field of information technology and is not currently addressed at the associate degree level. This course can be used with the networking concentration in the AAB in Computer Technology degree. Minor revisions to existing COMT courses make them more viable and updated with current technology and better align the catalog and course Basic Data Sheets with current practices. There is no direct effect on other programs. The result should be more student interest, more marketability, and more flexibility. 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 offering COMT students more choices and updated technologies.

Specific Recommendation and Justification: Approval of this proposal will better position the Regional College to offer the AAB COMT degree.

Timetable and Actions Required: Regional College Curriculum Committee, EPC, Provost's Office, OBR (if required), in a timely fashion to be included in the Fall 2012 catalog.

Proposal Summary

Title: Revise the Bachelor of Technical and Applied Studies Computer Technology concentrations

Subject Specification: Minor changes that will result in making the BTAS-COMT concentrations more accessible and more marketable.

Background Information: The BTAS-COMT concentrations are designed primarily for associate degree students as a completer degree. The proposed changes include adding existing COMT courses to the concentrations. These courses became effective at the same time as the BTAS-COMT concentrations so were not included in the original proposal. 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. 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 offering students more choices.

Specific Recommendation and Justification: Approval of this proposal will better position the Regional College to offer the BTAS-COMT concentrations.

Timetable and Actions Required: Regional College Curriculum Committee, EPC, Provost's Office, OBR (if required), in a timely fashion to be included in the Fall 2012 catalog.

Computer Technology Application Development Concentration – CTAD (32-34 hours)

CONCENTRATION REQUIREMENTS (32-34 credits) Courses count in major GPA				
Type	**Course**	**Title**	**Credits**	**Notes**
	COMT 46308	Developing Desktop Applications	3	
WIC	COMT 36318	Survey of Information Security, Internet Fraud and Computer Forensics	3	
	COMT 46340	Data Design and Implementation	3	
	ACTT, BMRT, COMT or ITAP electives		7	
	COMT upper-division courses		6	
	Choose one of the following:		4	
	COMT36301	Advanced C++ Programming (4)		
	COMT36311	Advanced Java Programming (4)		
	Choose two of the following:		6-8	
	COMT36301	Advanced C++ Programming (4)		
	COMT36302	C # Programming (3)		
	COMT36308	Ergonomics in Computer Systems (3)		
	COMT36309	Programming Mobile Applications (3)		
	COMT36311	Advanced Java Programming (4)		
	COMT36350	Programming Office Productivity Applications (3)		
	COMT46309	Development Distributed Applications (3)		
	COMT46315	SQL with Oracle (3)		
		TOTAL	32-34	

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Computer Technology Applied Computer Security and Forensics Technology Concentration - CTAC (31 hours)

CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	Course	Title	Credits	Notes
	COMT 36320	Computer Forensics	3	
	COMT 36330	Local Area Network Security Fundamentals	3	
	COMT 46331	Local Area Network Security and Firewalls	3	
WIC	COMT 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 36321	Network Forensics (3)		
	COMT 36355	Command Line Utilities (3)		
	COMT 46300	Advanced Computer Assembly & Configuration (3)		
	COMT 46310	Technology of Operating Systems (3)		
	COMT 46311	Technology of Networking (3)		
	ACTT 36110	Principles of Fraud Examination (3)		
	BMRT 36410	Security for Business Students (3)		
	BMRT 36430	Security Management (3)		
	BMRT 36440	Security Investigation (3)		
		TOTAL	31	

Computer Technology General Concentration - CTG (31 hours)

CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	Course	Title	Credits	Notes
WIC	COMT 36318	Survey of Information Security, Internet Fraud and Computer Forensics	3	
	COMT 36340	Help Desk Support	4	
	BMRT 36401	Applications for Technology Management Software	3	
	ACTT, BMRT, COMT or ITAP electives		7	
	COMT upper-division courses		~~18~~ ~~15~~ Stet	
		TOTAL	~~31~~ 32	

Computer Technology Internet/Multimedia Concentration – CTIM (32-33 hours)

CONCENTRATION REQUIREMENTS (32-33 credits) Courses count in major GPA				
Type	**Course**	**Title**	**Credits**	**Notes**
	COMT 36310	Multimedia Development Tools (3)	3	
	COMT 36336	Web Scripting II (3)	3	
	COMT 46321	Web Database Integration (3)	3	
WIC	COMT 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:		6-7	
	COMT 36303	Digital Image Manipulation (3)		
	COMT 36308	Ergonomics in Computer Systems (3)		
	COMT 36309	Programming Mobile Applications (3)		
	COMT 36311	Advanced Java Programming (4)		
	COMT 46303	Digital Video Editing (3)		
	COMT 46340	Database Design and Implementation (3)		
		TOTAL	31-32	

** VCD 37000 may be taken in place of COMT 36303.

Computer Technology Networking Concentration – CTN (31 hours)

CONCENTRATION REQUIREMENTS (31 credits) Courses count in major GPA				
Type	**Course**	**Title**	**Credits**	**Notes**
	COMT 36330	Local Area Network Security Fundamentals	3	
	~~COMT 46310~~	~~Technology of Operating Systems~~	~~3~~	
	~~COMT 46311~~	~~Technology of Networking~~	~~3~~	
WIC	COMT 36318	Survey of Information Security, Internet Fraud and Computer Forensics	3	
	ACTT, BMRT, COMT or ITAP electives		7	
	Choose two of the following:		6	

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COMT 36331 Internetworking II (3)
COMT 36355 Command Line Utilities (3)
COMT 46300 Advanced Computer Assembly & Configuration (3)
COMT 46310 Technology of Operating Systems (3)
COMT 46311 Technology of Networking (3)
COMT 46312 Scripting for Network Administrators (3)
COMT 46313 Virtual Machine Configuration & Administration (3)
COMT 46314 Technology of Application Services (3)
COMT upper-division courses

Stet

~~12~~
~~6~~

TOTAL 31

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 BMRT 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

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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 BMRT 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 36302 C Sharp Programming **COMT 36308 Ergonomics in Computer Systems** COMT 36309 Programming Mobile Applications **COMT 36311 Advanced Java Programming** **COMT 36350 Prog Office Productivity Apps** **COMT 46309 Developing Distributed Applications** COMT 46315 SQL with Oracle	3-4	■	C	Select 1 course
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** TECH 36401 BMRT 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 36302 C Sharp Programming **COMT 36308 Ergonomics in Computer Systems** COMT 36309 Programming Mobile Applications **COMT 36311 Advanced Java Programming** **COMT 36350 Prog Office Productivity Apps** **COMT 46309 Developing Distributed Applications** COMT 46315 SQL with Oracle	3-4	■	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	Minimum 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)		6

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Application Dvlpmt
[Banner code]
Regional College
Catalog Year: 2011-2012

Must be selected from two Kent Core categories		
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 Applied Security

[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 36320 Computer Forensics	3	■	C	
LIS/LIB 30010 Information Fluency ENG 30063 Bus. and Prof. Writing TECH 36401 BMRT 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 Fundamentals	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 Applied Security
[Banner code]
Regional College
Catalog Year: 2011-2012

Course Subject and Title	Credit Hours	Upper Division	Min. Grade	Important Notes
~~TECH 36401~~ BMRT 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 46331 LAN Security & Firewalls	**3**	■	**C**	
ACTT 36110 Principles of Fraud Examination **BMRT 36410 Security for Business Students** **BMRT 36430 Security Management** **BMRT 36440 Security Investigation** COMT 36321 Network Forensics COMT 36355 Command Line Utilities COMT 46300 Adv Computer Assembly & Config **COMT 46310 Technology of Operating Systems** **COMT 46311 Technology of Networking**	**3**	■	**C**	Select 1 course
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** ~~TECH 36401~~ BMRT 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]				
ACTT 36110 Principles of Fraud Examination **BMRT 36410 Security for Business Students** **BMRT 36430 Security Management** **BMRT 36440 Security Investigation** COMT 36321 Network Forensics COMT 36355 Command Line Utilities COMT 46300 Adv Computer Assembly & Config **COMT 46310 Technology of Operating Systems** **COMT 46311 Technology of Networking**	**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	Minimum 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)		6

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Applied Security
[Banner code]
Regional College
Catalog Year: 2011-2012

Must be selected from two Kent Core categories		
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
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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~~ BMRT 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~~ BMRT 36401 App Tech Mgmt Software	3	■	C	
~~COMT 30000 OR 40000 level courses~~ **COMT 36340 Help Desk Support**	3	■	C	Select 1 course

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
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** ~~TECH 36401~~ BMRT 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 30000 OR 40000 level courses	2-6	■	C	Select 2 courses
LIS/LIB 30010 Information Fluency **ENG 30063 Bus. and Prof. Writing** ~~TECH 36401~~ BMRT 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	Minimum 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

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT General
[Banner code]
Regional College
Catalog Year: 2011-2012

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 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 BMRT 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 BMRT 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 36305 Digital Image Manipulation COMT 36308 Developing Desktop Applications Ergonomics in Computer Systems COMT 36309 Programming Mobile 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 BMRT 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 36305 Digital Image Manipulation COMT 36308 Developing Desktop Applications Ergonomics in Computer Systems COMT 36309 Programming Mobile 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	Minimum 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)		6

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Internet/Multimedia
[Banner code]
Regional College
Catalog Year: 2011-2012

Must be selected from two Kent Core categories		
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
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Writing-Intensive Course Requirement
Students must complete a one-course writing-intensive requirement in their major and earn minimum C (2.00) grade.
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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 BMRT 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~~ BMRT 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 36331 Internetworking II COMT 36355 Command Line Utilities COMT 46300 Adv Computer Assembly & Config **COMT 46310 Tech of Operating Systems** COMT 46311 Technology of Networking COMT 46312 Scripting for Network Admins COMT 46313 Virtual Machine Config & Admin COMT 46314 Tech of Application Services	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~~ BMRT 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]				
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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	Minimum Overall GPA
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Kent Core Summary

Kent Core Categories	Important Notes	Remaining Credit Hours

KENT STATE UNIVERSITY

Roadmap: Bachelor of Technical & Applied Studies - COMT Networking
[Banner code]
Regional College
Catalog Year: 2011-2012

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.

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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 **8-Nov-11** Curriculum Bulletin _____

Effective Date **Spring 2012** Approved by EPC _____

Department **MUSIC**

College **CA - The Arts**

Degree **PHD - Doctor of Philosophy**

Program Name **Musicology - Ethnomusicology** Program Code **MUET**

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

Proposal **Inactivate program**

Description of proposal:

The faculty of the Hugh A. Glauser School of Music voted to inactive the Doctor of Philosophy MUET Musicology-Ethnomusicology Ph.D.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There is no impact on other programs. Admissions into the program were suspended in 2009.

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

None. No other departments, programs or campuses will be affected by this proposal.

REQUIRED ENDORSEMENTS

Denise A. Seachrist — 11/9/11
Department Chair / School Director

_____ — / /
Campus Dean (for Regional Campuses proposals)

Ralph Lorenz — 12/19/11
College Dean (or designee)

Nancy Brickhouse — 1/3/12
Dean of Graduate Studies (for graduate proposals)

_____ — / /
Provost and Senior Vice President for Academic Affairs (or designee)

KENT STATE
UNIVERSITY

Hugh A. Glauser School of Music

TO: **Ralph Lorenz, Associate Dean, College of the Arts**

FROM: **Denise A. Seachrist, Director, Hugh A. Glauser, School of Music** Denise A. Seachrist

DATE: **November 8, 2011**

SUBJECT: **Inactivation of the Ph.D. in Musicology – Ethnomusicology**

On February 20, 2009, the School of Music Graduate Studies Committee voted in favor of suspending admission into the doctoral program in Musicology – Ethnomusicology, and admissions into the Ph.D. in Musicology – Ethnomusicology degree program have been temporarily suspended until Fall of 2012. On October 13, 2011, the faculty of the Hugh A. Glauser School of Music voted in favor of inactivating this degree program.

Curricular / Consultative bodies that have approved the inactivation of the program are:

- School of Music Graduate Studies Committee
- School of Music Faculty

College Curriculum Committee 12/2/11

Proposal summary

Inactivation of the Ph.D. in Musicology – Ethnomusicology

The faculty of the Hugh A. Glauser School of Music voted in favor of inactivating the Doctor of Philosophy MUET Musicology-Ethnomusicology Ph.D.

In April 2011, the School of Music underwent an accreditation site visit by a visiting team of evaluators from the National Association of Schools of Music (NASM). In their written report, the review team stated specific concerns about the Ph.D. Musicology - Ethnomusicology degree program.

Page 21, paragraph 1 – "Due to the lack of advanced classes, it is therefore not clear how the institution ensures that resources are sufficient to support the purposes, goals, objectives, and content of the doctoral program."

Page 21, paragraph 2 – "Since the degree does not go substantially beyond the Master's level in terms of course work, it is unclear how students – especially those who have completed the Master's degree at the same institution – develop higher-level competencies."

Page 21, paragraph 3 – "Since the school employs only one full-time faculty member each in ethnomusicology and musicology to offer both an M.A. and a Ph.D. in these disciplines, it is not clear that the distribution of faculty positions among the specializations is consistent with the nature and requirements of specific programs offered."

The School of Music not only agrees but pointed out this deficiency to the NASM team during the visit. Admissions into this degree program were suspended in 2009. At the May 2011 faculty retreat, it was determined by consensus that the Ph.D. in Musicology – Ethnomusicology should be inactivated. With the start of the Fall 2011 Semester, the Graduate Studies Committee met to initiate the curricular process to take this action. The major reason behind the inadequate support for doctoral study in this degree program is a lack of sufficient faculty in this area. Additionally, there has been a minimal acceptance rate of new students, and the numbers of students who graduate each year is low. Over the years other needs deemed more pressing diverted resources away from the hiring of doctoral level faculty in this area. On October 13, 2011, the faculty of the Hugh A. Glauser School of Music voted in favor of inactivating this degree program.

The faculty members associated with this degree program have been teaching courses necessary to sustain the viability and success of other undergraduate and graduate programs within the School of Music. Their workload responsibility will not be negatively impacted by the inactivation of this program.

If this action is not pursued, the national professional standards will not be met. A consequence most probably would be the loss of accreditation for this program. From a simple curricular offering standpoint, master's students wishing to continue on into the doctoral program, have taken the graduate courses currently offered, leaving little in terms of music coursework to count toward the 30 hours required for the doctorate. In order to meet the standards, additional two additional faculty members should be hired. The School of Music has other programs exhibiting great potential for significant growth, and if additional faculty are to be hired, these other programs should receive those resources.

Kent State University Catalog 2011

Musicology - Ethnomusicology - Ph.D.

Admission to the program is temporarily suspended until fall 2012

COLLEGE: College of the Arts
DEPARTMENT: School of Music
E101 Music and Speech Center
Tel: 330-672-2172
E-mail: dseachri@kent.edu
Web: www.kent.edu/music/

DESCRIPTION: Admissions into this program is suspended until fall 2012. The Ph.D. in Musicology–Ethnomusicology prepares college and university teachers and research scholars, with an emphasis on combining the techniques of historical musicology and ethnomusicology.

Current catalog

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Sep-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **Theatre and Dance**

College ~~-select one-~~ The Arts

Degree **MA - Master of Arts**

Program Name **Theatre Studies** Program Code THEA

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

Proposal **Inactivate program**

Description of proposal:

Inactivate the Master of Arts Program in Theatre Studies in the School of Theatre and Dance

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

Current total credit hours: **32-36** Proposed total credit hours **0**

Describe impact on other programs, policies or procedures (e.g., 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	12/22/11
Campus Dean (for Regional Campuses proposals)	/ /
College Dean (or designee)	1/3/12
Dean of Graduate Studies (for graduate proposals)	1/3/12
Provost and Senior Vice President for Academic Affairs (or designee)	/ /

School of Theatre & Dance
Kent State University

To: Ralph Lorenz, Associate Dean
College of the Arts

From: Steve Zapytowski

Date: December 22, 2011

Re: Memo of transmittal for the inactivation of the Master of Arts degree in Theatre Studies

Attached you will find a copy of the following items:

- The required CCP forms for the inactivation of the M.A.
- The proposal summary for the inactivation of the M.A.
- A copy of the current M.A. degree requirements
- A copy of the proposed degree requirements for M.A.
- A copy of the original language from the graduate catalog
- A copy of the proposed language for the graduate catalog
- A copy of the original language from the undergraduate catalog
- A copy of the revised language for the undergraduate catalog

Proposal Summary
Inactivation of the
Master of Arts in Theatre Studies

September 22, 2011

1. Subject Specification: The Theatre and Dance faculty wish to inactivate its Master of Arts in Theatre Studies. Major code: THEA

2. Background Information –
    a. Description of Action: Inactivation of the Master of Arts in Theatre Studies
    b. Conformity with Mission: The school has elected to narrow its focus from two graduate programs to one, and thus build upon the strengths of the Master of Fine Arts in Theatre Studies.
    c. Rationale for Action: For a number of years enrollment in the M.A. degree has remained low, never achieving a critical mass of students. Last year the graduate faculty voted to suspend admissions to that program to allow for some time to consider the future of the M.A. In the fall of 2011 the Graduate Studies Committee and the Curriculum Committee both voted to inactivate the Master of Arts in Theatre Studies.
    d. Effect on Current Programs, Offerings, Students, and Staff: The primary effect of this action will be on the Master of Fine Arts in Theatre Studies. Inactivation of the M.A. will allow greater focus upon the M.F.A., building upon the strength. As the faculty formerly involved with the M.A. also teach required courses for the M.F.A. there is essentially no effect upon their load.
3. Alternatives and Consequences: Admission has been suspended for the M.A. program. As there is no prospect of resuming admittance to a program with such low enrollments it makes sense to remove the program from the catalog.
4. Specific Recommendation and Justification: The clear path is to move forward and approve the inactivation this program.
5. Timeline:
    a. Submit to College Curriculum Committee on October 14
    b. Approval at the College October 21
    c. Submit to EPC January 4
    d. Approval at EPC January 23
    e. Implementation Fall 2012

Revised Grad Catalog

Theatre Studies - ~~M.A. and~~ M.F.A.

Kent State University Catalog 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
Tel: 330-672-2082 begin_of_the_skype_highlighting 330-672-2082 end_of_the_skype_highlighting
E-mail: theatre@kent.edu
Web: www.theatre.kent.edu

- M.F.A. Program Requirements
- College Requirements
- Academic Policies

DESCRIPTION:

~~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. **ADMISSIONS SUSPENDED THROUGH 2014**~~

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).

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 comprehensive 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 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 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 ION 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 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 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.A.:** Official transcript(s), three letters of recommendation, a statement of career goals, a writing sample, and GRE scores. **ADMISSIONS SUSPENDED THROUGH 2014**~~

M.F.A.: Official transcript(s), three letters of recommendation, a statement of career goals, a resume, and audition (Acting) or portfolio review (Design/Technology). The M.F.A. requires a 3.0 GPA (GRE if GPA is below 3.0).

GRADUATION REQUIREMENTS:

~~**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:**ADMISSIONS SUSPENDED THROUGH 2014**~~

- ~~Option 1. Thesis. Requires a minimum of 32 hours of graduate coursework, consisting of THEA 61000, at least five courses from among our graduate offerings in theatre history, drama, theory and criticism (to include THEA 51110, 51133, 51134, 61110 and 61111), courses in other departments that support and enrich the area of specialty, and 6 hours of Thesis I (THEA 61199). Continuous enrollment in Thesis II (THEA 61299), including summer, is required until the thesis is successfully defended (maximum time: six calendar years from first enrollment). A description of the thesis process may be obtained from the school.~~
- ~~Option 2. Non-thesis Paper. Requires a minimum of 36 hours of graduate coursework consisting of THEA 61000, at least five courses from among~~

~~our graduate offerings in theatre history, drama, theory and criticism (to include THEA 51133, 51134, 61001, 61110 and 61111), courses in other departments that support and enrich the area of specialty, 9 hours in a specified research area (at least 3 hours of these courses must be at the 60000 level), and 3 hours of Research (THEA 61098). A description of the nonthesis paper process may be obtained from the school.~~

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.

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. Culminating Project (Design/Technology): The Culminating Project's requirements include: documentation, portfolio presentation, and an exit interview. Documentation consists of a design analysis, process journal, relevant research and other supporting

materials (photos, links to the candidate's website, etc).The scope of work may include but not necessarily be limited to evidence of research, drawing and drafting, rendering and associated digital image, video, or audio files which will be presented at an exit interview. The topic of each M.F.A. candidate's Culminating Project would be proposed by the candidate and based on faculty feedback from yearly portfolio and academic assessments.

The student will register for THEA 61310 M.F.A. Design and Technology Culminating Project for the student's project assignment. The process is then documented in a format appropriate for the project and presented by the faculty advisor.

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 informed of absences.)
~~**THESIS/ NON-THESIS/ COMPREHENSIVE PROJECT:**~~	~~**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. **ADMISSIONS SUSPENDED THROUGH 2014**~~ **M.F.A.:** Students in the program must successfully complete a Culminating/Comprehensive Project 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.
LANGUAGE REQUIREMENT:	None
PROGRAM FEE:	None
ACCREDITATION:	National Association of Schools of Theatre
STUDENT ORGANIZATIONS:	Graduate student theatre forum

Revised undergrad catalog

School of Theatre and Dance

Kent State University Catalog 2011 > Colleges and Programs > College of the Arts > School of Theatre and Dance

The School of Theatre and Dance provides students with liberal and professional education preparing them for careers in the performing arts as artists, scholars and educators. The school's production season serves as the primary laboratory for the development of student artistic expression and technique. As performing arts, theatre and dance reflect and communicate cultural values and identities intrinsic to human existence. As such, the study of theatre and dance is central to the humanities curriculum.

To achieve these objectives, the School of Theatre and Dance offers comprehensive programs leading to the Bachelor of Arts (theatre), Bachelor of Fine Arts in Dance (performance and dance education), Bachelor of Fine Arts in Theatre (design and technology and musical theatre), ~~Master of Arts~~ and Master of Fine Arts degrees. The ~~MA and~~ MFA program~~s are~~ **is** described in the Graduate Schools Catalog. Minors also are offered in theatre and in dance. These programs are designed to provide basic and advanced training for teachers, scholars, directors, actors, dancers, choreographers, technicians and designers; managers in professional, educational and community theatre; and in allied fields of the performing arts (cinema, dance, music, etc.).

The B.A. in theatre studies is designed for students who seek a liberal arts approach to their undergraduate theatre education and does not require an audition for admittance. The curriculum emphasizes all aspects of theatre and their interactions with other areas of study. Students in both the B.A. and B.F.A. in theatre studies are expected both to develop theatre skills and to analyze the relationship of these skills to theatre and theatre to the world.

The B.F.A. degree is designed for students who wish to specialize in a specific area of theatre or dance (design and technology, musical theatre, dance performance or dance education) and requires successful completion of auditions. Students declaring a theatre major who have not successfully passed the audition(s) will be enrolled in the B.A. program. This program requires the demonstration of competency in the chosen specialty, both in auditions or portfolio reviews and via yearly evaluations. The B.F.A. candidate is expected to develop theatre and/or dance and performance skills equal to entry-level positions in the profession or as expected for admission into M.F.A. programs.

Entrance to the B.F.A. program is based on rigorous auditions or theatre design portfolio. Students who pass this audition or portfolio review 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 through performances, portfolio reviews, contributions to the production season and academic achievement. The B.F.A. in

musical theatre is an interdisciplinary program offered with the Dance Division of the School of Theatre and Dance and the School of Music. Application to the B.F.A. in musical theatre requires an audition in each of the three performance areas: dance, music and theatre. The students must display talent and training potential in all areas to be admitted to the program. Students who pass the musical theatre audition will be admitted directly into the B.F.A. program at the beginning of their freshman year. Students who pass the Dance Division auditions are also admitted directly into the B.F.A. program at the beginning of their freshman year.

Students in all B.F.A. program areas may be dropped from the program for failure to maintain a 2.50 GPA (B.F.A. students should strive to maintain a 3.00 overall GPA).

B.F.A. musical theatre students must pass yearly auditions; B.F.A. design/technology students must pass yearly portfolio reviews. Students will be dropped from the B.F.A. program for failure of audition or portfolio review. Students on academic probation may not participate in any School of Theatre and Dance productions. All B.F.A. musical theatre majors are expected to audition for all mainstage theatre productions and accept roles if cast. All B.F.A. design/technology majors are expected to participate in at least one mainstage production per semester (this may be in addition to any production design assignment).

Scholarship and Awards

Scholarships and awards available through the School of Theatre and Dance include the L. LeRoy Cowperthwaite Fund, Eugenia V. Erdmann Award, G. Harry Wright Scholarship Award, the Marsha Levinson Award, the School of Theatre and Dance Award, and the Michael Mould Scholarship Award. Faculty nominate students for these awards each spring.

Incoming freshmen may also compete for Creative Artist Awards (CAA) that are given through the Honors College and are renewable for four years. Requirements include a high school GPA of at least 3.30 and either an ACT score of 23 or higher or SAT scores of at least 1060. Successful completion of an audition in the students' chosen area is also required.

Graduate Study

The School of Theatre and Dance offers ~~programs of~~ graduate study leading to the ~~Master of Arts degree or the~~ Master of Fine Arts degree. It also provides graduate coursework in theatre for graduate students in other disciplines of the university when it is required or elected as part of their programs.

~~The Master of Arts program offers the student advanced work in theatre that will represent mastery of the field in general and of a specific area of theatre as well. In addition, the research writing skills stressed in this track are intended to prepare the student, who so elects, to define and pursue a terminal degree.~~

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 in costume technology and technical direction). 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.

The School of Theatre and Dance offers a limited number of graduate assistantships for ~~both~~ full-time ~~Master of Arts and~~ Master of Fine Arts students. Graduate assistantships usually provide a tuition waiver and a stipend and require a minimum of 20 hours of service to the School of Theatre and Dance in the form of instruction, supervision of labs or work in a specific area (management, scene shop, costume shop). Students interested in a graduate assistantship must apply to the School of Theatre and Dance in writing. To be continued on a graduate assistantship, students must maintain a minimum 3.0 GPA, pass periodic review by the Graduate Studies Committee and ~~(if M.F.A. students)~~ regular performance or portfolio review, and show satisfactory progress toward the degree. Students are notified at the time of these reviews of the awarding or continuation of a graduate assistantship. An ~~M.A. student may hold an assistantship for a maximum of two academic years (excluding summers) and an~~ M.F.A. student may hold an assistantship for a maximum of three academic years (excluding summers and off-campus internships).

For further information on ~~either the Master of Arts degree or~~ the Master of Fine Arts degree, please contact the School of Theatre and Dance or visit the school's Web site at http://www.theatre.kent.edu/.

~~**Master of Arts**~~

~~*Admission*~~
~~All Master of Arts applicants for graduate study should comply with the conditions for admission as set forth in the general section of this catalog. Of the three letters of recommendation required in the application for graduate study, at least two should come from former professors or others competent to evaluate research or scholarly writing skills. The application must be accompanied by a brief statement (no more than two double-spaced pages) summarizing the student's background and career goals. Students are required to submit an example of historical or critical writing (such as a documented research paper). Applicants for the Master of Arts must achieve and submit appropriate scores on the Graduate Record Examination.~~

~~Students are expected to have the equivalent of an undergraduate curriculum in theatre consisting of at least 12 semester hours in theatre history and dramatic literature and basic courses in acting, directing, design and technical theatre. An idea of the level of background expected may be derived from the Kent State University undergraduate catalog and from course syllabi in these areas of theatre. Applicants who do not~~

~~possess the equivalent of this curriculum may be required to complete specified undergraduate coursework for no credit in addition to the master's degree curricular requirements.~~

~~*Program Requirements*~~

~~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:~~

- ~~Option 1. Thesis. Requires a minimum of 32 hours of graduate coursework, consisting of THEA 61000, at least five courses from among our graduate offerings in theatre history, drama, theory and criticism (to include THEA 51110, 51133, 51134, 61110 and 61111), courses in other departments that support and enrich the area of specialty, and 6 hours of Thesis I (THEA 61199). Continuous enrollment in Thesis II (THEA 61299), including summer, is required until the thesis is successfully defended (maximum time: six calendar years from first enrollment). A description of the thesis process may be obtained from the school. The thesis is deposited in the college office and archived, and follows regulations described in the College of The Arts Style Guide.~~
- ~~Option 2. Non thesis Paper. Requires a minimum of 36 hours of graduate coursework consisting of THEA 61000, at least five courses from among our graduate offerings in theatre history, drama, theory and criticism (to include THEA 51133, 51134, 61001, 61110 and 61111), courses in other departments that support and enrich the area of specialty, 9 hours in a specified research area (at least 3 hours of these courses must be at the 60000 level), and 3 hours of Research (THEA 61098). A description of the nonthesis paper process may be obtained from the school.~~

Master of Fine Arts

Admission

All Master of Fine Arts applicants for graduate study should comply with the conditions for admission as set forth in the general section of this bulletin and in the application form. Applicants whose undergraduate grade point average is below 3.0 are not normally accepted for graduate study. Those seeking exception to this rule must submit scores on the Graduate Record Examination and other evidence of high academic potential. Of the three letters of recommendation required in the application for graduate study, at least two should come from former professors or others competent to evaluate productions and academic skills.

In addition to meeting the general university requirements for admission to graduate study, the applicant must meet one of the following two requirements in undergraduate preparation: a baccalaureate degree in theatre that includes a core curriculum consisting of 12 semester hours in theatre history and dramatic literature, plus basic courses in acting, directing, technical theatre and design; or a baccalaureate degree in a discipline other than theatre, when there is a record of equivalent professional training or experience in theatre, or demonstrable potential for work at the Master of Fine Arts level in theatre.

Applicants to the Master of Fine Arts program are required to submit a resume of all theatrical experience and a brief statement — no more than two double-spaced pages — summarizing background and career goals.

Admission to the Master of Fine Arts concentrations in design/technology or acting requires an audition or portfolio review with the graduate faculty in the area of concentration. On campus interviews, auditions and portfolio reviews are by appointment only and are scheduled each semester, typically during the November or March preceding the first enrollment for a fall semester. M.F.A. classes are admitted once every three years, beginning with the fall of 2003. Students may also schedule an appointment at conferences and conventions where graduate faculty are in attendance. During the first and second years of study, students are regularly reviewed by the graduate faculty in their area of concentration (design/technology faculty or acting faculty) and advised of the outcome of those reviews. Reviews concern whether the student will be allowed to continue in the program and may involve warning, probation or dismissal, as well as retention. Design/technology students must present a portfolio of their work for these reviews and acting students the performance of a significant role. All students are expected to be able to demonstrate significant contributions to the productions of the School of Theatre and Dance.

Program Requirements

The Master of Fine Arts 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 in 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.

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. 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.)

Students in the Master of Fine Arts program must successfully complete a Comprehensive Project (Performance) or M.F.A. Thesis Project (Production) as 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.

M.F.A. Thesis Project/M.F.A. Comprehensive 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 submissible 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.

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 he comprehensive project. The student will register for THEA 1309 M.F.A. Comprehensive Project for each role approved. he process is then documented in a format appropriate for he 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.

Revised undergrad catalog 2.

School of Theatre and Dance

The School of Theatre and Dance provides students with liberal and professional education preparing them for careers in the performing arts as artists, scholars and educators. The school's production season serves as the primary laboratory for the development of student artistic expression and technique. As performing arts, theatre and dance reflect and communicate cultural values and identities intrinsic to human existence. As such, the study of theatre and dance is central to the humanities curriculum.

To achieve these objectives, the School of Theatre and Dance offers comprehensive programs leading to the Bachelor of Arts (theatre), Bachelor of Fine Arts in Dance (performance and dance education), Bachelor of Fine Arts in Theatre (design and technology and musical theatre), ~~Master of Arts~~ and Master of Fine Arts degrees. The ~~MA and~~ MFA programs are described in the Graduate Schools Catalog. Minors also are offered in theatre and in dance. These program~~s are~~ **is** designed to provide basic and advanced training for teachers, scholars, directors, actors, dancers, choreographers, technicians and designers; managers in professional, educational and community theatre; and in allied fields of the performing arts (cinema, dance, music, etc.).

The B.A. in theatre studies is designed for students who seek a liberal arts approach to their undergraduate theatre education and does not require an audition for admittance. The curriculum emphasizes all aspects of theatre and their interactions with other areas of study. Students in both the B.A. and B.F.A. in theatre studies are expected both to develop theatre skills and to analyze the relationship of these skills to theatre and theatre to the world.

The B.F.A. degree is designed for students who wish to specialize in a specific area of theatre or dance (design and technology, musical theatre, dance performance or dance education) and requires successful completion of auditions. Students declaring a theatre major who have not successfully passed the audition(s) will be enrolled in the B.A. program. This program requires the demonstration of competency in the chosen specialty, both in auditions or portfolio reviews and via yearly evaluations. The B.F.A. candidate is expected to develop theatre and/or dance and performance skills equal to entry-level positions in the profession or as expected for admission into M.F.A. programs.

Entrance to the B.F.A. program is based on rigorous auditions or theatre design portfolio. Students who pass this audition or portfolio review 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 through performances, portfolio reviews, contributions to the production season and academic achievement. The B.F.A. in

musical theatre is an interdisciplinary program offered with the Dance Division of the School of Theatre and Dance and the School of Music. Application to the B.F.A. in musical theatre requires an audition in each of the three performance areas: dance, music and theatre. The students must display talent and training potential in all areas to be admitted to the program. Students who pass the musical theatre audition will be admitted directly into the B.F.A. program at the beginning of their freshman year. Students who pass the Dance Division auditions are also admitted directly into the B.F.A. program at the beginning of their freshman year.

Students in all B.F.A. program areas may be dropped from the program for failure to maintain a 2.50 GPA (B.F.A. students should strive to maintain a 3.00 overall GPA).

B.F.A. musical theatre students must pass yearly auditions; B.F.A. design/technology students must pass yearly portfolio reviews. Students will be dropped from the B.F.A. program for failure of audition or portfolio review. Students on academic probation may not participate in any School of Theatre and Dance productions. All B.F.A. musical theatre majors are expected to audition for all mainstage theatre productions and accept roles if cast. All B.F.A. design/technology majors are expected to participate in at least one mainstage production per semester (this may be in addition to any production design assignment).

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: Agenda for Monday, 27 February 2012
3:20 p.m., Kent Student Center, Room 204

DATE: 20 February 2012

In the event that any of the action 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 an information or lesser action on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 24 February 2012, 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 23 January 2012.
   Attachment 1

Office of the Provost *(represented by Provost Robert G. Frank)*

2. Establishment of a College of Podiatric Medicine and a Doctor of Podiatric Medicine degree.
   Effective July 2012
   Attachment 2

3. Revision of the curriculum review and approval process.
   Effective Fall 2012
   Attachment 3: Proposal | Proposed Curriculum Approval Flowcharts

College of the Arts *(represented by Dean John R. Crawford)*

School of Theatre and Dance

4. Establishment of a Theatre and Social Change [THSC] minor. Minimum total credit hours to program completion are 20.
   Effective Fall 2012
   Attachment 4

College of the Arts / College of Communication and Information
(represented by Deans John R. Crawford and Stanley T. Wearden)

School of Fashion Design and Merchandising / School of Journalism and Mass Communication

5. Establishment of a Fashion Media [FAME] minor. Minimum total credit hours to program completion are 24.
   Effective Fall 2012
   Attachment 5

ACTION ITEMS *continued*

College of Business Administration *(represented by Associate Dean Frederick W. Schroath)*

6. Establishment a Business Administration–Professional [PBAD] major within the Master of Business Administration [MBA] degree to distinguish different admission and graduation requirements for part-time MBA students. Minimum total hours for program completion are 48.
   Effective Fall 2012
   Attachment 6

7. Establishment of a Supply Chain Management [SCM] concentration for both the proposed Business Administration–Professional [PBAD] major and the existing Business Administration [BAD] major within the Master of Business Administration [MBA] degree. In addition (and a lesser action item), course requirements are revised for the Business Administration major. Minimum total hours for program completion increase for the Business Administration major, from 55 to 57.
   Effective Fall 2012
   Attachment 7

College of Nursing *(represented by Dean Laura Cox Dzurec)*

8. Establishment of an Adult Gerontology Clinical Nurse Specialist [AGCN] concentration in the Nursing [NURS] major within the Master of Science in Nursing [MSN]. Included in the proposal are the name revisions for four concentration, inactivation of eight concentrations and revision of the program's course requirements. Minimum total credit hours to program completion range from 33 to 50, depending on concentration.

   Name changes to the following four concentrations: Acute Care Nurse Practitioner [ACNP] to Adult Gerontology Acute Care Nurse Practitioner [AGPN]; Family Nurse Practitioner [FNPR] to Advanced Practice Registered Nurse: Nurse Practitioner Family [APNF]; Psychiatric Mental Health Nursing–Adult Clinical Nurse Practitioner [PMNP] to Psychiatric Mental Health Nursing Family Nurse Practitioner [PMNF]; and Primary Care Adult Nurse Practitioner [PCAN] to Advanced Practice Registered Nurse: Nurse Practitioner Adult–Gerontology Primary Care [APNG].

   Inactivation of the following eight concentrations: Geriatric Nurse Practitioner [GNPR]; Nursing of the Adult–Gerontology [NAGR]; Gerontological Clinical Nurse Specialist [GCNS]; Women's Health Clinical Nurse Specialist [WHCN]; Nursing of the Adult–Clinical Nurse Specialist [NACN]; Psychiatric Mental Health Nursing–Gerontology [PNGR]; Psychiatric Mental Health Nursing-Children and Adolescents [PNCA]; and Psychiatric Mental Health Nursing–Adult Clinical Nurse Specialist [PMCN].

   Effective Fall 2012
   Attachment 8

LESSER ACTION ITEMS

College of Arts and Science

Department of English

1. Revision of course requirements for the Teaching English as a Second Language [TESL] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 121.
   Effective Fall 2012

College of Communication and Information

School of Journalism and Mass Communication

2. Revision of course requirements for the Electronic Media [ELMD] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 124.
   Effective Fall 2012

LESSER ACTION ITEMS *continued*

School of Digital Sciences

3. Revision of course requirements for the Digital Sciences [DS] major within the Master of Digital Sciences [MDS] degree. Minimum total credit hours to degree completion are unchanged at 32. Effective Fall 2012

COURSE CHANGES

Course Changes Effective for Fall 2012

COMM	45006	Media Use and Effects (3)	Revise
DSCI	31510	Global Project Management and Team Dynamics (3) [writing-intensive]	Revise
JMC	12001	Elementary Photography (2)	Revise
JMC	21001	Principles of Advertising (3)	Revise
JMC	22001	Photography (3)	Revise
JMC	26000	Grammar for Journalists (1)	Revise
JMC	26001	Newswriting (3)	Revise
JMC	28001	Principles of Public Relations (3)	Revise
JMC	32004	Advanced Photography (3)	Revise
JMC	36005	Copyediting (3)	Revise
JMC	40013	Television Sports Production (3)	Revise
JMC	40020	Audio and Still Photography Production (3)	Revise
JMC	40023	Non-Traditional Journalism (3)	Revise
JMC	40027	Managing Media Diversity (3)	Revise
JMC	40030	Collaborative Online Producing (3)	Revise
JMC	40036	Non-Linear Video Editing (3)	Revise
JMC	43036	Record Promotion (3)	Revise
JMC	44045	Promotions for Electronic Media (3)	Revise
JMC	44050	Audio for Video (3)	Revise
JMC	45001	Lighting for Video Production (3)	New
JMC	45005	Historical Documentary Production (3)	New
JMC	45010	Digital Film Preproduction (3)	New
JMC	45013	Digital Film Post Production (3)	New
JMC	45020	Avid Editor Certification (3)	New
JMC	46003	Producing Television News (3)	Revise
JMC	46056	Cybermedia Production (3)	New
JMC	46057	Motion Graphics for Video Editing (3)	New
JMC	46091	New York Media Seminar (3)	New

Course Changes Effective for Fall 2012 *continued*

JMC	47004	Desktop Publishing for High School Journalism Teachers (1)	Revise
JMC	50013	Television Sports Production (3)	Revise
JMC	50020	Audio and Stull Photo Production (3)	Revise
JMC	50023	Non-Traditional Journalism (3)	Revise
JMC	50027	Managing Media Diversity (3)	Revise
JMC	50030	Collaborative Online Producing (3)	Revise
JMC	50036	Non-Linear Video Editing (3)	Revise
JMC	53036	Record Promotion (3)	Revise
JMC	54045	Promotions for Electronic Media (3)	Revise
JMC	54050	Audio for Video (3)	Revise
JMC	55001	Lighting for Video Production (3)	New
JMC	45005	Historical Documentary Production (3)	New
JMC	55010	Digital Film Preproduction (3)	New
JMC	55013	Digital Film Postproduction (3)	New
JMC	55020	Avid Editor Certification (3)	New
JMC	56003	Producing Television News (3)	Revise
JMC	56056	Cybermedia Production (3)	New
JMC	56057	Motion Graphics for Video Editing (3)	New
JMC	56091	New York Media Seminar (3)	New
JMC	57004	Desktop Publishing for High School Journalism Teachers (1)	Revise
LIS	80668	International and Comparative Librarianship (3)	New
LIS	80704	The Museum System (3)	New
MATH	11022	Trigonometry (2) to: (3) [Kent Core]	Revise
MATH	12001	Algebra and Trigonometry (4) to: (5) [Kent Core]	Reactive
MMTG	45195	Special Topics in Managerial Marketing (1-4)	New
NURS	50057	Case Management in Healthcare Agencies (2-3)	Inactive
NURS	60003	Consultation and Liaison Psychiatric Nursing (2)	Inactive
NURS	60007	Advanced Assessment Across the Lifespan (2)	New
NURS	60008	Advanced Health Assessment Across the Lifespan Laboratory (1)	New
NURS	60011	Advanced Assessment Across the Lifespan Laboratory for Advance Practice Registered Nurse (2)	New
NURS	60012	Advanced Mental Health Assessment and Psychopathology Across the Lifespan (4)	New
NURS	60013	Advanced Health and Physical Assessment Across the Lifespan Laboratory for Family Advanced Practice Registered Nurse (2)	New
NURS	60030	Health Promotions Across the Lifespan for Family Practice (1)	New
NURS	60034	Primary Care Nurse–Nurse Practitioner Mastery Practicum (2)	Inactive

Course Changes Effective for Fall 2012 *continued*

NURS	60051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan (4)	New
NURS	60053	Clinical Interventions and Physiological Health Status (5)	Inactive
NURS	60056	Adult Health Nursing Interventions and Psychosocial Health (5)	Inactive
NURS	60073	Women's Health Clinical Nurse Specialist Capstone (4)	Inactive
NURS	60110	Adult Gerontology Clinical Nurse Specialist I (3)	New
NURS	60120	Primary Care I: Adults Across the Lifespan (3)	New
NURS	60125	Advance Practice Registered Nurse Role (1)	New
NURS	60130	Adult Gerontology Acute Care Nurse Practitioner Role (1)	New
NURS	60140	Women's Health Care Nurse Practitioner I (2)	New
NURS	60151	Psychiatric Mental Health Advance Practice Nurse I: Individual Psychotherapy Across the Lifespan (3)	New
NURS	60160	Primary Care Pediatrics (3)	New
NURS	60170	Pediatric Assessment for Advanced Practice Nurses (3)	New
NURS	60210	Adult Gerontology Clinical Nurse Specialist II (3)	New
NURS	60220	Primary Care II: Chronically Ill Adults Across the Lifespan (3)	New
NURS	60230	Adult Gerontology Acute Care Nurse Practitioner I (4)	New
NURS	60240	Women's Health Care Nurse Practitioner II (2)	New
NURS	60251	Psychiatric Mental Health Advance Practice Nurse II: Family and Group Psychotherapy Across the Lifespan (3)	New
NURS	60270	Pediatric Nurse Practitioner I (3)	New
NURS	60272	Pediatric Clinical Nurse Specialist I (3)	New
NURS	60310	Adult Gerontology Clinical Nurse Specialist III (3)	New
NURS	60313	Analysis of Health Care Organization (3)	Inactive
NURS	60320	Comprehensive Primary Care IIIL Adults Across the Lifespan (3)	New
NURS	60325	Primary Care: Family Health and Chronic Illness Across the Lifespan (3)	New
NURS	60330	Adult Gerontology Acute Care Nurse Practitioner II (2)	New
NURS	60340	Women's Health Care Nurse Practitioner II (2)	New
NURS	60352	Clinical Specialization in Parent-Child Nursing (4)	Inactive
NURS	60353	Psychiatric Mental Health Advance Practice Nurse III: Organization and Community Assessment and Consultation (3)	New
NURS	60355	Primary Health Care Concepts for the Psychiatric Mental Health Advance Practice Nurse (3)	New
NURS	60370	Pediatric Nurse Practitioner II (1)	New
NURS	60372	Care of the Chronically Ill Child for Advanced Practice Nurses (3)	New
NURS	60440	Women's Health Care Nurse Practitioner IV (2)	New
NURS	60442	Psychopharmacology for Advanced Healthcare Practice (2)	Inactive
NURS	60451	Health Policy and Delivery Systems for Health Care Policy (2) to: Health Policy and Delivery Systems for Health Care Professionals	Revise

Course Changes Effective for Fall 2012 *continued*

NURS	60452	Psychiatric Mental Health Family Nurse Practitioner Role (2)	New
NURS	60470	Pediatric Nurse Practitioner III (2)	New
NURS	60472	Pediatric Clinical Nurse Specialist II (2)	New
NURS	60540	Women's Health Care Nurse Practitioner V (2)	New
NURS	60592	Nursing Education Practicum (4) to: (2-4)	Revise
NURS	61005	Nursing Informatics (3)	Inactive
NURS	61192	Adult Gerontology Clinical Nurse Specialist I Practicum in Nursing (2)	New
NURS	61292	Primary Care I Practicum: Adults Across the Lifespan (1)	New
NURS	61392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2)	New
NURS	61492	Women's Health Care Nurse Practitioner I Practicum (1)	New
NURS	61592	Psychiatric Mental Health Advance Practice Nurse I Practicum in Nursing (2)	New
NURS	61692	Primary Care Pediatrics Practicum (1)	New
NURS	61792	Pediatric Assessment for Advanced Practice Nurse Practicum (1)	New
NURS	61892	Advanced Practice Registered Nurse Role Practicum (1)	New
NURS	62192	Adult Gerontology Clinical Nurse Specialist II Practicum in Nursing (2)	New
NURS	62292	Primary Care II Practicum: Chronically Ill Adults Across the Lifespan (1)	New
NURS	62392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2-4)	New
NURS	62492	Women's Health Care Nurse Practitioner II Practicum (1)	New
NURS	62592	Psychiatric Mental Health Advance Practice Nurse II Practicum in Nursing (1)	New
NURS	62792	Pediatric Nurse Practitioner I Practicum (1)	New
NURS	62992	Pediatric Clinical Nurse Specialist I Practicum (2)	New
NURS	63192	Adult Gerontology Clinical Nurse Specialist III Practicum in Nursing (1)	New
NURS	63292	Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum (2)	New
NURS	63392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (2-4)	New
NURS	63492	Women's Health Care Nurse Practitioner III Practicum (1)	New
NURS	63592	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing (1)	New
NURS	63692	Comprehensive Primary Care III Practicum Adults Across the Lifespan (2)	New
NURS	63792	Pediatric Nurse Practitioner II Practicum (1)	New
NURS	63992	Care of the Chronically Ill Child for Advanced Practice Nurse Practicum (1)	New
NURS	64592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum (2)	New
NURS	64792	Pediatric Nurse Practitioner III Practicum (2)	New
NURS	64892	Women's Health Care Nurse Practitioner IV Practicum (1)	New
NURS	64992	Pediatric Clinical Nurse Specialist II Practicum (2)	New
NURS	65892	Women's Health Care Nurse Practitioner V Practicum (2)	New
THEA	40091	Variable Topics Seminar: Devising Theatre (3)	New

Course Changes Effective for Fall 2012 *continued*

THEA	41010	Theatre and Social Change (3)	New
THEA	50091	Variable Topics Seminar: Devising Theatre (3)	New
THEA	51010	Theatre and Social Change (3)	New
THEA	61199	Thesis I (2-6)	Inactive
THEA	61299	Thesis II (2)	Inactive
US	10177	Experiential Learning Plus-1 Credit (1) [experiential learning]	New
US	20277	Experiential Learning Plus-1 Credit (1) [experiential learning]	New
US	30377	Experiential Learning Plus-1 Credit (1) [experiential learning]	New
US	40477	Experiential Learning Plus-1 Credit (1) [experiential learning]	New
VCD	28000	Photography (3)	Revise
VCD	33001	Graphic Design II (3)	Revise
VCD	40095	Special Topics: Graphic Design/Illustration (3)	Revise
VCD	40096	Individual Investigation in Graphic Design and Illustration (1-8)	Revise
VCD	43006	Environmental Graphic Design (3)	Revise
VCD	46000	Web Design and Programming I (3)	Revise
VCD	50000	Basic Computer Graphic Design/Illustration (2)	Revise
VCD	50095	Special Topics Graphic Design/Illustration (3)	Revise

Course Changes Effective for Spring 2013

CI	67350	College/Adult Reading Instruction (3)	Inactive
CI	77350	College/Adult Reading Instruction (3)	Inactive
ENG	21011	College Writing II (3) [Kent Core]	Revise
ENTR	47065	New Venture Creation (3)	Revise
HTMT	13602	Introduction to Lasers (3)	Inactive
HTMT	23606	Power Radio Frequency (3)	Inactive

Corrections to the 23 January 2012 Agenda

IAKM 60306 Organizational Culture Assessment (3) ..... New
(listed twice; the second one should have been IAKM 80306)

IAKM 60307 Organizational Learning (3) ..... New
(listed twice; the second one should have been IAKM 80307)

JMC 33092 Radio-TV Operations (3) [experiential learning] ..... Revise
(missing ELR designation)

RIS 44047 Computed Tomography Procedures I (1) ..... New
(reported as RIS 44019)

RIS 44048 Computed Tomography Procedures II (1) ..... New
(reported as RIS 44039)

Agenda prepared by the Office of Curriculum Services

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
Monday, 23 January 2012

EPC Undergraduate Council Agenda
EPC Graduate Council Agenda

EPC UNDERGRADUATE COUNCIL

Ex-officio Members present: Faculty Senate Chair Paul A. Farrell; Deans James K. Bracken, John R. Crawford, Timothy S. Moerland, Douglas L. Steidl, Wanda E. Thomas, Stanley T. Wearden; Assistant Dean Elizabeth Sinclair-Colando; Associate Deans Joanne Arhar, Thomas W. Brewer; Director Robert A. Walker.

Ex-officio Members not present: Provost and Senior Vice President for Academic Affairs Robert G. Frank; Deans Laura Cox Dzurec, John (Jack) Graham, Donald R. Williams

Faculty Senate-Appointed Representatives present: Robin L. Lashley, William C. Ward III, Linda L. Williams

Faculty Senate-Appointed Representative not present: Tracy A. Laux, Erica B. Lilly

Council Representatives present: Paul J. Albanese; Gregory M. Blase, Jessie Carduner, Pamela K. Evans, Diana L. Fleming, John A. Marino, Jonathan B. VanGeest.

Council Representatives not present: Richard Mangrum, Davison M. Mupinga, Robin S. Vande Zande

Observers Present not present: Brittnie Jermon

Consultants and Guests present: Victoria A. Bocchicchio, Stephane E. Booth, Kathleen Browne, Linnea A. Carlson, Natalie Caine-Bish, Associate Dean Mary Ann Haley, Jennifer Larson, Jen Noble, Jennifer Sandoval, Denise A. Seachrist, Andrew Shahriari, Therese Tillett, Robert W. Trogdon, Stephen M. Zapytowski

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Associate Provost Stephane E. Booth called to order the EPC Undergraduate Council at 3:20 p.m., on Monday, 23 January 2012, in room 310AB of the Kent Student Center.

Action Item 1: Approval of minutes from 14 November 2011.

Associate Provost Booth called for approval of the minutes. The item passed unanimously.

Action Item 2: Establishment of temporary Kent Core Mathematics and Critical Reasoning designation—for spring 2012 semester only—to MATH 20095 Special Topics: Precalculus.

University Requirements Curriculum Committee Co-Chair Natalie L. Caine-Bish explained that this particular item came from the provost office. MATH 20095 would only be designated a Kent Core for the spring 2012 semester.

Associate Professor Linda L. Williams question the motivation to designate this course as a Kent Core when MATH 11010 and 11022 already exist. Assistant Dean Mary Ann Haley explained that the state of Ohio is requiring this course to be added to the transfer module.

Hearing no further questions or comments, Dean Wanda Thomas moved for approval of the item, which was seconded by Assistant Professor Gregory M. Blase and passed unanimously.

Action Item 3: Inactivation of the following Kent Core-designated course: HONR 13197 Colloquium: History of Civilization I; HONR 13297 Colloquium: U.S. History II; HONR 15297 Colloquium: American Politics; HONR 15397 Colloquium: World Politics; HONR 15497 Colloquium: Comparative Politics; HONR 21197 Colloquium: Principles of Microeconomics; and HONR 21297 Colloquium: Principles of Macroeconomics.

URCC Co-Chair Caine-Bish explained that most of these HONR Kent Core courses were created and never taught and some are redundant. To avoid any future confusion the URCC has approved the inactivation of the HONR Kent Core courses.

Dean Douglas L. Steidl made a motion to move the item for approval, which was seconded by Associate Dean Joanne M. Arhar and passed unanimously.

Action Item 4: Establishment of Global Diversity Designation to PH 10002 Introduction to Global Health, and Domestic Diversity designation to PH 44000 Health Disparities.

URCC Co-Chair Caine-Bish explained that both PH 10002 and PHJ 44000 went through a revision to meet all the requirements and were approved by the URCC based on their worksheet.

Associate Dean Joanne M. Arhar moved the item for approval, which was seconded by Assistant Professor Gregory M. Blase and passed unanimously.

Action Item 5: Inactivation of Global Diversity-designated ARCH 45610 Reconstructing Architecture.

URCC Co-Chair Caine-Bish explained that the URCC approved the inactivation of ARCH 45610 because it has not been taught in a number of years.

Associate Dean Joanne M. Arhar moved the item for approval, which was seconded by Associate Professor Pamela K. Evans and passed unanimously.

Action Item 6: Establishment of Writing-Intensive designation to CS 48102 Game Development Practicum, CS 49901 Capstone Project, INS 39001 Insurance Operations, JMC 31002 Advertising Coypywriting.

URCC Co-Chair Caine-Bish explained that the URCC approved the Writing-Intensive designation for tge following courses based on the requirements: CS 48102; CS 49901; INS 39001; and JMC 31002.

Associate Professor Williams stated that the answers to the questions for both CS 48102 Game Development and CS 49901 Capstone Project were very similar. She questioned whether all Computer Science students would have to take the capstone project.

URCC Co-Chair Caine-Bish added that both of the CS courses had to be tabled at the last URCC meeting and are currently going through a revision. In order for these courses to be approved for fall 2012 they had to appear on this EPC agenda, therefore the documents that are attached are not latest version.

Associate Dean Haley responded to Associate Professor Williams's question whether each student in the Computer Science program is required to take the capstone project. She explained that the Bachelor of Science in Computer Science is undergoing revisions to add two new concentrations: Game Programming and Information Security. The Game Development Practicum will be for the Game Programming concentration, it is specific to the concentration.

The Capstone Project will be added to the major. Currently in the Bachelor of Science in Computer Science student take CS 33006 Social and Ethical Issues in Computing as their WIC, this course will no longer be required in in the Bachelor of Science but it will be added to the new Bachelor of Arts in Computer Science.

Associate Professor Williams questions the amount of writing in the JMC 31002 Advertising Copywriting course. Assistant Professor Blase reassured that the course will have substantial writing, the course will include the following: long writing for brochures; two page ads that will need lengthy explanations; and the students will also have weekly writing assignments.

A member of the council made a motion to move for approval, seconded by Assistant Professor Blase and passed unanimously.

Action Item 7: Establishment of Experiential Learning designation to courses listed in attachment (also listed alphabetically in the ―course changes‖ section at the back of this agenda). Establishment of following policy for considering courses for the Experiential Learning Requirement: All undergraduate courses with numbers xxx92, xxx98 and xxx99, and all courses with "student teaching" in the course title shall be designated as Experiential Learning..

URCC Co-Chair Caine-Bish explained that the list of Experiential Learning courses includes those submitted for ELR status as well as all undergraduate courses that end in 92, 98 and 99. As the URCC reviewed these request some similarities between the courses appeared, those courses ending in 92, 98 and 99 are either some sort of internship, practicum and/or research. These courses fall within the guidelines for Experiential Learning.

Associate Professor Robin L. Lashley moved the approval of the item, seconded by Assistant Dean Elizabeth Sinclair-Colando.

URCC Co-Chair Caine-Bish added that throughout the URCC discussion on Experiential Learning they did not take into account courses that end in 92, 98 and 99 that are exclusively for Associate degree programs. Director of Curriculum Services Therese E. Tillett let the council know that courses in Viticulture, Early Education, Horticulture, Veterinary Technology and others Associate degree programs have 92, 98 and 99 courses.

Co-Chair Caine-Bish added these courses are practicum, internship and/or projects. Director Tillett proposed the question if a student were to take one of these courses exclusively for an Associate Degree program and then matriculate into a baccalaureate program, would that student be satisfying the ELR. Associate Professor Williams answered in the spirit of the ELR, "I would say yes."

Associate Provost Booth stated if this policy goes through, all undergraduate courses ending in 92, 98 and 99 will apply.

Associate Professor Evans moved the approval of the item, seconded by Faculty Senate Chair Paul A. Farrell and passed unanimously.

Action Item 8: Establishment of an Accessories [ACES] minor. Minimum total credit hours to program completion are 21.

Action Item 9: Establishment of a Textiles [TEXT] minor. Minimum total credit hours to program completion are 21.

Dean John R. Crawford asked that Action Item 8 through 9 be considered together. Currently in the School of Art there is a Craft minor, these proposals are an attempt to establish two new minors that will be specific to Accessories and Textiles. These topics were components of the Craft minor.

Associate Professor Williams asked for clarification whether the Craft minor would be splitting into two new minors. Professor Kathleen Browne from the School of Art clarified that the Craft minor will be staying as it is now, but the two news minors will be for students that have a specific interest in either Accessories or Textiles.

Dean Steidl moved the approval of the items 8 and 9, seconded by Associate Professor Paul J. Albanese and passed unanimously.

Action Item 10: Establishment of a World Music [WMUS] minor. Minimum total credit hours to program completion are 24.

Dean Crawford explained that the establishment of a World Music minor can be declared by any undergraduate students. This minor will offer concentrated study in both tradition and popular world music including style, performance and culture.

Dean Crawford made a motion to move for approval, seconded by Dean Stanley T. Wearden and passed unanimously.

Action Item 11: Establishment of four concentrations—Production [PROD], Performance [PRFO], Theatre Management [THMA] and Theatre and Society [THSO]—in the Theatre Studies [THEA] major within the Bachelor of Arts [BA] degree. Included in the proposal (and a lesser action item) is revision to the course requirements. Minimum total credit hours to the program completion decrease, from 129 to 121.

Dean Crawford presented the establishment of the following four new concentrations in the Theatre Studies major: Production; Performance; Theatre Management; and Theatre and Society. The creation of these four concentrations brings more focus to the Bachelor of Arts degree in Theatre Studies. Based on student interested and student demand, the School of Art does not have an arts management program at the undergraduate level so student interested in theatre management can declare the concentration.

Associate Professor Williams asked for quick clarification on what the Theatre and Society concentration will focus on. Dean Crawford presented Professor Stephen M. Zapytowski to clarify. Professor Zapytowski explained that there have been a lot of theatre movements that are associated with social movements and minority groups, examples are the Chicano movement and the United Farm Workers, or the Asian American Theatre movement, the concentration is intended to look at those and examine the impact of movements like that on society.

Dean Crawford moved the item for approval, seconded by Associate Dean Arhar and passed unanimously.

Action Item 12: Establishment of a Costume Design and Technology [CDT] minor. Minimum total credit hours to program completion are 20.

Action Item 13: Establishment of a Lighting Design and Technology [LDT] minor. Minimum total credit hours to program completion are 20.

Action Item 14: Establishment of a Scene Design [SDSN] minor. Minimum total credit hours to program completion are 20.

Action Item 15: Establishment of a Scenic Technology [STEC] minor. Minimum total credit hours to program completion are 20.

Action Item 16: Establishment of a Theatre Management [THMG] minor. Minimum total credit hours to program completion are 20.

Action Item 17: Establishment of a Theatre Sound [THSN] minor. Minimum total credit hours to program completion are 20.

Dean Crawford asked that Action Items 12 through 17 be considered together. These items are also interrelated, items 13, 15 and 17 are the establishment of the following three new minors: Lighting Design and Technology; Scenic Technology; and Theatre Sound. These new minors will be replacing certain certificates that the School of Theatre and Dance is inactivating.

Items 12, 14 and 16 do not currently exist but are being created to parallel the revisions being made to the Bachelor of Arts in Theatre Studies. These new minors are Costume Design and Technology, Scene Design and Theatre Management. The creation of these three new minors was advised by the School of Theatre and Dance accrediting association. These new minor will also give the students more options in the Bachelor of Arts and will assist those that are seeking more focus.

Dean Crawford moved the items 12 through 17 to approval, seconded by Dean Steidl and passed unanimously.

Action Item 18: Revision of name of the General Studies [GSTU] major within the Bachelor of General Studies [BGS] degree. Name changes to Integrative Studies [IGST] major within Bachelor of Integrative Studies [BIS] degree. Two concentrations are established: Integrative Studies–General [ISG] and Integrative Studies–Three Minors [ISM]. In addition, policies for minimum credit hours are established. Minimum total credit hours to program completion are unchanged at 121.

Dean Timothy S. Moerland explained that item 18 is a revision of the General Studies major name within the Bachelor of General Studies degree, this was something that was recommended at the most recent review. Both the major name and degree name will be changing to Integrative Studies major within the Bachelor of Integrative Studies degree. Along with the name change there will be two new concentrations: Integrative Studies-General and Integrative Studies-Three Minors. The proposal also establishes policies to complete the degree. Among the changes is a change in the credit hour structure, currently the policy states that 30 credit hours must be designated after declaring the degree, this will revise the policy to still have 30 hours but 15 hours prior can be counted towards the 30 and then 15 hours after designation of this major.

Associate Professor Williams asked if the College of Arts and Science is sure that Columbus knows this is just a name change and not a new degree. She explains that there is always a worry whether Columbus will see this as a new degree instead of a degree name change. Associate Dean Haley responded that the documents sent to Columbus are for a degree name change not a new degree.

Associate Professor Williams commented on the 30 credit hour policy change, explaining that one of the reasons for the 30 hours was so that the student would have to be a junior to start the program. Dean Moerland explained one of the reasons for the policy change was to make it easier for students to find the major. Since the General Studies program is designed to be a flexibly completer degree, students will be able to declare the major earlier in their course career therefore saving the students time and money.

Dean Moerland moved for approval, seconded by Dean Crawford and passed unanimously.

Action Item 19: Revision of the name and course requirements and establishment of two concentrations in the Conservation [CONS] major within the Bachelor of Science [BS] degree. Major name changes to Environmental and Conservation Biology [ECB]. The new concentrations are Conservation Biology [CBIO] and Environmental Policy and Management [EPM]. Minimum total hours to program completion are unchanged at 121.

Dean Moerland presented item 19 as revising the name of the major and establishing two new concentrations. Conservation name will change to Environmental and Conservation Biology; the two new concentrations will be Conservation Biology and Environmental Policy and Management.

Dean Moerland made a motion to approve item 19, seconded by Assistant Professor Blase and passed unanimously.

Action Item 20: Establishment of a Computer Science [CS] major within a Bachelor of Arts [BA] degree. This establishment will complement the existing major within the Bachelor of Science [BS] degree, which is revised, including adding two optional concentrations: Game Programming [GMPR] and Information Security [INSE]. Minimum total hours to program completion are 121 for the BA degree, and are unchanged at 121 for the BS degree.

Dean Moerland presented the establishment of the Bachelor of Arts degree in Computer Science. Revisions to the Bachelor of Science include creating two new concentrations that were discussed earlier at this meeting, Game Programming and Information Security.

Associate Professor Williams questioned the creation of a Bachelor of Arts degree for Computer Science; she recalls years ago she was told a Bachelor of Arts in Computer Science would be a useless degree. Faculty Senate Chair Farrell explained that the Bachelor of Arts degree is becoming more popular for students because the student would not have to do as much mathematics in the Bachelor of Arts as they would in a Bachelor of Science degree. Dean Moerland explained that a Bachelor of Arts degree is increasingly sought after more than the Bachelor of Science.

Dean Moerland made a motion to approve item 20, seconded by Assistant Professor Blase and passed unanimously.

Action Item 21: Revision of name of the French [FR] major—to French Literature, Culture and Translation [FLCT] —within Bachelor of Arts [BA] degree. Included in the proposal (lesser action item) is revision of course requirements. Minimum total hours to program completion are unchanged at 121.

Action Item 22: Revision of name of the German [GER] major—to German Literature, Culture and Translation [GLCT]—within Bachelor of Arts [BA] degree. Included in the proposal (lesser action item) is revision of course requirements. Minimum total hours to program completion are unchanged at 121.

Action Item 23: Revision of name of the Russian [RUSS] major—to Russian Literature, Culture and Translation [RLCT]—within Bachelor of Arts [BA] degree. Included in the proposal (lesser action item) is revision of course requirements. Minimum total hours to program completion are unchanged at 121.

Action Item 24: Revision of name of the Spanish [SPAN] major—to Spanish Literature, Culture and Translation [SLCT]—within Bachelor of Arts [BA] degree. Included in the proposal (lesser action item) is revision of course requirements. Minimum total hours to program completion are unchanged at 121.

Dean Moerland proposed that Action Items 21 through 24 be presented together since they are relatively similar. Action item 21 through 24 includes revisions to the name of the language majors, the new title of the majors will be the following: French Literature, Culture and Translation; German Literature, Culture and Translation; Russian Literature, Culture and Translation; Spanish Literature, Culture and Translation.

Associate Professor Williams questioned the name change of the majors to Literature, Culture and Translation and suggested Language, Culture and Translation may be less confusing to students that wish to major in just a language.

Dean Moerland explained that the name change was subject to quite of bit discussions and voting. The underwriting motivation behind the name change is that language study is more than an acquisition of language skills per say. With this name change the program will reflect international awareness and diversity. The components in the program will now be reflected in the title. Dean Moerland turned the question over to Chairperson of Modern and Classical Language Studies Jennifer Larson.

Chairperson Larson explains that the revision to these language programs represents a merger of the Bachelor of Arts in the languages and the Bachelor of Science in the language translation programs. The department of Modern and Classical Language Studies decided to import parts of the translation curriculum into the Bachelor of Arts degree. Chairperson Larson pointed out in this agenda; the Bachelor of Science in translation is proposed to be suspended. Most students that come into a language program already have the basic skills of the language, these student are now seeking additional content in the degree which the name change now represents.

Dean Moerland made a motion to approve items 21 through 24 together, seconded by Associate Professor John A. Marino and passed unanimously.

Action Items 25: Establishment of an Event Planning [EVPL] minor. Minimum total credit hours to program completion are 22.

Associate Dean Joanne Arhar explained that the Event Planning minor is an interdisciplinary minor with courses coming from Hospitality Management, Sport Administration and Recreation Park and Tourism Management. Dean Wearden commented that he believes this minor is a great idea but he recommends taking a look at some of the Public Relations courses from the College of Communication and Information. Assistant Dean Sinclair-Colando questioned the waiving of MKTG 25010 Principles of Marketing as the prerequisite for SPAD 45022 Event Planning and Production. Associate Professor Albanese agreed with Assistant Dean Sinclair-Colando regarding the proposed waiving of MKTG 25010.

By request item 25 will be withdrawn from this agenda, Associate Dean Arhar will take the concerns expressed by the council members to the School of Foundation, Leadership and Administration faculty for answers.

Action Item 26: Establishment of three concentrations—Mild/Moderate Language Arts and Reading [MMLR], Mild/Moderate Mathematics and Reading [MMMR] and Mild/Moderate Social Studies and Reading [MMSR]—in the Special Education [SPED] major within the Bachelor of Science in Education [BSE] degree. Included in the proposal (and a lesser action item) is the inactivation of the Mild/Moderate Education Needs [MLDM] concentration. Minimum total credit hours to program completion change, from 123-127 to 123-134, depending on concentration. Effective Fall 2012

Associate Dean Arhar presented three new concentrations in the Special Education major within the Bachelor of Science in Education. A faculty member from the School of Lifespan Development and Educational Sciences explained that these revisions are part of a response to no child left behind. The revisions include requirements that will assist the students in passing the state examine.

Associate Dean made a motion to move item 26, seconded by Associate Professor Williams and passed unanimously.

Action Item 27: Establishment of two concentrations—Allied Health [AHLT] and Prevention and Preparedness [PRPR]—in the Public Health [PH] major within the Bachelor of Science in Public Health [BSPH] degree. Included in the proposal (and lesser action items) are revision of the course requirements in the major and name of the Health Care Administration [HCA] concentration—to Health Services Administration [HSVA]. Total credit hours to program completion are unchanged at 121.

Associate Dean Thomas W. Brewer explains the name change from Health Care Administration to Health Services Administration to better reflect the content of the program. The College of Public Health had been informed that the undergraduate program would be accredited under the same criteria as the Master's programs. These revisions are being made to satisfy the accrediting requirements. The revisions include establishing new Public Health courses and two new concentrations, Allied Health and Prevention and Preparedness. The creation of the Allied Health concentration stems from several conversations that the College of Public Health had with two year public schools. The concentration will give the students college credit for their professional licensure. The Prevention and Preparedness concentration classes will be offered on the Trumbull Campus.

Director Tillett asked for clarification whether the Prevention and Preparedness concentration would be offered exclusively at the Trumbull Campus. Associate Dean Brewer explained that the core classes will be offered at the Kent State campus but the concentration course will be offered only at Trumbull. Director Tillett asked for verification that in the fall 2012 catalog and for perspective students, the College of Public Health should advertise and classify the Prevention and Preparedness concentration as a Trumbull program. Associate Dean Brewer confirmed with Director Tillett.

Associate Dean Brewer made a motion to move item 27 for approval, seconded by Dean Crawford and passed unanimously.

Action Item 28: Establishment of a Public Health [PH] minor. Minimum total credit hours to program completion are 21.

Associate Dean Brewer explains that the College of Public Health has seen great interest in the Public Health certificate especially from Nursing students. Therefore there is a high demand for a Public Health minor.

Associate Professor Williams questioned whether the establishment of a Public Health minor has anything to do with the College of Public Health's accreditation.

Associate Dean Brewer explains that the College of Public Health did receive guidelines from their accrediting body. He believes that the minor will have the 5 core requirements that the accreditation is asking for.

Associate Dean Brewer moved for approval, seconded by Assistant Professor Blase and passed unanimously.

Action Item 29: Establishment of an Insurance Studies [INS] major within the Bachelor of Science [BS] degree, to be offered on the Salem Campus. Minimum total credit hours to program completion are 121.

Dean Thomas explained that the Insurance Studies major will first be offered as a face-to-face program on the Salem Campus and then evolve to an online program.

Assistant Dean Sinclair-Colando asked whether the Salem Campus will be relying on the Kent Campus to offer additional sections of the Business and Professional Writing course and the Dynamics of Leadership, explaining that the demand for those courses are already extremely high on the Kent Campus. Dean Thomas reassured Assistant Dean Sinclair-Colando that the courses offered in this program will be offered on the Salem Campus. Students will be able take their entire coursework on the Salem Campus and not have to rely on the Kent Campus.

Associate Professor Marino added that the Salem and Trumbull Campuses will have several sections of these courses therefore both campuses can easily meet the demand.

Dean Thomas moved the approval of item 29, seconded by Associate Professor William C Ward III and passed unanimously.

Action Item 30: Establishment of optional concentration Athletic Trainers Transition [ATT] in the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree, to be offered on the Ashtabula Campus only [the degree program is also offered on the East Liverpool Campus]. Included in the proposal (and a lesser action item) is revision of course requirements. Minimum total credit hours to program completion are unchanged at 71.

Dean Thomas moves the approval of revising the Physical Therapist Assistant major to add a concentration that will only be offered on the Ashtabula Campus. The new concentration will be Athletic Trainers Transition. Currently students in athletic training that have Bachelor degree are also interested in getting a physical assistant degree; this makes the student far more marketable.

For students that have a bachelors and a master's degree, the Regional College has to substitute requirements that are in the Associate degree that relates to college composition and some other courses of that nature. This new concentration will acknowledge the students' prior work and minimize the paperwork the Regional College has to do.

Hearing no questions or concerns, Associate Professor Marino seconded the motion and the item passed unanimously.

Action Item 31: Establishment of four additional concentrations in the Technical and Applied Studies [TAS] major within the Bachelor of Technical and Applied Studies [BTAS], offered on the seven regional campuses. The new concentrations are Applied Business [APBU], Fire and Emergency Services Administration [FESA], Industrial Security [IDSE] and Non-Profit Human Services [NPHS]. Included in the proposal (and a lesser action item) is revision to course requirements. Minimum total credit hours to program completion are unchanged at 121.

Dean Thomas moved the approval for the establishment of four new concentrations to the Bachelor of Technical and Applied Studies. Explaining that the Bachelor of Technical and Applied Studies was designed to be a completer degree, these new concentrations are for students that have an Associate degree in an applied program but have no direct pathway to a Bachelor degree. These new concentrations will give students that pathway to continue onto a Bachelor degree.

Associate Professor Ward seconded item 31 and the item passed unanimously.

Information Item 6: Letter of intent to establish a Sustainable Landscape Site Design major within the Bachelor of Science [BS] degree, to be offered on the Salem Campus.

Dean Steidl asked that someone from the College of Arts and Sciences explain Information Item 6.

Dean Thomas explained that this letter is coming from the Horticulture area from the Salem Campus, the major will focus more on landscaping then architecture. Associate Dean Haley explained this program is coming from the Biology Department in the College of Arts and Sciences, their plan is to expand what has been a very successful program in Horticulture Technology on the Salem Campus. On the Salem Campus there is a 30 member business related group that has asked Horticulture to move forward with issues related to sustainability in landscape, planning and the all Horticulture aspects. This letter is just to send to Columbus for approval to talk about the establishment of this major.

Dean Steidl expressed his concerns with putting the words landscape and design on a major. By doing this, the major would be close to landscape architecture. The College of Architecture and Environmental Design is also looking at creating a Landscape Architecture degree that would be accredited.

Dean Thomas suggested that Horticulture and Architecture have discussions regarding the title and content of the major. Dean Moerland agreed with Dean Thomas that they need to work with the College of Architecture and Environmental Design on the title and content.

[NOTE: After the EPC meeting ended, a request was made and granted to withdraw Information Item 6 until discussions took place between the college deans from Regional, Arts and Sciences and Architecture and Environmental Design.}

Associate Provost Booth asked the council for any questions or concern regarding the Lesser Action Items on the agenda.

Associate Professor Williams asked who reviews the Lesser Actions, explaining that most of these items are revisions; she expressed concern that the revisions are not being reviewed. Associate Provost Booth explained to Associate Professor Williams that the Office of Curriculum Services reviews each proposal that is put on the agenda.

Director Tillett explained that in the past Curriculum Services would put the details in the agenda, but some members complained about the length of the agenda. She added all the proposals are available through document imaging.

Associate Dean Haley explained that in the College of Arts and Science there are several revisions that are grouped by departments. For example, the Geology department has created a brand new introductory seminar for their majors; each major in Geology has been revised to include this new course. In the case of Mathematical Sciences they are responding to a revision in course work in Computer Sciences. The Mathematical Sciences department had to revise their computer science course to match the changes in the Computer Sciences program.

Associate Provost Booth pointed out an error on the agenda, Lesser Action Item 53 should just say on the Kent Campus not include the Stark Campus.

Hearing no more requests for discussion or elevation of either the information or lesser action items, Assistant Professor Blase moved to adjourn the EPC Undergraduate Council meeting at 4:16 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 Nancy E. Barbour, Gail E. Bromley, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Barbara F. Schloman, Frederick W. Schroath, John R. Stalvey

Ex-officio Members not present: Dean Sonia J. Alemagno; Associate Dean Isaac Richmond Nettey

Faculty Senate-Appointed Representatives present: Richard Feinberg, Thomas Janson, Michael Mikusa, Jonathan V. Selinger

Faculty Senate-Appointed Representatives not present: James A. Tyner

Council Representatives present: Yuko Kurahashi, Eric M. Mintz, R. Scott Olds, Angela L. Ridgel

Council Representatives not present: Donald A. Coates, Cynthia G. Roller, Adil M. Sharag-Eldin, Timothy D. Smith

Observers present:

Observers not present: Lindsay L. Ayers

Consultants and Guests present: Timothy J. Chandler, Lisa N.H. Delaney, Julie A. Gabella, Cathy Hackney

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Senior Associate Provost Timothy J. Chandler called the meeting to order at 3:22 p.m., Monday, 23 January 2012, in room 310C of the Kent Student Center.

Action Item 1: Approval of the minutes of 14 November 2011

Senior Associate Provost Chandler called for approval of the minutes, which was seconded by Associate Professor Michael Mikusa. With no corrections or changes the item passed unanimously.

Action Item 2: Endorsement of the acquisition of the Ohio College of Podiatric Medicine.

Senior Associate Provost Chandler explained that this is an interesting item, and in some ways it is being done backwards. He said that as part of internal procedures consideration needs to be given to the acquisition-this is an acquisition not a merger. This item has been discussed at Faculty Senate and extensively with the Faculty Senate Executive Committee. He added that there are ongoing meetings between both Kent State University and the Ohio College of Podiatric Medicine and he believed that there was real benefit to both groups. He explained that the issue at the moment is accreditation, the Higher Learning Commission and the Ohio Board of Regents. The Ohio College of Podiatric Medicine is currently accredited, approved by the Ohio Board of Regents and recognized voluntarily by the Higher Learning Commission (meaning they do not have to be a member of the Higher Learning Commission however, did so voluntarily); really this is a legal bringing together, he said. Senior Associate Provost Chandler added that the Ohio College of Podiatric Medicine is private which does make for some complications because the Ohio Board of Regents is a little concerned about that. He said that it has been done previously though by the University of Toledo and the Medical College of Ohio.

He explained that what he is looking for is an endorsement of the efforts that have already been made. He added that Dean Mary Ann Stephens has been involved in looking at their curriculum and found that there is really not opportunity for encroachment. Dean Stephens added that she has worked with some chairs and while some of the titles may look the same as some of Kent State's courses, when you look at the syllabi they do not look the same. Kent State's is more basic science, while theirs is related to physiology and there is really no overlap with what is offered here. She said that many course descriptions say "for practitioner of podiatric medicine" afterward.

Associate Dean LuEtt J. Hanson asked what the interface with administrators would be and how the acquisition affects RCM (Responsibility Centered Management).Senior Associate Provost Chandler replied that the College of Podiatric Medicine would continue to charge their own fees, so in a way they are their own RCM unit. He added that they will be a college of Kent State just like Public Health, The Arts or any other; they will ultimately be “Bannerized” and admitted through Kent State University Admissions. He explained that this, in a way, is our medical school; that is how it is being approached. He said that in about two years we will cut over all their systems; financial aid, admission and curriculum will be the most difficult; this is another ERP (Enterprise Resource Planning project) for about 400 students. Senior Associate Provost Chandler said he thought this is a good match and having just been voted “czar” of this project, there is a lot of work to get done on this. He explained that their students cannot practice without proper accreditation and without a residency done at an approved site, so we have to be very careful in transition.

Associate Dean Frederick W. Schroath asked what made this transaction an acquisition versus a merger. Senior Associate Provost said that Kent State will end up owning their buildings; it is not a merger of equals and according to the Higher Learning Commission and Ohio Board of Regents we have to use the legal term “acquisition”. He added that the legal documents are still being worked on, the value of the physical plant and endowments must be considered and on or around 30 June 2012 there will be an agreement on the value.

Associate Dean Barbara F. Scholman added that University Libraries is looking at a library merger, we want to bring them into OhioLink; we are looking at their resources that might be duplicated with OhioLink.

Dean Stephens explained that the Ohio College of Podiatric Medicine currently has a president and vice president, and those positions will not continue. They will have a dean just like the other nine colleges we have now.

Associate Dean Gail E. Bromley asked if they have a Board of Trustees and what will happen to that body. Senior Associate Provost Chandler responded that their Board will become a college advisory board.

Associate Professor Eric M. Mintz asked if there is an expectation about them being integrated into existing graduate programs that are relevant. Dean Stephens replied that she has not been to their site, but those that have say that the laboratories on site are really quite excellent and they don’t use the labs or the classrooms after 3 p.m. or 4 p.m. She added that they are very open to sharing lab space. Senior Associate Provost Chandler added that the College of Public Health has already had conversations with them about a joint Doctor of Podiatric Medicine/Master of Public Health. He said that they are very open to that and see it as very beneficial to their students. Dean Stephens asked Associate Professor Mintz if he was thinking of basic science. He replied that he was thinking of behavioral medicine.

Professor Thomas Janson said that the faculty at the Ohio College of Podiatric Medicine currently is equivalent to non-tenure track faculty, by joining Kent State we open the door for them. He added that most of the faculty there have their own practices but this opens up a cadre of research opportunities for them. He said that another idea is that we can use that campus because we are so strapped for space here. Professor Janson said that the president and vice president both started the college, it has been their whole career so they do not want to see it go downhill. They view Kent State University as top notch and there is a very tight bond now that they have decided on Kent State.

Professor Richard Feinberg said that he and his colleagues in Bioanthropology are very excited about this move. He added that the department has a number of students there now and their facilities are facilities our graduate students might be able to make use of since our relationship with NEOMED (Northeast Ohio Medical University, a.k.a. NEOUCOM or Northeast Ohio College of Medicine) has become tenuous.

Senior Associate Provost Chandler explained one of the first things that will be done is to link their catalog to our *University Catalog*. Associate Professor Mikusa asked Senior Associate Provost Chandler what result he was looking for from this item. He responded that the Office of the Provost was seeking an endorsement of this acquisition.

Professor Feinberg moved for approval of the endorsement, seconded by Associate Professor Mikusa. The item passed unanimously. Senior Associate Provost Chandler notified the members that there will be trips up to the Ohio College of Podiatric Medicine and to let him know if anyone would like to go.

Action Item 3: Inactivation of the Musicology—Ethnomusicology [MUET] major within the Doctor of Philosophy [PHD] degree. Admission was suspended in fall 2010.

Associate Dean Ralph Lorenz explained that this is one of three Ph.D. programs in the School of Music. It has been determined that the resources are not where they need to be. He explained suspension was approved by this body and now the next step is being taken. He added that the normal review of that program has taken place and they agree there is not the quantity of faculty required; and if we could hire faculty there would be higher priorities than this program. Professor Janson added that it is a sorry day for the school but it has been existing like this for 30 years. He said that he started at Kent State in 1980 and there are the same number of faculty now that there were then; we just can't solve the problem and you cannot run a doctoral program with 1 faculty member.

Professor Feinberg asked what would happen to the number of students in the pipeline. Professor Janson responded that there are 8 students in dissertation and it is expected that they all will finish. Professor Feinberg said that it's a real shame that this program is being allowed to lapse; there were some world-class scholars in the program: Halim El-Dabh and Terry Miller. He added that there just aren't that many Ethnomusicology programs in the country and I am sad that this has slipped through our grasp. Professor Janson said that the master's degree is going like mad, there are about 15, and a new minor is being developed based on the popularity of Music as a World Phenomenon. He added that there is more bang for the buck with the master's and undergraduate level. Senior Associate Provost Chandler said that as financial pressure continues to grow this may be seen a bit more. Dean Stephens said she thinks this is a responsible decision. Associate Dean Lorenz moved for approval of the item, which was seconded by Associate Professor Mikusa. The item passed unanimously.

Action Item 4: Inactivation of the Theatre Studies [THEA] major within the Master of Arts [MA] degree. Admission was suspended in fall 2011. The major within the Master of Fine Arts [MFA] degree is and will continue to be offered.

Associate Dean Lorenz said that this is a similar situation to the previous item. He said the School of Theatre and Dance are planning on strengthening the MFA, which is going really well, while enrollment in the MA is low. He said this is a redirect to the MFA. Assistant Professor Angela L. Ridgel asked what the difference is between the MA and MFA. Associate Professor Yuko Kurahashi explained that the MA is more scholarly, while the MFA is more practical. She added that students in the MFA are more designers and actors on a national level than teaching; there are more professional opportunities. Senior Associate Provost Chandler said that this was a responsible and brave decision. Associate Dean Lorenz moved for approval of the item, which was seconded by Associate Professor Mikusa. The item passed unanimously. Senior Associate Provost Chandler asked if there were any questions or anyone wanted to raise and information or lesser action item. Professor Feinberg questions the suspension of admission to the Musicology [MSCL] major within the Master of Arts [MA] degree (Information Item 3). Professor Janson explained that the program just cannot compete and we cannot pretend to offer this degree; faculty all support this with the exception of the musicology faculty member.

Hearing no further question or items to be raised, Senior Associate Provost Chandler asked for someone to move for adjournment. Associate Professor Mikusa moved for adjournment, which was seconded by Associate Dean Schroath and passed unanimously.

The meeting adjourned at 3:58 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

Proposal Summary to Establish a College of Podiatric Medicine and a Doctor of Podiatric Medicine Degree at Kent State University

Introduction and background

The president of Kent State University has issued a formal intent to acquire the Ohio College of Podiatric Medicine, pending approval from the Kent State Board of Trustees, Ohio Board of Regents, Higher Learning Commission and Council on Podiatric Medical Education. Upon approval, the Ohio College of Podiatric Medicine will be integrated into the university and will function as an independent college (to become the 12th Kent State college). The renamed College of Podiatric Medicine will be considered a Kent Campus college and will be located at its current site in Independence, Ohio. The college offers one professional degree, the Doctor of Podiatric Medicine, and approximately 60 doctoral-level courses to support that degree. Faculty and courses are currently organized into five divisions within the college.

Founded in 1916, the Ohio College of Podiatric Medicine is one of only eight accredited colleges of podiatric medicine in the United States, and the only one in Ohio. Of the other seven colleges, one is a free-standing institution—New York College of Podiatric Medicine. The other six are attached to a university—Barry University (Florida), Des Moines University (Iowa), Midwestern University (Arizona), Temple University (Pennsylvania), Samuel Merritt University (California) and Rosalind Franklin University of Medicine and Science (Illinois).

Podiatric education and training: All states and the District of Columbia require a license for the practice of podiatric medicine. Each state defines its own licensing requirements, although many states grant reciprocity to podiatrists who are licensed in another state. Applicants for licensure must have completed three to four years of undergraduate education, a four-year podiatric college program and have passing scores on national and state examinations.

Admission requirements to a college of podiatric medicine include the completion of minimum 90 semester hours of undergraduate study from an accredited institution—minimum 8 hours each of biology/zoology, inorganic chemistry, organic chemistry and physics, and minimum 6 hours of English—an acceptable grade point average and suitable scores on the Medical College Admission Test. Approximately 95 percent of podiatric students have a bachelor's degree.

Colleges of podiatric medicine offer a four-year program with a core curriculum similar to that in other schools of medicine. During the first two years, students receive classroom instruction in basic sciences, including anatomy, chemistry, pathology and pharmacology. Third- and fourth-year students have clinical rotations in private practices, hospitals and clinics. During these rotations, they learn how to take general and podiatric histories, perform routine physical examinations, interpret tests and findings, make diagnoses, and perform therapeutic procedures.

After earning the Doctor of Podiatric Medicine degree, most graduates then complete a hospital-based residency program. Residency programs last from two to four years. Residents receive advanced training in podiatric medicine and surgery and serve clinical rotations in anesthesiology, internal medicine, infectious disease, pediatrics, emergency medicine and orthopedic and general surgery. Residencies lasting more than one year provide more extensive training in specialty areas.

There are a number of certifying boards for the podiatric specialties of orthopedics, primary medicine and surgery. Certification has requirements beyond licensure. Each board requires advanced training, the completion of written and oral examinations and experience as a practicing podiatrist. Most managed-care organizations prefer board-certified podiatrists.

The quality of the faculty, students and programs

The Ohio College of Podiatric Medicine is accredited by the Council on Podiatric Medical Education of the American Podiatric Medical Association and the Higher Learning Commission of the North Central Association of Colleges and Schools. Both accrediting agencies are recognized by the U.S. Department of Education. The authority for the college to confer the degree Doctor of Podiatric Medicine is granted by the Ohio Board of Regents. See Appendix B for the curriculum and courses for the Doctor of Podiatric Medicine degree.

In addition, the college and its faculty are affiliated with the following organizations:

- American Association for Higher Education and Accreditation
- American Association of Colleges of Podiatric Medicine
- American Council on Education
- American Podiatric Medical Association
- American Public Health Association
- Association of Independent Colleges and Universities of Ohio
- Ohio Podiatric Medical Association
- Ohio Public Health Association

For fall 2011, the college comprised 13 full-time faculty members, 11 part-time instructors and two full-time research faculty, 96 percent of whom hold a doctorate-level degree. Student enrollment for fall 2009 was 435; for fall 2010 it was 455. The college conferred 88 degrees in 2010 (source: IPEDS, National Center for Educational Statistics). Alumni number more than 5,000. Due to enrollment limitations set by the American Associate of Colleges of Podiatric Medicine, the college cannot accept more than 125 students per cohort.

The college is affiliated with the following hospitals as part of its educational program: South Pointe Hospital, Cincinnati Jewish Hospital, Cleveland Clinic Foundation, MetroHealth Medical Center, St. Vincent Charity Hospital, University Hospitals of Cleveland, Cleveland Veteran Affairs Medical Center and University Hospitals Richmond Medical Center. In addition to these institutions, students have the potential for externship training at more than 165 hospitals and more than 300 private practitioners nationwide.

Similar to Kent State the Ohio College of Podiatric Medicine is on the semester calendar and adheres to the same definition of a credit hour. The college's grading system follows Kent State, with the exception that the college does not allow the D grade, and uses two grades not currently used at Kent State: Withdraw Passing (after midterm exam) and Withdraw Failing (after midterm exam). Those two grades will continue to be used for the college's purposes after transition to Kent State.

Centrality and coherence to the mission and strategic directions of the university and other academic units

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community.

Creation of a Kent State College of Podiatric Medicine will present university faculty and students with more educational, research and professional opportunities not realized now. Along with the university's colleges of Nursing and Public Health, schools of Health Services and Biomedical Sciences and departments of Biological Sciences and Chemistry and Biochemistry, the addition of a College of Podiatric Medicine will attract significant health-related research funding and visibility to Kent State and allow the university to fulfill its public-service mission in new ways.

Comparative advantage versus other structures

The current Ohio College of Podiatric Medicine operates as an independent entity, housing academic departments for the different sub-disciplines for faculty and courses, and administered by a president. All accredited podiatric medicine programs are housed in a college dedicated to that one degree, whether free standing or affiliated with a university. Administratively structured, the Kent State College of Podiatric Medicine will be treated in a manner similar to the professional law and medical degree programs at other universities, i.e., functioning at the highest level of independence, which, at Kent State, is as a college.

What makes the unit particularly appropriate for Kent State University

A Kent State College of Podiatric Medicine will provide the university with opportunities for several strategic synergies, including cross-functional research and teaching between podiatric medicine faculty and faculty in the health and sciences departments and schools.

Potential joint educational opportunities may lie in the following areas:

- Public health
- Biological sciences
- Health services
- Health education
- Medical ethics
- Medical sociology
- Nursing
- Biophysics
- Biostatistics
- Behavioral medicine
- Rehabilitative medicine
- Sports medicine

Potential inter-professional opportunities may lie in the following areas:

- Medical practice management
- Faculty professional development
- Binary degree program development (e.g., 3+4 BS/DPM)
- Dual graduate-degree program development (e.g., DPM/MS, DPM/MPH, DPM/MBA, DPM/PhD)
- Shared access to educational technological resources

Other potential benefits for Kent State include

- Collaborative research initiatives
- Shared grant-writing expertise
- Addition of podiatric care in Kent State clinics and facilities
- Exploration for distance and blended learning activities for students

The college currently has binary degree agreements with the following institutions, whereby eligible students enter the college after three years of study and earn their baccalaureate from their undergraduate institution after their first or second year at the college. The DPM degree is granted after students successfully complete the remaining two or three years at the college.

- Cleveland State University (Ohio)
- Cuyahoga Community College (Ohio)
- Elmira College (New York)
- Gannon University (Pennsylvania)
- Juniata College (Puerto Rico)
- Lewis University (Illinois)
- Lorain County Community College (Ohio)
- Marshall University (West Virginia)
- Mercyhurst College (Pennsylvania)
- Tennessee State University
- Universidad Interamericana de Puerto Rico
- University of Pennsylvania
- Ursuline College (Ohio)
- Viterbo University (Wisconsin)

Demand for the unit and for the graduates of the unit

According to the Bureau of Labor Statistics, podiatry is expected to be a growing professional field in the future, with jobs increasing nine percent for the next six years. Currently, there are approximately 12,200 jobs nationwide. “More people will turn to podiatrists for foot care because of the rising number of injuries sustained by a more active and increasingly older population. Also, demand for podiatrists will increase because of the rising number of Americans who are diagnosed with diabetes and who are severely overweight. People with diabetes have circulatory problems that create the need for them to seek the aid of podiatrists; persons who experience rapid weight gain may have intense pressure on the foot and ankle, and therefore need the services of podiatrists” (source: Bureau of Labor Statistics Occupational Outlook Handbook, 2010-11 Edition).

Upon graduation, students can anticipate a median annual wage of $113,410 per year. Ohio is the fourth largest employer of podiatrists (after New York, California and Florida) and the largest non-metropolitan area, with 660 positions and an annual mean wage of $119,700.

Duplication and interrelatedness of the unit’s program(s) within the university, state and region

As noted earlier, the College of Podiatric Medicine is the only educational institution offering an accredited Doctor of Podiatric Medicine degree in the state of Ohio. Nearby institutions offering the same degree are located in Chicago and Philadelphia. Given the established need for podiatrists (See Bureau of Labor Statistics cited above), and the impact of such issues as obesity, diabetes and aging on podiatric practice, the opportunity for joint research programs with other Kent State University academic units, as well as regional health consortia, will enhance both academic programs and patient services across the state and the region.

Efficiency and effectiveness in leveraging existing resources and expanding new resources

A Kent State College of Podiatric Medicine will provide key educational, teaching and research opportunities and collaborations, allow for development for dual degree agreements with existing Kent State programs and increase pipelines for high-quality transfer and out-of-state enrollment. Addition of students to Kent State’s health and science programs will fill currently empty seats, reduce the university’s overall costs of delivery on a per-student basis and generate a positive contribution to this professional degree program.

The addition of a state-of-the art and fully-functioning educational and learning facility at the Independence site will leverage and expand Kent State’s outreach and brand efforts.

Administrative reporting structure

The Ohio College of Podiatric Medicine currently functions as an integrated free-standing academic unit. As such, as Kent State University looks to acquire its faculty, staff, curriculum and facilities, it is necessary to adopt the college in its entirety and as a whole unit in order to ensure the integrity of its program, the quality of its graduates and its necessary professional and academic accreditations. As is the case with other Kent State colleges, there are unique organizational structures (colleges with dependent schools, colleges with departments, and colleges without departmental structures). The university is not seeking to micro-manage the structure of the College of Podiatric Medicine during the proposed transition period (July 1, 2012, to June 30, 2014).

During the transition period, the college will be led by a chief executive officer (formerly president) and executive vice president. However, upon the retirement of these two individuals, these two positions will no longer exist, and the faculty and the university may choose to further simplify its structure at that point. The Kent State Board of Trustees will be the ultimate authority at that point, with the Ohio College of Podiatric Medicine’s current Board of Trustees becoming an advisory board to the new Kent State College of Podiatric Medicine.

Consistent with the Kent State college structure, the College of Podiatric Medicine will eventually be led by a dean who reports directly to the university provost and senior vice president for academic affairs. Associate and/or assistant deans will report to the dean, as will academic unit heads. Support staff throughout the college will report to their most immediate management or administrative supervisor. In accordance with policy 3342-2-03.1 (administrative policy and procedures regarding academic administrative structures), the dean shall have primary responsibility for all curricular, budgetary and personnel actions of the college. The dean shall be appointed by the provost and senior vice president for academic affairs upon the recommendation of the appropriate advisory body and approval of the Kent State Board of Trustees. See appendix A for a proposed academic organizational chart during the period of transition.

Space and capital budget needs

Since 2007, the college has been located on a 27-acre site in Independence, 10 miles south of downtown Cleveland and 34 miles north of Kent. The college is housed in a 115,000-square-foot building, which includes a 300-seat lecture hall with smart technology, high-tech laboratories, cafeteria and library facilities. In addition, the college operates the Cleveland Foot and Ankle Institute and local satellite clinics.

Kent State is seeking to have the Independence location classified by the Ohio Board of Regents and the Higher Learning Commission as a “site” rather than “campus.” However, the location will operate under the same financial model as Kent State’s regional campuses.

A proposed operating budget with any one-time resource needs

The operating budget of the new College of Podiatric Medicine will be entirely reflective of the current operating budget of the Ohio College of Podiatric Medicine, which has consistently operated “in the black” in the past. Given Ohio College of Podiatric Medicine’s sound financial status there will be no additional one-time resource needs. The final value of the assets of the college will not be assessed and thus will not be available until the official handover agreement is signed. See Appendix C for the college’s financial data reported to the Integrated Postsecondary Education Data System (IPEDS) for the National Center for Education Statistics.

Evaluation procedures, including academic assessment procedures

Professional assessment of College of Podiatric Medicine comes under the auspices of the Council on Podiatric Medical Education of the American Podiatric Medical Association:

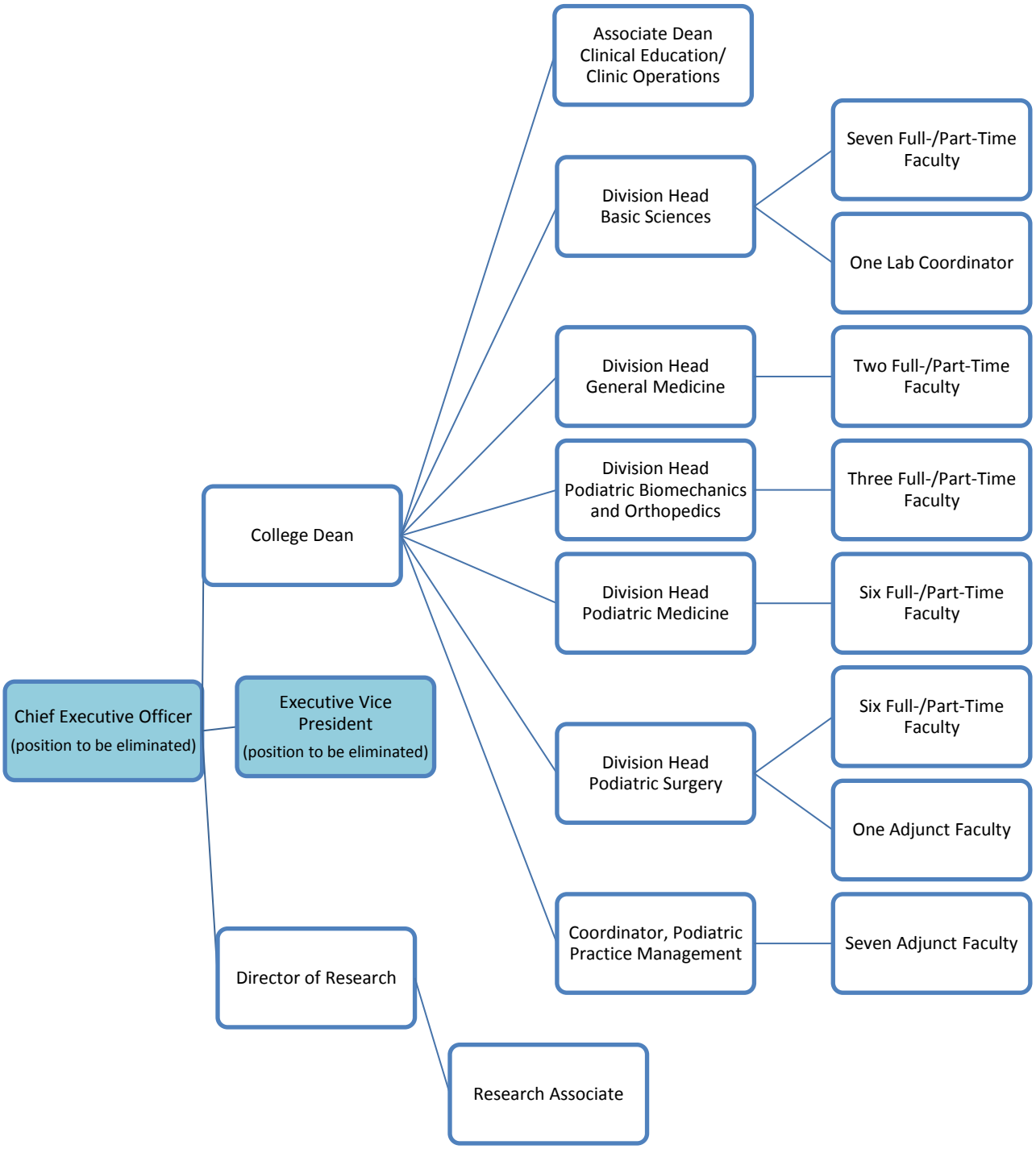
> *An accreditation-related evaluation consists of a review of the college’s mission, institutional objectives and outcomes, and the performance of the college in achieving the mission, objectives and outcomes through the most effective utilization of available resources: programs, administration, personnel, finances and facilities. The evaluation process stresses the review of evidence concerning the application of these resources in assisting the students in attaining their educational outcomes.* — Standards and Requirements for Accrediting Colleges of Podiatric Medicine, Council on Podiatric Medical Education

As the current Ohio College of Podiatric Medicine and Kent State University are both accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, they currently and will continue to follow similar self-evaluation and assessment methods.

A timetable for proposal implementation

The acquisition and creation of a Kent State College of Podiatric Medicine requires a phased, multi-year development plan. Pending approval by the Kent State Board of Trustees, Ohio Board of Regents, Higher Learning Commission and Council on Podiatric Medical Education, the acquisition could be effective as soon as 1 July 2012.

APPENDIX A: Academic Organization of the Kent State College of Podiatric Medicine



Curriculum Outlines
Four Year Program

The following outline describes the eight-semester curriculum for the four year D.P.M. curriculum for the 2011-2012 academic year. One credit is assigned to a course for every fifty minute unit of instruction in a semester.

First Year Program

Fall Semester			CLOCK HOURS	CREDIT HOURS
BSC	111	Human Anatomy	60/60 lab	8
BSC	112	Human Cell and Tissue Biology	60/30 lab	6
BSC	113	Medical Biochemistry	90	6
BSC	114	Medical Genetics and Embryology	45	3
PMD	113	Medical Ethics	15	1
PMD	114	Principles of Medical Research	15	1
PMD	115	Podiatric Medical Practice Seminar	15	1
			300/90 lab	**26**

Spring Semester			CLOCK HOURS	CREDIT HOURS
BSC	124	Lower Extremity Anatomy	60/60 lab	8
BSC	125	Neurobiology	45	3
BSC	126	Human Systems Biology	90	6
BSC	128	Medical Microbiology & Immunology	60/30 lab	6
GMD	121	Physical Assessment & Diagnosis	3/45 lab	3
PMD	116	Podiatric Medical Practice Seminar	15	1
			273/135 lab	**27**

Summer Semester			CLOCK HOURS	CREDIT HOURS
ORT	131	Biomechanics I	45	3
ORT	132	Rehabilitative Medicine	30	2
PMD	132	Lower Extremity Assessment & Diagnosis	15/15 lab	2
PMD	133	Introduction to Medical Imaging	15	1
			105/15 lab	**8**

		Total:	**678/240 lab**	**61**

Clinical

CLI	101	Introduction to Patient Care I	1 week

2nd Year Program

Fall Semester			CLOCK HOURS	CREDIT HOURS
BSC	218	Human Systems Pathology	90/30	8
BSC	219	Pharmacology & Therapeutics	60	4
ORT	211	Biomechanics II	30	2
PMD	211	Podiatric Medicine I	30	2
PMD	214	Radiology/Medical Imaging	30	2
PMD	215	Podiatric Medical Practice Seminar	15	1
			255/30 lab	**19**

Spring Semester			CLOCK HOURS	CREDIT HOURS
BSC	228	Human Systems Pathology	90/30	8
BSC	229	Pharmacology & Therapeutics	60	4
PMD	216	Podiatric Medical Practice Seminar	15	1
PMD	221	Podiatric Medicine II	30	2
PMD	222	Podiatric Medical Skills	30 lab	2
PMD	224	Radiology/Medical Imaging II	21/9 lab	2
SUR	221	Introduction to Podiatric Surgery	28/2 lab	2
			244/41 lab	**21**
		Total:	**499/71 lab**	**40**

Clinical			
CLI	200	Standardized Patient	4 weeks
CLI	201	Introduction to Patient Care II	4 weeks
		Total:	**8 weeks**

3rd Year Program

Fall Semester			CLOCK HOURS	CREDIT HOURS
GMD	314	Neurology	30	2
GMD	315	Dermatology	30	2
GMD	316	General Medicine	60	4
ORT	314	Podopediatrics	30	2
SUR	313	Podiatric Surgery	30	2
PMD	315	Podiatric Medical Seminar	15	1
			195	**13**

Spring Semester			CLOCK HOURS	CREDIT HOURS
CMD	325	Public Health Jurisprudence	30	2
GMD	326	General Medicine	60	4
GMD	327	Behavioral Medicine	15	1
GMD	328	Women's Health	15	1
ORT	325	Sports Medicine	30	2
SUR	323	Podiatric Surgery	30	2
SUR	325	Traumatology	30	2
PMD	316	Podiatric Medical Seminar	15	1
			225	**15**

		Total:	**420**	**28**

Clinical			
CLI	310	Podiatric Surgery	4 weeks
CLI	315	Surgical Skills Workshop	4 weeks
CLI	320	Radiology	4 weeks
CLI	340	CPR / ACLS	1 week
CLI	351	Podiatric Medicine / Biomechanics	4 weeks
CLI	352	Podiatric Medicine / Biomechanics	4 weeks
CLI	365	Primary Care / VA	4 weeks
CLI	370	History & Physical	4 weeks
CLI	390	Simulated Patients	4 weeks

4th Year Program

Spring Semester			CLOCK HOURS	CREDIT HOURS
CMD	424	Business Administration	30	2

Clinical

CLI	440	Senior Clinical Rotation	8 weeks
CLI	445	Senior Rotation – VA Hospital	4 weeks
CLI	455	Community Medicine	4 weeks
CLI	491	Senior Medicine Rotation	8 weeks
CLI	496	Clerkship Rotation	24 weeks – 20 mandatory, 4 optional
CLI	498	Senior Competency	
	Total		**52 weeks**

Extended Curriculum (Five Year Program)

The following outline describes the 10-semester curriculum for the extended D.P.M. curriculum for the 2011-2012 academic year. One credit is assigned to a course for every fifty minutes of lecture or laboratory per week in a semester.

First Year Program

Fall Semester			CLOCK HOURS	CREDIT HOURS
BSC	112	Human Cell and Tissue Biology	60/30 lab	6
BSC	113	Medical Biochemistry	90	6
PMD	113	Medical Ethics	15	1
PMD	114	Principles of Medical Research	15	1
			180/30 lab	**14**

Spring Semester			CLOCK HOURS	CREDIT HOURS
BSC	125	Neurobiology	45	3
BSC	126	Human Systems Biology	90	6
BSC	128	Medical Microbiology & Immunology	60/30 lab	6
			195/30 lab	**15**
		Total:	**375/60 lab**	**29**

Clinical

CLI	101	Introduction to Patient Care I	1 week

2nd Year Program

Fall Semester			CLOCK HOURS	CREDIT HOURS
BSC	111	Human Anatomy	60/60 lab	8
BSC	114	Medical Genetics & Embryology	45	3
PMD	211	Podiatric Medicine I	30	2
PMD	115	Podiatric Medical Practice Seminar	15	1
			150/60 lab	**14**

Spring Semester			CLOCK HOURS	CREDIT HOURS
BSC	124	Lower Extremity Anatomy	60/60 lab	8
GMD	121	Physical Assessment & Diagnosis	3/45 lab	3
PMD	116	Podiatric Medical Practice Seminar	15	1
PMD	221	Podiatric Medicine II	30	2
			108/105 lab	**14**

Summer Semester			CLOCK HOURS	CREDIT HOURS
ORT	131	Biomechanics I	45	3
ORT	132	Rehabilitative Medicine	30	2
PMD	132	Lower Extremity Assessment & Diagnosis	15/15 lab	2
PMD	133	Introduction to Medical Imaging	15	1
			105/15 lab	**8**

Total:	**363/180 lab**	**36**

3rd Year Program

Fall Semester			CLOCK HOURS	CREDIT HOURS
BSC	218	Human Systems Pathology	90/30 lab	8
BSC	219	Pharmacology & Therapeutics	60	4
ORT	211	Biomechanics II	30	2
PMD	214	Radiology and Medical Imaging I	30	2
PMD	215	Podiatric Medical Practice Seminar	15	1
			225/30 lab	**17**

Spring Semester			CLOCK HOURS	CREDIT HOURS
BSC	228	Human Systems Pathology	90/30 lab	8
BSC	229	Pharmacology & Therapeutics	60	4
PMD	216	Podiatric Medical Practice Seminar	15	1
PMD	222	Podiatric Medical Skills	30 lab	2
PMD	224	Radiology and Medical Imaging II	21/9 lab	2
SUR	221	Introduction to Podiatric Surgery	28/2 lab	2
			214/71 lab	**19**

		Total:	**439/101 lab**	**28**

Clinical			
CLI	200	Standardized Patient	4 weeks
CLI	201	Introduction to Patient Care II	4 weeks
		Total:	**8 weeks**

4th Year Program

Fall Semester			CLOCK HOURS	CREDIT HOURS
GMD	314	Neurology	30	2
GMD	315	Dermatology	30	2
GMD	316	General Medicine	60	4
ORT	314	Podopediatrics	30	2
SUR	313	Podiatric Surgery	30	2
PMD	315	Podiatric Medical Seminar	15	1
			195	**13**

Spring Semester			CLOCK HOURS	CREDIT HOURS
CMD	325	Public Health Jurisprudence	30	2
GMD	326	General Medicine	60	4
GMD	327	Behavioral Medicine	15	1
GMD	328	Women's Health	15	1
ORT	325	Sports Medicine	30	2
SUR	323	Podiatric Surgery	30	2
SUR	325	Traumatology	30	2
PMD	316	Podiatric Medical Seminar	15	1
			225	**15**
		Total:	**420**	**28**

Clinical

CLI	310	Podiatric Surgery	4 weeks
CLI	315	Surgical Skills Workshop	4 weeks
CLI	320	Radiology	4 weeks
CLI	340	CPR / ACLS	1 week
CLI	351	Podiatric Medicine / Biomechanics	4 weeks
CLI	352	Podiatric Medicine / Biomechanics	4 weeks
CLI	365	Primary Care / VA	4 weeks
CLI	370	History & Physical	4 weeks
CLI	390	Simulated Patients	4 weeks

Fifth Year Program

Spring Semester			CLOCK HOURS	CREDIT HOURS
CMD	424	Business Administration	30	2

Clinical

CLI	440	Senior Clinical Rotation	8 weeks
CLI	445	Senior Rotation- VA Hospital	4 Weeks
CLI	455	Community Medicine	4 weeks
CLI	491	Senior Medicine Rotation	8 weeks
CLI	496	Clerkship Rotation	24 weeks – 20 mandatory, 4 optional
CLI	498	Senior Competency	
	Total		**52 weeks**

Course Descriptions

Department of Basic Sciences

Pre-Clinical Education

Associate Dean
E. Ronald Wright, Ph.D.

Chairperson
Stephanie Belovich, Ph.D.

Pre-clinical education at OCPM provides a thorough grounding in the basic sciences and thought processes related to medical practice. Studies in the first year focus on normal structure and function of cells, tissues, whole organs and organ systems. In the 2nd year, courses focus on the analysis of abnormal structure and function and include: basic disease processes (underlying causes, symptoms, diagnostic methods, principles of disease management); a study of microorganisms capable of invading body tissues to cause disease as well as our immune defense mechanisms to prevent this; and study of the drugs used to prevent and treat disease (drug actions, applications, adverse reactions).

The knowledge you will gain in pre-clinical courses is the factual foundation for upper level clinical courses and patient care rotations. It is also the ability to learn independently, so that you can keep up with inevitable revisions and new advances in podiatric medicine throughout your career. Knowledge of basic medical sciences marks you as a health professional with a modern education, which will engender the respect of your colleagues in other medical disciplines as well as the confidence of your patients.

BSC 111 Human Anatomy
The macroscopic anatomy of the upper limb, thorax, abdomen, head and neck, pelvis and perineum of the human body is described, utilizing audiovisual teaching aids and full cadaver dissection. The course is taught using a regional approach, with emphasis on structural and functional relationships. The laboratory instruction includes cadaver dissection supplemented with anatomical prosections, as well as cross-sectional anatomy, and computerized educational material.

BSC 112 Human Cell and Tissue Biology
Histology is the study of the microscopic organization of the human body. Reciprocal relationships between normal structural features and their functions are emphasized. Macromolecules, organelles, cells, fundamental body tissues and organs are compared and contrasted. Light microscopic preparations are examined in laboratories, which are closely correlated with lecture topics.

BSC 113 Medical Biochemistry
The study of the physical and chemical properties of the major constituents of cells and body fluids. This includes structures, functions and biochemical mechanisms involved in the biosyntheses, utilization and degradation of amino acids, carbohydrates, lipids, proteins and nucleic acids. Also included are enzyme kinetics, bioenergetics, cellular communication and introduction to the inborn errors of metabolism, nutrition and biochemistry of specialized tissue and fluids.

BSC 114 Medical Genetics and Embryology
This course will include the basic principles of human genetics dealing with the genetic variations that impact medical practice. Molecular genetics, cytogenetics, genomics, and population genetics will be reviewed. This course will also review the major events and processes involved in normal and abnormal embryologic development of the major body organs and systems. This course is coordinated with Human Anatomy and Cell and Tissue Biology.

BSC 124 Lower Extremity Anatomy
Lower extremity anatomy presents the detailed macroscopic anatomy of the lower limb. The course is augmented with radiographs, MRI, surface anatomy and cross sectional studies. The course includes an introduction to basic concepts of podiatric medicine, surgery and biomechanics. Laboratory instruction includes a detailed dissection of the lower limb, supplemented with computerized educational materials and study of natural bone specimens.

BSC 125 Neurobiology
Neurobiology is the study of the structure and function of the nervous system. The course will deal with the anatomy, microscopic anatomy and physiology of the individual neurons and systems of neurons, which comprise the component parts of the nervous system. Topics will include sensory, special sensory and motor systems, the cerebral cortex, diencephalon, cerebellum, brainstem and spinal cord. Discussions will include reference to clinical disorders related to those structures.

BSC 126 Human Systems Biology
The study of basic concepts of normal organ and organ system function, including body fluids and compartments, muscle physiology, cardiovascular physiology, renal function, respiration, gastrointestinal physiology and endocrinology. Emphasis is placed on the regulatory functions of each organ or system, as well as the contribution of each system to whole body homeostasis. The sequence of topics in this course are coordinated with those in GMD 121 : Physical Assessment and Diagnosis.

BSC 128 Medical Microbiology and Immunology
This course will introduce the student to the basic concepts, characteristics and techniques used in the study of the clinically significant microbic groups: viruses, bacteria, fungi, and protozoa. The structure, metabolism, genetics, control and laboratory techniques of each microbic group will be described. This course will also introduce the student to the molecular, cellular and organismal mechanisms responsible for the human immune response system. Laboratory will provide hands on experience in staining, cultivation, identification, sensitivity testing, and

immunologic techniques.

BSC 218 and BSC 228 Human Systems Pathology
The study of disease with emphasis on epidemiology, pathogenesis, natural history, morphologic appearance and relationship to clinical manifestation. Emphasis is placed on basic cellular pathologic processes (injury, inflammation and repair, neoplasia), and description of diseases organized by organ system.

An introduction to the concepts of clinical decision making through the use of case studies and current clinical literature will be emphasized.

BSC 219 and BSC 229 Pharmacology and Therapeutics
Historically, the clinician was responsible for information about the sources, physical and chemical properties, compounding and dispensing of drugs. Today the practitioner's responsibility requires the rational clinical use of therapeutic agents for the prevention, diagnosis, and treatment of disease based on an understanding of pharmacological principles. This course is designed to prepare practitioners to prescribe for maximum benefit and to recognize the clinical ramifications of concomitant drug therapy.

Department of General Medicine

Chairperson
Edweana Robinson, M.D.

GMD 121 Physical Assessment and Diagnosis
Physiology and physical assessment are coordinated to allow students to integrate the underlying physiologic processes with physical diagnostic findings. Physiology is a study of the basic concepts of normal organ and organ system function. Emphasis is placed on regulatory functions of each organ or system as well as the contribution of each to the whole body homeostasis. Physical diagnosis combines the patient's symptoms and signs to arrive at a diagnosis of disease. The course focuses on total body examination using the traditional processes of inspection, palpation, percussion and auscultation.

GMD 314 Neurology
A comprehensive study of neurological diseases that are pertinent to treatment of the podiatric patient. The course includes etiologies, diagnosis and treatment of the neurologic diseases.

GMD 315 Dermatology
This course is a series of lectures on dermatologic manifestations of systemic diseases, as well as podiatric dermatological diseases. It includes the etiology, diagnosis, treatment and management of

dermatologic disorders.

GMD 316 and GMD 326
General Medicine
This course is a series of lectures dealing with etiology, recognition and treatment of medical problems that are common to podiatric patients. The lectures include those dealing with organ systems such as renal, cardiovascular, musculoskeletal, endocrine, digestive, etc., and their relationship to podiatric medicine. Particular attention is given to the medical clearance of the surgical patient and the care of non-podiatric emergencies.

GMD 327 Behavioral Medicine
Behavioral medicine course is a series of lectures on major topics in the area including mood and anxiety disorders, alcoholism, substance abuse, psychoses and pain management. The presentations will relate the relevance to the practice of podiatry

GMD 328 Women's Health
Women's health course is a seminar covering important areas unique to women including pregnancy, contraception, infertility, cardiovascular health, osteoporosis and menopause.

Department of Podiatric Biomechanics and Orthopedics

Chair
Kathy J. Siesel, D.P.M.

ORT 131 Biomechanics
Biomechanics is a comprehensive course, which streses normal gait and foot function. Abnormalities in gair of foot mechanics are related to foot pathology.

ORT 211 Biomechanics
Biomechanics II introduces common foot pathologies and their affects on function. The examination techniques utilized in the evaluation of patient's are introduced as is the use of foot orthotic devices and computers in the assessment of biomechanical pathology.

ORT 132 Rehabilitative Medicine
Rehabilitative Medicine reviews various physical therapy modalities and principles of rehabilitation. Examples of application of these principles as relating to foot pathology are given.

ORT 314 Podopediatrics
Podopediatrics is a comprehensive course, which emphasizes the incidence, etiology, pathomechanics, evaluation and treatment of lower extremity pathology in children.

ORT 325 Sports Medicine
Sports Medicine is a comprehensive course. Students gain an understanding of running biomechanics, shoe gear construction and evaluation, and the incidence, etiology, pathomechanics, evaluation and treatment of many lower extremity sports pathologies.

Department of Podiatric Medicine

Chair
Rocco Petrozzi, DPM

PMD 113 Medical Ethics
The focus of the medical ethics curriculum is to provide a foundation in ethical analysis, augment knowledge of contemporary bioethics issues, and offer experience applying ethical reasoning to clinical cases. The goal of this course is to promote discussion of the ethical responsibilities of a doctor to their patients.

PMD 114 Principles of Medical Research
It is important for a podiatric physician to have developed the ability to read and interpret the medical literature. This requires a fundamental understanding of biostatistics, epidemiology, and research design. This course provides a framework for the development of an evidence-based methodology to patient care.

PMD 115/116 Podiatric Medical Practice Seminar
Through instruction by numerous field experts of the American Academy of Podiatric Practice Management, this monthly class is designed to place students on a fast track to success. The curriculum focuses on strategies to help students acclimate to the challenges that medical students typically face. Lifestyle improvement skills such as positive mental attitude, study strategies, time and stress management skills, and organization are stressed.

PMD 132 Lower Extremity Assessment and Diagnosis
A comprehensive approach to physical examination, which combines the patient's symptoms and the physical signs to arrive at a diagnosis of disease. It is accomplished by training students in the methods of history taking and physical examination. The course focuses on lower extremity examination. The traditional processes of inspection, palpation, percussion and auscultation are emphasized.

PMD 134 Introduction to Medical Imaging
Podiatric physicians are fully licensed to order, perform and interpret radiologic studies of the foot and ankle. As operators of ionizing x-ray equipment, all practitioners must undergo basic training in x-ray physics, image control and quality assurance, safety and patient positioning. These four building blocks comprise the foundation of this course in fundamentals.

PMD 211 and 221 Podiatric Medicine I and Podiatric Medicine II
This is a core course designed to present the 2nd year student with the full spectrum of pathology, which he or she will encounter during his or her clinical training and later in private practice. Topics include infectious disease, wound care, rheumatology, vascular medicine, and the diabetic foot. The student will be instructed in the evaluation of foot and ankle pathology including signs, symptoms, and differential diagnosis. Laboratory and radiographic evaluation will be discussed when appropriate. The student will also be

instructed in the treatment alternatives available in each case.

PMD 214 and PMD 224 Radiology/Medical Imaging
This course encompasses the fundamentals of modern musculoskeletal imaging, with particular emphasis on the foot and ankle. The course begins with basic principles of plain-film radiographic imaging, an approach which emphasizes the correlation of abnormal findings with basis disorders. The course will then introduce sectional imaging (MR, CT/Tomography) prior to a more classical approach to the topic of musculoskeletal imaging. Common topics include diagnostic imaging of the arthropathies, infection, bone & soft tissue tumors, and metabolic bone disease.

PMD 215/216 Podiatric Medical Practice Seminar
Through instruction by numerous field experts of the American Academy of Podiatric Practice Management, this monthly class is designed to facilitate the long term objective of optimizing the academic knowledge obtained throughout the first two years and prepares the student to become an outstanding "caregiver." The core focus includes communication skills, patient compliance, dealing with conflicts, concepts of efficiency, and practice model options.

PMD 222 Podiatric Medical Skills
Podiatric Medical Skills is a practical course, which includes strapping and padding, instrument dexterity, local anesthetic injection, nail avulsion technique, blood glucose finger stick, handheld Doppler exam, fitting for diabetic shoes, arthrometric examination and casting for orthoses.

Students are taught the indications and proper application of adhesive bandages and splints for the prevention of injury, control of foot function and treatment of injuries to the foot and lower extremity. Padding is the treatment of foot pathology by redistribution of weight, stress and friction. Students are taught how to relieve acute and chronic pathologies of the foot through the use of various padding materials, or prefabricated pads. Students also gain an understanding of the theory of pad placement. Students are taught the proper techniques for performing toenail avulsions, blood glucose finger sticks, and using the handheld Doppler. Students are taught the proper methods of fitting for diabetic shoes, performing a foot and ankle arthrometric examination and casting methods for foot orthoses.

CMD 325 Public Health Jurisprudence
This course presents issues of concern to the practicing podiatrist and includes; the development of public health in America, disease prevention and control, environmental effects on health and disease, substance abuse, the role of the federal government in the provision of public health, the US health care system, occupational medicine, women's health issues, ethics in podiatric medicine and medical jurisprudence.

CMD 424 Business Administration
This course presents issues of concern to the podiatrist about to enter medical practice. Topics include the complete scope of business issues necessary to prepare the student to

compete in a changing medical marketplace.

Department of Podiatric Surgery

Chairperson
Matthew DeMore, D.P.M.

SUR 221 Introduction to Podiatric Surgery
This course is designed to provide the 2nd year podiatric medical student with a comprehensive understanding of the basic and fundamental principles and techniques of surgery, with emphasis on wound healing, closure techniques, hemostasis, lower extremity tourniquets and basic surgical procedures. Surgical and hospital protocol, charting, instrumentation and injection techniques are taught in this course, along with basic forefoot surgery, including nail disorders, soft tissue, skin tumors and digital surgery. The use of local anesthetic agents including indications, classification, pharmacology, adverse reactions (and treatment of such reactions) and injection techniques will be discussed. In addition, the course provides an orientation to operating room protocol, allowing students to master necessary techniques of asepsis, gowning, gloving and surgical scrubbing. Introduction to these skills will be taught in weekly workshops in the surgical skills lab.

SUR 313 and 323 Podiatric Surgery
A comprehensive working knowledge of common deformities of the foot is essential to the podiatric physician in providing comprehensive care of patients.

This course provides the 3rd year podiatric medical student with the knowledge of surgical management of patients and their foot deformities. The course includes material on the etiology, clinical and radiographic evaluation, indications and contra-indications, as well as postoperative considerations and care.

These courses discuss the surgical management of deformities of the foot, ankle and lower leg and include surgical complications. In addition, several lectures are dedicated to special topics, such as AO/ASIF Fixation, Bio-materials, Arthroscopic surgical procedures and reconstructive foot and ankle procedures.

Weekly skills workshops will be held in the surgical skills laboratory. Emphasis is placed on current and prevailing concepts and techniques employed by the podiatric physician.

SUR 325 Traumatology
The purpose of the course is to provide the 3rd year podiatric medical students with a broad overview and appreciation of the major trauma areas of the foot, including the midfoot, rearfoot, ankle and lower leg. A strong effort is made to correlate the mechanical, surgical, physiologic and anatomic principles of surgery with emphasis on their implications and applications in major reconstructive surgery and the management of the trauma patient who presents with foot and or ankle trauma. Surgical procedures for the management of specific trauma situations will be discussed, as well as indications, contraindications, and post-operative management. An overall view of the trauma patient as viewed in a Level I Trauma Center will also be included as this is a

Clinical Education

Cleveland Foot and Ankle Institute
The mission of the Cleveland Foot and Ankle Institute is to provide a quality clinical experience so that students will acquire the knowledge, skills, attitudes and values necessary to the successful practice of podiatry. The Cleveland Foot and Ankle Institute was established in 1934. Providing foot health care to the greater Cleveland community has been an integral part of the Mission of the college since its inception and it is through the outpatient treatment center that the college meets the needs of its students and the community.

The Cleveland Foot and Ankle Institute provides each student with clinical experience in the practice of podiatric medicine and surgery. Patients are examined, diagnosed and treated by a student under the personal supervision of a member of the clinical faculty, who assumes the primary responsibility for each patient. Other members of the faculty are consulted as required for the specific foot problem presented. In this way, the patient can always identify with a single faculty member who provides continuity of care. Interdisciplinary consultations are encouraged through an active medical staff providing both patients and students with the "health care team" approach to modern medicine.

Patient care is supported by excellent services in medical imaging, medicine, surgery, biomechanics, laboratory medicine, and physical medicine and rehabilitation. The clinic provides the community with a program of early detection and prevention of potentially disabling foot problems in children. The clinic provides athletes with an excellent facility for the diagnosis, treatment and prevention of lower extremity injuries. The clinic provides the adult patient with comprehensive care for a wide variety of conditions ranging from diabetic foot infections to basic palliative measures.

CLI 101 Introduction to Patient Care
The Introduction to Patient Care I clinical rotation provides the first year student an opportunity to directly observe patient care at the Cleveland Foot & Ankle Institute. During the course of patient care at the Cleveland Foot & Ankle Institute, students will assist in the development of differential diagnoses and observe patient management under the supervision of residents and faculty members. Students will interact with other students, staff, residents and clinicians. It is important during the course of patient care that the student understands the patient's concerns, complaints, psychosocial status, past medical history, and medications. Students will also develop good patient communication skills. The student should use this opportunity as a guide to become professional and ethical podiatric physicians.

CLI 201 Introduction to Patient Care II
The Introduction to Patient Care II clinical rotation provides the 2nd year student an opportunity to directly observe patient care at the Cleveland Foot and Ankle Institute and assist in the performance of history-taking and physical examinations. During the course of patient care at the Cleveland Foot and Ankle Institute, students will elicit and perform a history and physical, develop differential diagnoses, and follow through with a regime for patient management under the supervision of a resident and faculty members. Students will interact with other students, staff, residents and clinicians. It is important during the course of patient care that the student understands the patient's concerns, complaints, psychosocial status, past medical history, and medications. The student should also understand differential diagnoses, diagnosis, treatment, and future plans for the patient. Students will also develop good patient communication skills. The student should use this opportunity as a guide to become a professional and ethical podiatric physician.

CLI 200 Standardized Patient
The standardized patients course offers second year students the opportunity to interview standardized patients and receive feedback on their patient interviewing and history recording skills which will prepare them to function competently in a doctor/patient encounter. Some students find that interviewing patients comes naturally, while for others it is more a learned skill. The standardized patients are actors who have been coached to simulate actual patients so accurately that the simulation could possibly fool even a skilled clinician.

Junior Clinical Rotations

Department of Podiatric Medicine
CLI 320 Radiology/Medical Imaging
Clinical rotations function by adapting and applying classroom information to real life, "hands-on" situations. A majority of foot complaints necessitate the taking and the reading of radiographs. As specialists of the foot and ankle, podiatrists are in a unique situation in being able to take and interpret radiographs in their own offices. Radiographic analysis is therefore an integral component of podiatric medical education.

The Radiology/Medical Imaging rotation focuses on those skills commonly performed by the podiatrist. This includes positioning and developing radiographs along with recognizing the most common pedal pathologies.

CLI 351 and CLI 352 Podiatric Medicine/Biomechanics Rotations
This rotation gives students the opportunity to perform primary foot and ankle care under the supervision of the clinical faculty. Students learn basic podiatric palliative care techniques on patients, as well as how to record their findings in the medical record. Students are evaluated on their ability to present the case history, treat the patient and properly record their findings. Students receive clinical conferences on a variety of podiatric medical topics, with practical exams in many areas. Two months are spent at the Cleveland Foot and Ankle Institute. One month is spent at the Cleveland VA Hospital.

This rotation also provides the student with the opportunity for observation and practice of examination skills required in performing a musculoskeletal and biomechanical evaluation. This involves the development of skill in obtaining a biomechanical/musculoskeletal history, arthrometric evaluation, visual gait analysis and musculoskeletal examination to include muscle strength testing, flexibility and range of motion. The student is also taught, and provided opportunities for practice, various methods of obtaining and evaluating proper biomechanical cast impressions of the feet for the purpose of fabricating orthotic devices. Emphasis in this rotation is on the practice and refinement of clinical evaluation and manual skills.

CLI 365 Primary Care/VA
This is a one-month rotation at a veteran's health care facility, which emphasizes the skills necessary to function effectively in government health care facilities.

Department of General Medicine

CLI 340 CPR/ACLS
CPR/ACLS is a course taught to 3rd year students at the beginning of the year. It is basic cardiopulmonary and advanced cardiopulmonary resuscitation. Students practice and take a written exam to demonstrate proficiency in these areas as required by the American Heart Association.

CLI 370 History and Physical Rotation

The History and Physical Rotation is a one month experience in one of several area hospitals, which is designed to provide experience in history and physical examinations. Each rotation site will provide the same core experiences, (based on the goals and objectives), in patient assessment techniques (i.e., history and physical examination), the understanding of disease processes, and management strategies. In addition to the core experiences, each rotation site may add additional exposures and training.

CLI 390 Simulated Patient Rotation

The simulated patient lab has been started to offer 3rd year students experiences and feedback not available in other rotations. The use of simulated patients to train students in medical education began about 10-15 years ago and has gained acceptance at many medical schools in the United States and abroad. Simulated patients are actors who are coached to simulate an actual patient so accurately that a skilled clinician could not detect the simulation. In performing the simulation, the simulated patient presents the "gestalt" of the patient being simulated—not just the history, but the body language and personality characteristics as well. Properly trained simulated patients will not vary in the picture they present from student to student. This provides standardization to teaching and evaluation,
not offered elsewhere in the clinical curriculum. In addition, computerized patient scenarios are used to assist in development of clinical reasoning skills.

Department of Podiatric Surgery

CLI 310 Surgery Rotation

The Surgery Clinic is a rotation that stresses complete pre-operative and post-operative management of the surgical patient. Many foot deformities can be corrected with surgery. Work up for the purposes of establishing proper diagnosis, selection of appropriate surgical procedure, and designing a proper follow-up plan are necessary components of successful surgical outcome. Proper post-operative patient care as well as early recognition of potential surgical complications will be stressed. These are essential to a successful surgical practice. While the scope of surgery will vary greatly with differences in postgraduate training, there exists a basic core of knowledge and various techniques that are consistent with successful surgical outcome. In order to be a successful surgeon, it is imperative that the student master those basic skills that will be utilized throughout his or her career. This rotation will be the foundation upon which you build your surgical career.

CLI 315 Surgical Skills Workshop

The purpose of this rotation is to provide students with knowledge and hands-on training pertaining to the physical skills which are necessary to perform surgery of the foot and ankle. An effort is made to correlate didactic information learned in the classroom with the rationale behind why many surgical procedures are performed. Adequate demonstration of surgical skills will be provided along with practice time and constructive performance feedback. Upon successful completion of this rotation, students should possess a basic understanding of and the ability to perform physical skills which are necessary in foot and ankle surgery.

Senior Clinical Rotations

CLI 440 Senior Clinical Rotation
The senior podiatric rotation is a two month rotation at the Cleveland Foot and Ankle Institute, which emphasizes competencies, needed to enter hospital residency training. Experiences are gained in primary clinical sites and external sites affiliated with the college.

CLI 455 Community Medicine/ Medical Imaging Rotation
In addition to the rotations on campus, the college operates several Community Medicine clinics in various sites throughout the city of Cleveland to fulfill the college's commitment to serve the community. Students are assigned to these clinics and treat patients under the supervision of members of the clinical faculty. These clinics afford students the opportunity to provide care and develop an understanding and appreciation of community based health problems. This rotation also includes training in various imaging modalities including plain film radiography, MRI, and CT scanning.

CLI 491 Senior Medicine Rotation
This is a two-month external rotation at an area hospital. Students are instructed in skills, values and knowledge necessary to perform a complete medical history and physical.

CLI 496 Clerkship Rotation
The clerkship program is designed to enhance the clinical education and patient exposure of the podiatric medical student. This interdisciplinary training affords students an opportunity to share and expand their knowledge with experienced members of the health care team in Cleveland and around the country.

Office and hospital based programs, available in almost every state, offer a diversity of clinical experiences to OCPM students. Students are expected to participate in a minimum of five months of external rotations during their 4th year. An orientation is conducted and a complete handbook of information is provided to the 3rd year student to assist in this important educational process.

National Center for Education Statistics

IPEDS Data Center

Ohio College of Podiatric Medicine

UnitID 204547
OPEID 00308800
Address 6000 Rockside Woods Boulevard, Independence, OH, 44131
Web Address www.ocpm.edu

General Information

Institution Characteristics

Sector:	Private not-for-profit, 4-year or above
Carnegie Classification:	Other health professions schools
Campus Setting:	Rural: Fringe
Title IV Institution:	Participates in Title IV federal financial aid programs
Religious Affiliation:	Not applicable
On Campus Housing:	No
Total dormitory capacity:	0
Endowment:	0
Endowment Per FTE:	0

Awards Offered

Doctor's degree - professional practice

Financial and Human Resources

Core Revenues, FY [2009]

Core Revenues, FY [2009]	Total	Percent Distribution	Per FTE Enrollment
Tuition and fees	9,588,940	107.76%	22,094
Government grants and contracts	202,121	2.27%	466
Private gifts, grants, and contracts	157,050	1.76%	362
Investment return	-1,139,389	-12.8%	-2,625
Other core revenues	89,774	1.01%	207

Core Expenses, FY [2009]

	Total	Percent Distribution	Per FTE Enrollment
Instruction	2,434,883	24.73%	5,610
Research	211,729	2.15%	488
Public service	0	0%	0

Academic support	1,270,374	12.9%	2,927
Institution support	4,869,766	49.46%	11,221
Student services	1,058,645	10.75%	2,439
Other core expenses	0	0%	0

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: Revision of the Curriculum Review and Approval Process

DATE: 5 February 2012

Over the course of the fall 2011 semester, a group of faculty, staff and administrators was brought together to evaluate the current curriculum process in anticipation of Kent State's move to a new online platform for curriculum review and approval (CurricUNET), replacing our current paper-and-workflow processes.

Committee members comprised the following:

- Paul Albanese, associate professor, Marketing and Entrepreneurship
- Greg Blase, assistant professor; associate school director, Journalism and Mass Communication
- Vicki Bocchicchio, senior special assistant and advisor, Honors College
- Ruth Capasso, professor; associate campus dean, Stark Campus
- Lisa Delaney, Curriculum Services
- Pam Evans, associate professor; associate dean, Architecture
- Paul Farrell, professor; chair, Faculty Senate
- Verna Fitzsimmons, associate professor, Technology
- Mary Ann Haley, assistant professor; assistant college dean, Arts and Sciences
- Marty Lash, associate professor, Teaching, Learning and Curriculum Studies
- Sarah Rilling, associate professor, English
- Alexa Sandmann, professor; school director, Teaching, Learning and Curriculum Studies
- Jennifer Sandoval, Curriculum Services
- Mary Ann Stephens, professor; dean, Graduate Studies
- Therese Tillett, Curriculum Services

The charge of the committee was to accomplish the following:

1. Define the roles and responsibilities in the curriculum development/approval process.
2. Categorize curricular proposal types and delineate the review/approval process per proposal type.
3. Evaluate the documentation needed for curriculum development, review and approval.
4. Ensure that procedures follow regulations set by the university, the state and the federal government.

The scope of the of the committee was not to include recommending significant changes in the governance process; instead, the committee was redefining the who, when and what of the process: <u>who</u> needs to review, approve and/or be notified of curriculum changes; <u>when</u> in the process this should happen; and <u>what</u> constitutes a proposal that will enable the who to be able to, effectively and efficiently, review, approve and/or be notified.

On the following pages are the recommendations from the committee for revisions to the curriculum approval flow for courses, programs and policies; to how items are determined on an EPC agenda (e.g., action item to be voted upon); to curriculum paperwork; and to the Kent State policy 3342-20-07 Administrative Policy and Procedures Regarding the Educational Policies Council.

CHANGES TO THE CURRICULUM APPROVAL FLOW

FOR COURSE PROPOSALS

Course proposals are now grouped into tiers for appropriate approval, following the Educational Policies Council policy and procedures (3342-2-07) as published in the official policy register.

1. A course change that is not substantial enough to be considered a new course and that does not affect level, credit hours or courses and programs outside the department/school proposing the change.
    - Current procedure: College dean is final approver.
    - Proposed procedure: Department chair/school director is final approver, with notification sent to college curriculum committee and Educational Policies Council.
2. A course change that affects courses and programs outside the department/school proposing the change.
    - Current procedure: It is considered a courtesy, but not a requirement, for a department/school proposing change affecting another unit to notify affected unit about change.
    - Proposed procedure: Department/school is required to forward change to affected unit and receive acknowledgement.
3. A course change within a university requirement (e.g., Kent Core, diversity, writing-intensive, freshmen orientation, experiential learning).
    - Current procedure: Educational Policies Council is an approver, and Faculty Senate is final approver.
    - Proposed procedure: University Requirements Curriculum Committee is final approver, with notification sent to Educational Policies Council.

FOR PROGRAM PROPOSALS

1. Establishment of concentration in a major.
    - Current procedure: Educational Policies Council is final approver.
    - Proposed procedure: Provost is final approver, with notification sent to Educational Policies Council.
2. Establishment of a certificate.
    - Current procedure: Provost is final approver.
    - Proposed procedure: Educational Policies Council is final approver.
3. Change of name of a major or degree.
    - Current procedure: Board of Trustees is final internal approver, and Ohio Board of Regents is final approver.
    - Proposed procedure: Educational Policies Council is final internal approver, and Ohio Board of Regents is final approver, with notification sent to Faculty Senate and Board of Trustees.
4. Change of name of an academic unit (college, school, department).
    - Current procedure: Board of Trustees is final approver.
    - Proposed procedure: Faculty Senate is final approver, with notification sent to Board of Trustees.
5. Establishment, revision and inactivation of a center.
    - Current procedure: Board of Trustees is final approver.
    - Proposed procedure: Provost is final approver (this is written in 3342-2-03.1 *administrative policy and procedures regarding academic administrative structures*).

GUIDELINES FOR DETERMINING EPC AGENDA STATUS

A. ACTION ITEMS: *Items reviewed, discussed and voted upon by EPC members.*

1. Major/degree – establishment, name change, inactivation, ~~substantial revision of (i.e., alters faculty, space and/or resource requirements)~~
2. ~~Concentration - establishment~~
3. Minor – establishment
4. Certificate - establishment
5. Unique program (i.e., affects students from more than one academic unit; e.g., Washington Program, Military Studies) – establishment, revision, inactivation
6. Academic unit (college, school, department) – establishment, revision, inactivation
7. Center/institute – establishment, revision, inactivation
8. University academic requirement (e.g., Kent Core) – establishment, revision, inactivation
9. University academic policy – establishment, revision, inactivation
10. University academic operational procedure or regulation – establishment, revision, inactivation
11. ~~Administrative policy – establishment, revision or inactivation~~

B. INFORMATION ITEMS: *Items considered notification to the EPC only ~~not discussed or voted upon unless a motion is made by EPC member; considered approved once meeting is adjourned~~.*

1. Major/degree – letter of intent (or program development plan) to establish *
2. Suspension of admissions into an academic program
3. ~~Certificate – establishment, revision, inactivation~~
4. ~~Articulation or consortia agreement with curricular implications – establishment, revision, inactivation~~
5. ~~Off-site delivery, including a Kent Campus program at a Regional Campus (more than 50 percent) of an existing degree program – establishment, revision, inactivation~~
6. ~~Online delivery (more than 50 percent) of an existing degree program – establishment, revision, inactivation~~

C. LESSER ACTION ITEMS: *Items approved by the academic unit and/or provost and considered notification to the EPC; not discussed or voted upon unless a motion is made by EPC member~~; considered approved once meeting is adjourned~~*

1. Major – revision (including new, revised, inactivated concentrations)
2. Minor – revision, inactivation
3. Certificate – revision, inactivation
4. Articulation or consortia agreement with curricular implications – establishment, revision, inactivation
5. Off-site delivery, including a Kent Campus program at a Regional Campus (more than 50 percent) of an existing degree program – establishment, revision, inactivation
6. Online delivery (more than 50 percent) of an existing degree program – establishment, revision, inactivation
7. Course – establishment, revision, inactivation
8. Course designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation) – establishment, revision, inactivation
9. Academic policy or requirement within academic unit – establishment, revision, inactivation

REVISION Kent State University Policy 3342-2-07

Administrative policy and procedures regarding the educational policies council

(A) **Educational policies council.** For complete information on this council, see rules 3342-2-05 and 3342-2-06 of the Administrative Code and this register.

(B) **Responsibility and authority.** The responsibilities and authority of the educational policies council shall be as follows:

(1) Long-range academic planning, both conceptually and structurally, for the university. It is understood, of course, that this long-range planning shall reflect the mission and goals of the university as these are defined by the board and the president jointly. A close, coordinated interrelationship is to be presumed between the educational policies council and agencies established by the board and/or the president;

(2) Overall curricular planning and policy guidelines for the university;

(3) Sensitivity to proliferation and duplication of courses and programs;

(4) Arbitration of interdepartmental and intercollegial curricular disputes or misunderstandings;

(5) ~~Coordination~~ Monitoring of curricular changes generated by a specific academic unit of the university as they affect other academic departments, majors~~,~~ and colleges;

(6) At its discretion, review of all curricular changes and proposals originating with ~~other~~ academic units to assure effective adherence to university-wide policies;

(7) Action on matters referred to it by college curriculum committees specified in preceding paragraphs; and

(8) Approval of new or altered academic programs, policies, operational procedures and regulations and administrative structures (e.g., academic department, college).

(C) **Periodic review of the educational policies council.** The responsibility, authority and structure of the educational policies council shall be reviewed each two years or at any time review may be considered appropriate by majority vote of the whole membership of the educational policies council.

(D) **Procedures of the educational policies council.** All curricular changes whether initiated and determined by department, college or other curricular body shall be reported to and published in the agenda of the educational policies council ~~curricular bulletin by the office of the provost~~. This publication will give notice to all academic units of proposed curricular changes thereby affording them the opportunity to comment upon the proposals. All curricular bodies and academic units must be mindful of certain time limitations such as deadlines for catalog copy when proposing or commenting upon curricular changes. After a prescribed period of time succeeding the publication of curricular proposals, they will become effective as outlined in the balance of this statement; if any curricular proposal is questioned by any other curricular body or academic unit within the time allowed after publication, the issue will be resolved as outlined in the balance of this statement and upon resolution becomes effective.

(1) Curricular matters determined and proposed solely by academic departments shall be as follows:

(a) Changes in course descriptions not involving substantial changes in course content;

(b) Changes in course titles not involving substantial changes in course content;

(c) Changes in course prerequisites not affecting any other academic unit;

(d) ~~Abandonment~~ Inactivation of courses not affecting any other academic unit; and

(e) Changes in course numbers not affecting level.

(2) Curricular changes initiated by academic departments but forwarded to parent college curriculum committees for approval shall be as follows:

(a) Changes in course credit hours;

(b) Changes in course numbers affecting the level of courses;

(c) ~~Abandonment~~ Inactivation of courses ~~which affects~~ affecting other ~~degree~~ academic programs or general curricular requirements within the parent college;

(d) New or additional courses;

(e) Substantial changes in course content affecting description and title, constituting essentially new courses; and

(f) Changes in or establishment of major, ~~and~~ minor and certificate admission, course and graduation requirements ~~sequences~~ consistent with university-wide policies.

(3) Curricular changes initiated by academic departments but forwarded to parent college for approval ~~to parent college~~ and to other affected ~~colleges~~ academic units for acknowledgement shall be as follows:

(a) ~~Abandonment~~ Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college;

(b) Substantial changes in content affecting title and description of courses required in ~~degree~~ academic programs or ~~general~~ other curricular requirements of colleges other than the parent college;

(c) Changes in prerequisite of courses required in academic programs or other curricular requirements of colleges other than the parent college;

(d) Changes in course numbers affecting level of courses required in ~~degree~~ academic programs or ~~general~~ other curricular requirements of colleges other than the parent college; and

(e) Establishment of new or additional courses designed for ~~degree~~ academic programs or ~~general~~ other curricular requirements of colleges other than the parent college.

(4) Curricular matters initiated and determined by college curriculum bodies shall be as follows:

(a) Policies for major, ~~and~~ minor ~~sequences~~ and certificate programs; proposed departures from university-wide policies shall be ~~referred to~~ approved by the educational policies council; and

(b) General curricular policies and requirements for the college; proposed departures from university- wide policies shall be ~~referred to~~ approved by the educational policies council.

(5) ~~The graduate council, honors college, school of physical education, recreation, and dance, school of library science, school of nursing, and the regional campus councils~~ Independent schools, honors college, graduate studies, undergraduate studies and university libraries shall function in a fashion parallel to the college curriculum committees.

Effective: September 8, 1997
Prior Effective Dates: 11/4/1977, 10/5/1979, 4/30/1982, 5/28/1997
Related Forms:

http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037680 8/29/2011

DOCUMENTATION TO ESTABLISH OR REVISE COURSE

1. **Information required for Banner course scheduling and registration**
   a. Requested effective term
   b. College
   c. Department
   d. Course subject
   e. Course number
   f. Course title
   g. Title abbreviation (30 characters)
   h. Slash course and cross-list information
   i. Minimum-maximum credit(s)
   j. Minimum-maximum contact hours for lecture (if applicable)
   k. Minimum-maximum contact hours for lab (if applicable)
   l. Minimum-maximum contact hours for other (if applicable) [Banner field for not lecture or lab course]
   m. Is this course part of the Kent Core, writing-intensive, diversity or experiential learning requirement? If yes, which requirement(s)?
   n. Can this course be repeated for credit? If yes, list course limit or maximum hours.
   o. Course level
   p. Grade rule (if IP grade requested, rationale must accompany it)
   q. Schedule type(s)
   r. Can credit for the course be given by exam (Kent State's credit-by-exam program)?
   s. Course description
   t. Course prerequisite
   u. Is registration by special approval only?
2. **Other information**
   a. Content outline (content hours per course topic)
   b. Total contact hours
   c. Textbook(s) used in this course
   d. Other resources (e.g., manuals, periodicals, newspapers)
   ~~e. Instructor(s) expected to teach~~
   f. Instructor(s) contributing to content
   g. Course learning outcomes
   h. In-class activities that support outcomes
   i. Out-of-class activities that support outcomes
   j. Methods of assessment and/or evaluation of student learning
3. **Proposal summary**
   a. Faculty member submitting this proposal
   ~~b. Campus of faculty member (this is for routing to appropriate campus dean for approval)~~
   c. ~~Explain~~ What is the purpose for this proposal?
   d. ~~Explain how~~ Does this proposal affects program requirements and students in your unit?
   e. ~~Explain how~~ Does this proposal affects courses, program requirements and students in other units?
   ~~f. Explain how this proposal affects enrollment and staffing~~
   g. Are existing facilities sufficient to support this course offering?
   h. Is there an existing instructor(s) for this course, or will an additional instructor(s) need to be hired?
   i. Units consulted (other departments, programs or campuses affected by the proposal)

DOCUMENTATION TO INACTIVATE A COURSE

1. **Information required for Banner course scheduling and registration**
    1. Requested effective term
    2. College
    3. Department
    4. Course subject
    5. Course number
    6. Course title
    7. Title abbreviation (30 characters)
    8. Slash course and cross-list information
    9. Is this course part of the Kent Core, writing-intensive, diversity or experiential learning requirement? If yes, which requirement(s)?
    10. Course level
2. **Proposal summary**
    1. Faculty member submitting this proposal
    2. Campus of faculty member (this is for routing to appropriate campus dean for approval)
    3. Reason for inactivation
    4. Will this inactivation affect program requirements or course prerequisites within or outside your unit? If yes, explain.

DOCUMENTATION TO ESTABLISH A MINOR OR CONCENTRATION, OR REVISE OR INACTIVATE AN ACADEMIC PROGRAM (DEGREE, MAJOR/CONCENTRATION, CERTIFICATE, MINOR)

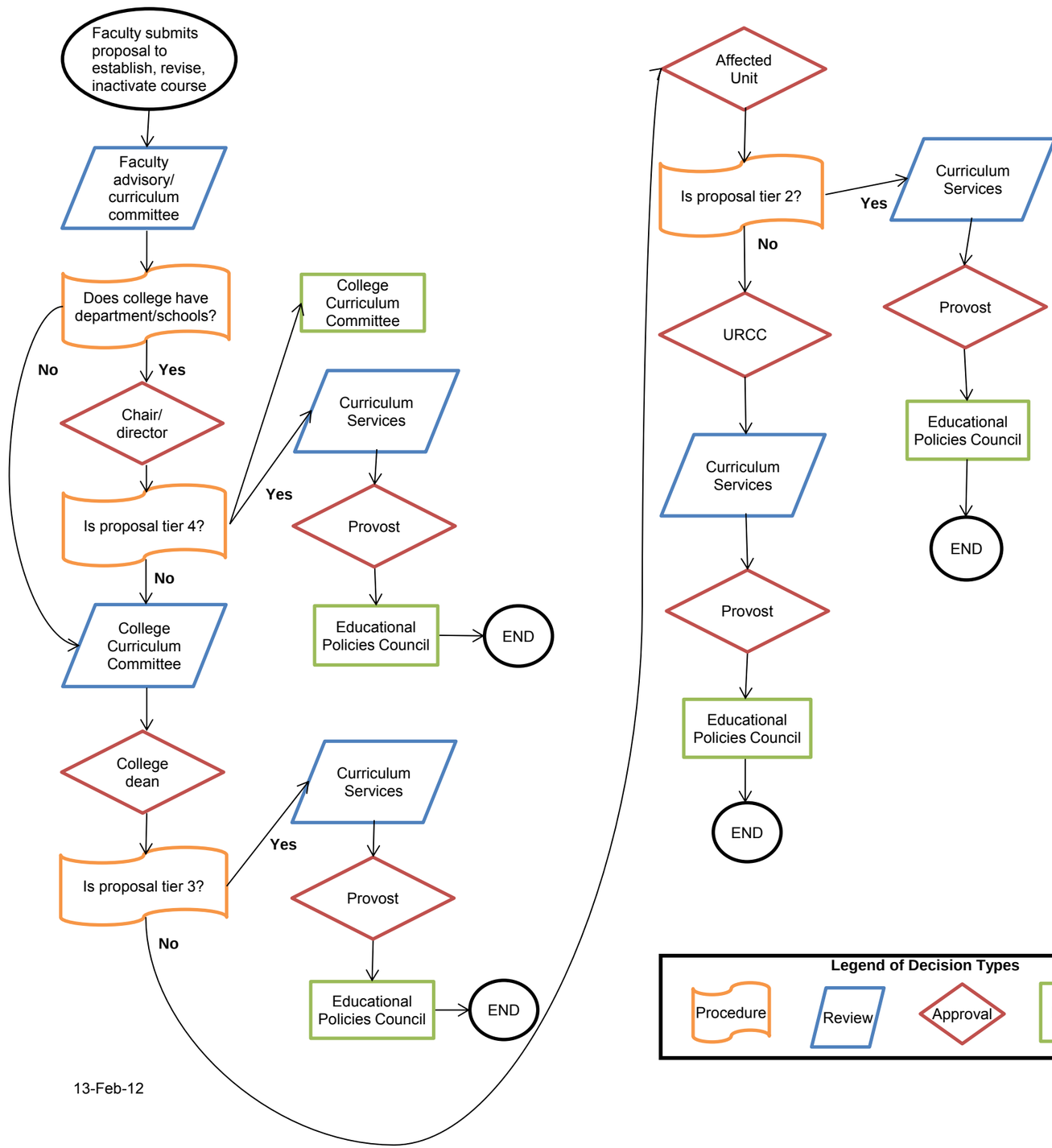
1. ~~**Transmittal memo**~~ WILL BE REPLACED BY ELECTRONIC WORKFLOW
   a. ~~Summary statement describing the proposed action~~
   b. ~~Listing of all curricular/consultative bodies that have approved this action~~
2. ~~**Certification of Curriculum Proposal (CCP)**~~
   a. Preparation date
   b. Effective date
   c. Department
   d. College
   e. Degree
   f. Program name and Banner code
   g. Concentration(s) and Banner code(s) if applicable
   h. ~~Type of proposal~~
   i. ~~Description of proposal~~
   j. ~~If a revision, does proposed revision change program's total credit hours? If yes, list current and proposed total credit hours.~~
   k. ~~Describe impact on other programs, policies or procedures (e.g., duplication issues, enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure)~~
   l. ~~Units consulted (other departments, programs or campuses affected by this proposal)~~
   m. ~~Required endorsements (signatures of approvers)~~
3. ~~**Proposal summary**~~
   a. ~~Title: title of proposal should be succinct and clear~~
   b. ~~Subject specification: one sentence that states the intent of the proposal; include official name(s) of program(s)~~
   c. ~~Background Information: a synopsis of the history of the topic and the circumstances that have led to the recommendation; suggested paragraph topics might include:~~
   d. Rationale for the proposal. Include the following:
      (1) Description of action, including its intended effect
      ~~(2) Conformity of action with mission of sponsoring unit~~
      ~~(3) Rationale for action~~
      (4) ~~Effect on current~~ Impact on other programs, course offerings, students, faculty, staff (e.g., duplication issues)
      ~~(5) Scope of action~~
      (6) Fiscal, enrollment, facilities and staffing ~~impact of action~~ considerations
      (7) Evidence of need and sustainability if establishing
      (8) Provisions of phase-out if inactivating
      (9) Units consulted (other departments, programs or campuses affected by this proposal)
   e. ~~Alternatives and consequences: other options that could be pursued or actions that may occur if this proposal is not approved~~
   f. ~~Specific recommendation and justification: the preferred action and the rationale that supports that choice~~
   g. ~~Timetable and actions required: a chronology of actions required to approve the proposal with an anticipated implementation date for each action~~ WILL BE REPLACED WITH A STANDARD TIMELINE
4. **Memos concerning impact, duplication or support**, if applicable, that affects academic units and/or campuses' resources (staffing, facilities, library, finances, student services)

5. **Catalog copy**, including program description, course, admission and graduation requirements
6. **Roadmap(s)** for undergraduate degree programs
7. **Assessment plan (AQIP)** for substantial revisions of a major. Substantial revisions alter the faculty, space and/or resource requirements of the unit or campus.
    a. Identify the student-learning goals for this program
    b. Articulate multiple measurable student-learning objectives (outcomes) for each goal
    c. List and describe the appropriate methods that will be used to assess how well students are meeting the articulated objectives (outcomes)
    d. 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

DOCUMENTATION TO TEMPORARY SUSPEND ADMISSION INTO AN ACADEMIC PROGRAM

1. ~~**Transmittal memo**~~
   a. ~~Summary statement describing the proposed action~~
   b. ~~Listing of all curricular/consultative bodies that have approved this action~~
2. **Certification of Curriculum Proposal (CCP)**
   a. Preparation date
   b. Effective date
   c. Department
   d. College
   e. Degree
   f. Program name and Banner code; Concentration(s) and Banner code(s) if applicable
   g. ~~Type of proposal~~
   h. ~~Description of proposal~~
   i. ~~Describe impact on other programs, policies or procedures (e.g., duplication issues, enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure)~~
   j. ~~Units consulted (other departments, programs or campuses affected by this proposal)~~
   k. ~~Required endorsements (signatures of approvers)~~
3. ~~**Proposal summary**~~
   a. ~~Title: title of proposal should be succinct and clear~~
   b. ~~Subject specification: one sentence that states the intent of the proposal; major codes and degree names should be included for program items~~
   c. ~~Background Information: a synopsis of the history of the topic and the circumstances that have led to the recommendation; suggested paragraph topics might include:~~
      (1) Full explanation of why the temporary program suspension is being proposed
      ~~(2) Rationale for proposing temporary suspension instead of inactivation~~
      ~~(3) Effect on the program's accreditation review and approval, if appropriate~~
      (4) List of courses that will not be taught if admissions into the program is suspended, and a statement summarizing the effect of suspending these courses on other units of the university that rely on these courses for core or option requirements, with evidence that those units have been consulted with respect to these effects
      ~~(5) Student enrollment and application patterns for the program during the past five years~~
      (6) Effect on current students enrolled in the program, faculty, staff and active courses
      ~~(7) Means by which affected faculty, students and staff were informed of the proposed temporary suspension, and a summary of feedback received; this notification and feedback includes any other units and institutions if there were articulation agreements and/or memoranda of understanding for the program to serve other populations~~
      (8) Fiscal and staffing impact of suspension, including library, facility, equipment; examples are budgeted expenditures that will be suspended or cancelled, funding that has been committed and now will not be used, grants that could be jeopardized
      ~~(9) Necessitated changes to occur to resume offering the program, and how those changes will be accomplished in the proposed period of suspension~~
   d. ~~Alternatives and consequences: other options that could be pursued or actions that may occur if this proposal is not approved~~
   e. ~~Specific recommendation and justification: the preferred action/rationale that supports that choice~~
   f. ~~Timetable and actions required: a chronology of actions required to approve the proposal; include term and year when the proposed suspension will take effect, and~~ term and year when it is anticipated that it will end; <u>no temporary suspension may exceed three years</u>
4. ~~**Memos concerning impact, duplication or support**, if applicable, that affects academic units and/or campuses' resources (staffing, facilities, library, finances, student services)~~

Proposed Curriculum Flowchart for Course Proposals



Tier 4 proposals (department chair/school director final approver)

- Changes in course descriptions not involving substantial changes in course content
- Changes in course titles not involving substantial changes in course content
- Changes in course prerequisites not affecting any other academic unit
- Inactivation of courses not affecting any other academic unit
- Changes in course numbers not affecting level

Tier 3 proposals (college dean final approver)

- Changes in course credit hours
- Changes in course numbers affecting the level of courses
- Inactivation of courses affecting other degree programs or general curricular requirements within the college
- New or additional courses
- Substantial changes in course content affecting description and title, constituting essentially new courses

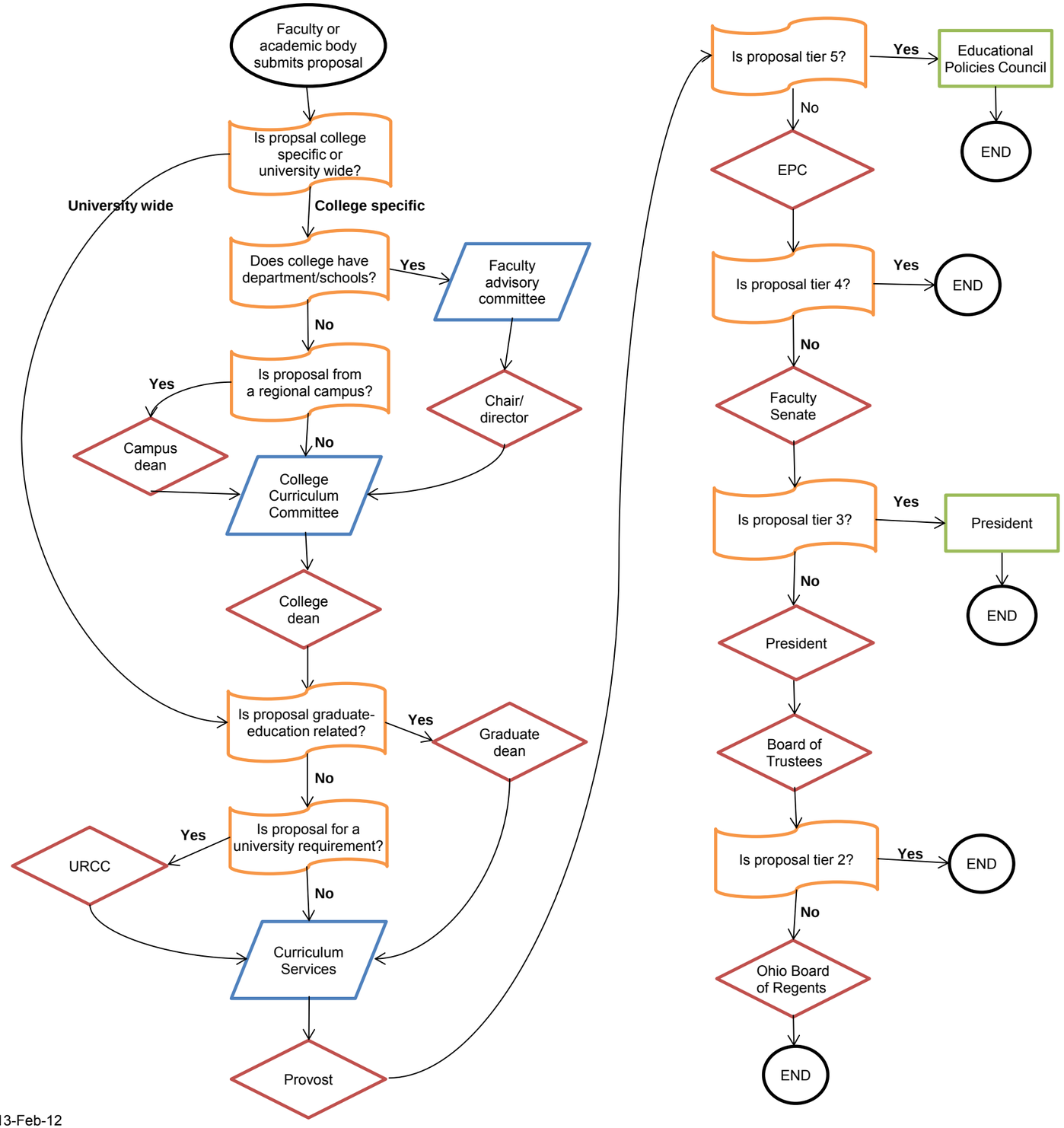
Tier 2 proposals (affected unit acknowledged)

- Inactivation of courses specified in degree programs or general curricular requirements of colleges other than the parent college
- Substantial changes in content affecting title and description of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Changes in prerequisite of courses required in degree programs or general curricular requirements of colleges other thanparent college
- Changes in course numbers affecting level of courses required in degree programs or general curricular requirements of colleges other than the parent college
- Establishment of new or additional courses designed for degree programs or general curricular requirements of colleges other than the parent college

Tier 1 proposals (URCC final approver)

- Establishment, revision, inactivation of courses designated university academic requirement (e.g., Kent Core, diversity, writing-intensive, experiential learning, freshmen orientation)

Proposed Curriculum Flowchart for Program and Policy Proposals



Tier 5 proposals (Provost final approver)
- Major - revision (including new, revised, inactivated concentrations)
- Major/degree - letter of intent to establish *
- Minor - revision, inactivation
- Certificate - revision, inactivation
- Course - establishment, revision, inactivation
- Policy within unit - establishment, revision, inactivation
- Articulation/consortial agreements - establishment, revision, inactivation
- Off-site program (50%+) - alterate delivery for existing program *
- Online progam (50%+) - alterate delivery for existing program *
- Temporary suspension of admission into a program

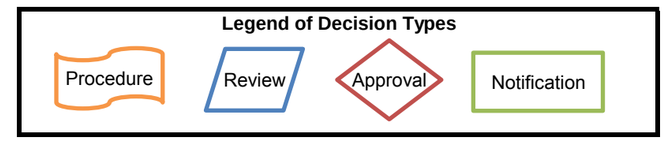
Tier 4 proposals (Education Policies Council final approver)
- Major/degree - name change * †
- Minor - establishment
- Certificate - establishment
- University-wide academic requirement (e.g., Kent Core)
  - revision not considered substantial
- Center - establishment, revision, inactivation
- Institute - revision

Tier 3 proposals (Faculty Senate final approver)
- Unique program that affects students in more than one academic unit (e.g., Military Studies, Washington Program)
  - establishment, revision, inactivation
- University-wide academic operational procedure or regulation
  - establishment, revision, inactivation
- University-wide academic policy - revision
- Academic unit (college, school, department) - revision (e.g., name change) †

Tier 2 proposals (President and Board of Trustees final approvers)
- Major/degree - inactivation
- University-wide academic requirement (e.g., Kent Core)
  - establishment, substantial revision, inactivation
- University-wide academic policy
  - establishment, substantial revision, inactivation
- Academic unit (college, school, department) - establishment, inactivation, substantial revision (e.g., school to college, merger)

Tier 1 proposals (Ohio Board of Regents final approver)
- Major/degree - establishment (notification for inactivation)
- College - establishment or substantial change that affects region or other institutions (e.g., College of Medicine)

* Proposal will go to OBR for approval after final approval in appropriate tier
† Proposal will go to Board of Trustees as notification



KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **6-Oct-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Theatre and Dance**		
College	**CA - The Arts**		
Degree	**Minor (non degree)**		
Program Name	**Theatre Studies**	Program Code	THSC
Concentration(s)	**Theatre and Social Change**	Concentration(s) Code(s)	
Proposal	**Establish program**		

Description of proposal:

To establish a new minor called Theatre and Social Change in the school of Theatre and Dance

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

Current total credit hours: **0** Proposed total credit hours **20-21**

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

NA

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

Regional Campuses

REQUIRED ENDORSEMENTS

Department Chair / School Director	11/4/11
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	12/21/11
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

Proposal Summary
Create a Minor in Theatre and Social Change Within the School of Theatre and Dance

November 2, 2011

1. Subject Specification: The Theatre and Dance faculty wish to create a new minor in Theatre and Social Change. Major code: THEA

2. Background Information –
    a. Description of Action: This action will create a new minor in Theatre and Social Change. This action is intended to parallel other proposals that are replacing Entertainment Arts and Technologies certificates which are being inactivated. Though there was never a certificate in the area, this new minor will fill a gap left vacant by our previous certificate offerings.
    b. Conformity with Mission: The proposed changes support the school's mission closely. Our current minor is a much more general program with about thirty students in it. We feel that more focused minors will appeal to students with specific interests in theatre where the existing minor will not.
        i. Rationale for Action: There is interest on the part of students in other majors who want to take courses in areas outside the current minor. We have fielded a number of inquiries in the last year about such areas as costuming, theatre management, lighting, and scenery. This proposal and the others that accompany it are designed to appeal to those students.
    c. Effect on Current Programs, Offerings, Students, and Staff: All of the required courses are already taught in a regular rotation by the existing faculty. No new faculty, staff, or courses are needed to support these changes.
3. Alternatives and Consequences: This is a no-cost change from which both our students and school will benefit. To not approve this proposal would be missed opportunity for all involved.
4. Specific Recommendation and Justification: The recommended action is to approve this proposal and establish this new minor.

Timeline:

a. Submit to College Curriculum Committee on November 2, 2011
b. Approval at the College December 2, 2011
c. Submit to EPC by January 2, 2012
d. Approval at EPC January 23, 2012
e. Implementation Fall 2012

The Theatre and Social Change minor acquaints the student with the historic and cultural aspects of theatrical performance that have influenced the society in which we live.

Theatre and Social Change Minor (20-21 credits)			
Course		**Title**	**Credits**
THEA	11100 or 11100	The Art of the Theatre or Making Theatre: Culture and Practice	2-3
	21111	Script analysis	3
41010	~~4XXXX~~	Theatre and Social Change	3
	VARIABLE	TOPIC SEMINAR: **Choose four of the following**	12
40091	~~4XXXX~~	Devising Theatre (3)	
	41113	Theatre in Multicultural America (3)	
	41114	Gay and Lesbian Theatre (3)	
	41133	Theatre and Drama in America	
	41191	Variable Topics Seminar (repeatable) (3)	
		TOTAL	**20-21**

Minimum 2.25 GPA in the minor required for graduation.

SANDOVAL, JENNIFER

From: STILLINGS, CYNTHIA
Sent: Tuesday, January 10, 2012 10:40 AM
To: SANDOVAL, JENNIFER
Cc: ZAPYTOWSKI, STEPHEN
Subject: Re: Theatre minor proposals

Jennifer,
I will start the workflow tomorrow for those two courses. Please remove Theatre Management from the "on hold" list as we will begin to teach it again in AY13/14 as the students matriculate.
Cindy
--
Cynthia R. Stillings
Director
School of Theatre and Dance
Producing Director
Porthouse Theatre
B141 Music and Speech Building
Kent State University
Kent, OH 44242
330-672-0119
FAX: 330-672-2889
cstillin@kent.edu
www.theatre.kent.edu

From: "SANDOVAL, JENNIFER" <jsandova@kent.edu>
Date: Tue, 10 Jan 2012 10:18:26 -0500
To: "LORENZ, RALPH" <rlorenz@kent.edu>
Cc: Cynthia Stillings <cstillin@kent.edu>
Subject: Theatre minor proposals

Good morning,

I'm reviewing the proposal for the new theatre minors for the January EPC meeting and I have some questions.

The new Theatre and Social Change minor list two courses that do not have a course number, Theatre and Social Change and Devising Theatre. In order to move this proposal forward, a workflow needs to be started for those two courses. Please let me know where these courses are. I've attached a copy of the minor requirement you sent to us in December.

The minor requirements for Theatre Management includes a course that is currently on hold, THEA 41726 Theatre Management. I can remove this course off the hold list but the course must be offered successfully.

Please let me know if you have any questions.

Jennifer

Jennifer Sandoval | Academic Program Officer | Curriculum Services
Kent State University | Library, 384C | 1 Eastway Dr. | Kent, Ohio 44242
jsandova@kent.edu | 330.672.1885 | www.kent.edu

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **7-Dec-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Journalism and Mass Communication and Fashion Design and Merchandising**
College	**CI - Communication and Information**
Degree	**Minor (non degree)**
Program Name	**Fashion Media Minor** Program Code FAME
Concentration(s)	Concentration(s) Code(s)
Proposal	**Establish program**

Description of proposal:

Establish a Fashion Media Minor in the School of Journalism and Mass Communication and the School of Fashion Design and Merchandising. The minor will include two tracks, one for Journalism and Mass Communication students and one for Fashion Merchandising students. The JMC students will take Fashion courses and the Fashion Merchandsing students will take JMC courses.

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

Current total credit hours: Proposed total credit hours 24

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

none

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

School of Fashion Design and Merchandising

REQUIRED ENDORSEMENTS

[signature] 12/12/11

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

[signature] Ralph Lorenz 12/13/11

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary

Title: Establish a Fashion Media Minor

Subject Specification

The intent of this proposal is to: Establish a Fashion Media Minor in the School of Journalism and Mass Communication and the School of Fashion Design and Merchandising.

Background Information

Description of action including its intended effect: This action is to: Establish a Fashion Media Minor for students in the Fashion Merchandising Major and the School of Journalism and Mass Communication. The Minor will have two tracks – A Media Track for Fashion merchandising students and a Fashion track for Journalism majors.

Each track will take three "Core Requirement" courses and choose from one of two tracks.

FASHION MEDIA MINOR

CORE REQUIREMENTS

FDM 10010 Fashion Fundamentals [3] – [Spring Semester Only]
ENTR 27056 Introduction to Entrepreneurship [3] ***or*** FDM 35280 Fashion Entrepreneurship [3]
JMC 41111 Fashion Publishing [3]

Media Track for Fashion Students

JMC 20005 Fundamentals of Media Messages [3]
JMC 20006 Multimedia Techniques [3]
JMC 21008 Social Media Strategies [3]
VCD 37000 Visual Design for Media: Advanced [3]

Choose one of the following:

FDM 35080 Fashion in the Media [3] – [New York Only]
JMC 46020 Magazine Design [3]
JMC ~~40095 ST: Cybermedia Design [3]~~
46056 Cybermedia Design (3)

Total Credits: 24

Fashion Track for JMC Students

FDM 25011 Fashion Branding [3]
FDM 35010 Contemporary Fashion Designers (WIC) [3]
FDM 35011 Fashion Forecasting [3]
FDM 35080 Fashion in the Media [3] – [New York Only]
JMC ~~40095 ST: NY Media Seminar [3]~~ ***or*** FDM 45492
Field Study Tour for NYC Studio Students [3]
46091 New York Media Seminar (3)

Total Credits: 24

Proposal Summary

Conformity of action with mission of sponsoring unit: Conforms with the mission of schools to collaborate with other schools and provide training for media positions in niche industries.

Rationale for action: Fashion student will get education in the media to better prepare them for work in fashion media. JMC students will get education in fashion Industry to better prepare them for work in the Fashion publishing business.

Effect on current programs, offerings, students, and staff: none

Scope of action. School of Journalism and Mass Communication and School of Fashion Design and Merchandising.

Fiscal impact of action. None.

Alternatives and Consequences: Not preparing student for careers in the fashion publishing business.

Specific Recommendation and Justification: Approve for fall 2012

Timetable and Actions Required:

Action	Timetable
Approve proposal at FAC- August 2011	
Submit proposal to CCC – ~~October~~ December 2011	
Submit proposal to EPC - ~~November 2011~~ January 2012	
Submit proposal to Faculty Senate – ~~November 2011~~ February 2012 for implementation in Fall 2012	

Catalog copy

FASHION MEDIA MINOR REQUIREMENTS (24 credits):		
Course		**Title**
FDM	10010	Fashion Fundamentals (3)
JMC	41111	Fashion Publishing (3)
Choose one of the following:		
FDM	35280	Fashion Entrepreneurship (3)
ENTR	27056	Introduction to Entrepreneurship (3)
Choose one of the following sets: *Fashion Track or Media Track*		
Media Track for Fashion Students		
JMC	20005	Fundamentals of Media Messages (3)
	20006	Multimedia Techniques (3)
	21008	Social Media Strategies (3)
VCD	37000	Visual Design for Media Advanced (3)
Choose one of the following:		
FDM	35080	Fashion in the Media (3) (New York only)
JMC	46020	Magazine Design (3)
JMC	~~40095~~ 40092	~~ST~~: Cybermedia Design (3)
Fashion Track for JMC Students		
FDM	25011	Fashion Branding (3)
	35010	Contemporary Fashion Designers (3)
	35011	Fashion Forecasting (3)
	35080	Fashion in the Media (3) – New York only
Choose one of the following:		
JMC 4209	~~40095~~	~~ST~~: NY Media Seminar (3)
FDM	45492	Field Study Tour for NYC Studio Students (3)

This minor is only open to Journalism and Mass Communication and Fashion Merchandising majors.

HANSON, LUETT

From: BLASE, GREGORY
Sent: Sunday, December 11, 2011 4:38 PM
To: HANSON, LUETT
Subject: Fwd: Letter of support for Fashion Media Minor

Sent from my iPhone

Begin forwarded message:

From: "Campbell, J. R." <jrcamp@kent.edu>
Date: December 9, 2011 4:11:55 PM EST
To: "BLASE, GREGORY" <gblase@kent.edu>
Cc: "HAUCK, WILLIAM" <whauck@kent.edu>, "LORENZ, RALPH" <rlorenz@kent.edu>
Subject: Letter of support for Fashion Media Minor

Dear Greg,

Please accept this email as a letter to document the support of the Fashion School for the creation of the Fashion Media Minor. The FAC in the School of Fashion Design and Merchandising voted unanimously to support the creation of the minor as a co-sponsored collaboration with the School of Journalism and Mass Communication. We are pleased to engage in this partnership, which we believe will provide great value to both of our school's students, as well as meet a clear demand for support a linked learning experience between the scope of fashion and media.

Best Regards,

J.R.

J.R. Campbell
Professor and Director
The Fashion School – *An Ohio Center of Excellence*
College of the Arts
Kent State University
PO Box 5190
515 Hilltop Drive,
226C Rockwell Hall (office)
Kent, OH 44242-0001 USA

Phone: 1 (330) 672-3010
Fax: 1 (330) 672-3772
Email: jrcamp@kent.edu
Web: http://www.fashionschool.kent.edu
Blog: http://thefashionschooldirector.wordpress.com

Learning outcomes
JMC 41111, Fashion Publishing

1. Learn the role of the reporter and editor for fashion publications

   In-class activities – lectures and reviews of fashion publications to study the different ways of writing fashion stories, fashion stories are conceived and how they are edited.
   Out-of-class activities – assignments to research and critique fashion publications, both from a reporter's and editor's perspective.

2. Learn the aspects of advertising, research and circulation of fashion magazines and how these business functions are unique to fashion magazines.

   In-class activities – lectures and reviews of the types of advertising in fashion magazines and how audience and circulation affect the types of advertising and financial stability of the magazine.
   Out-of-class activities – assignments and research into the various business models of fashion magazines.

3. How to launch a new magazine.

   In-class activities – lectures and reviews of new magazine, how they picked their editorial focus and how they attract advertisers.
   Out-of-class activities – researching and writing a plan to start a new magazine with a strategy as to why this magazine will succeed.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Jan-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department ~~Graduate School of Management (MBA Programs)~~

College **BU - Business Administration**

Degree **MBA - Master of Business Administration**

Program Name ~~Professional MBA (P-MBA)~~ Program Code PBAD

Concentration(s) Business Administration - Professional Concentration(s) Code(s)

Proposal **Revise program** Create a new major

Description of proposal:

Separate catalog listing for the Professional MBA (P-MBA) program, as opposed to the current joint catalog description page for FT-MBA, P-MBA, Executive-MBA and Ph.D.

The proposed revised catalog entry for the P-MBA establishes the new preferred designation for this program ("Professional" as opposed to "Part-time"), and seeks to better describe important/unique aspects of this program. In particular, the proposed revision notes that this program: (1) targets junior to mid-career working professionals in Northeast Ohio who seek to advance to positions of greater responsibility within their current organizations; (2) admits both in Fall and Spring semesters (not in Summer term anymore); (3) admission consideration requires a minimum of two years of full-time work experience after undergraduate degree; and (4) program is offered at two locations: Kent and Stark campuses (the prior offering at Lorain County Community College is being phased out).

Moreover the revised catalog description reflects the following curricular changes: (1) streamlined 48 credit hour curriculum, by reducing the elective requirements from 15 to 9 credit hours; (2) reduction of requirements for concentrations from 12 to 9 credit hours; and (3) inclusion of a new Supply Chain Management Concentration.

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

Current total credit hours: **54** Proposed total credit hours **48**

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

The purpose of the proposed new catalog description is to better inform and clearly distinguish the P-MBA program form other graduate programs in business, and from the Full-time MBA program in particular.

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

All changes presented as part of this proposal have been throughly discussed and approved by both the College of Business MBA Curriculum Committee and the College of Business Graduate Council, during Spring and Fall of 2011.

REQUIRED ENDORSEMENTS

Jan. 12, 2012

Department Chair / School Director / PROGRAM DIRECTOR

	/ /
Campus Dean (for Regional Campuses proposals)	
	01/02/11
College Dean (or designee)	
	2/7/12
Dean of Graduate Studies (for graduate proposals)	
	/ /
Provost and Senior Vice President for Academic Affairs (or designee)	

Proposal Summary
Revised Catalog Description for Professional MBA (P-MBA)

Subject Specification: *This proposal seeks a revised catalog description and separate listing for the Professional MBA (P-MBA) program, in order to better reflect the unique aspects and graduation requirements of this program.*

Background Information: *The purpose of this proposal is to have the catalog reflect the distinction between the P-MBA and Full-time MBA (FT-MBA) programs, in particular. These programs target different audiences; have different recruiting strategies and processes; different admission standards; different pedagogical objectives, curriculum content, and graduation requirements; and different class schedules and forms of delivery. Since Fall of 2011 the two programs are being run separated from one another (i.e., course requirements that are common to both programs have separate sections for each set of students), to facilitate the pursuit of the different pedagogical objectives.*

Differentiating these two programs in our catalog is also consistent with common practice in the MBA industry where full-time, professional (or part-time), and executive MBA are regarded as distinct types of programs. For example, industry associations (i.e., Graduate Management Admission Council, EMBA Council), as well as rating agencies (e.g., BusinessWeek, News & World Report, etc.) provide separate sets of data and rankings for full-time, part-time, and executive MBA programs. The ranking methodology is also different across these different types of programs, as target constituencies and pedagogical goals are different.

Generally, FT-MBA programs target participants from around the world, with limited prior work experience, who seek to jump-start or change careers. By contrast, part-time MBA programs target junior to mid-career professionals, who live within a 50-mile radius of the school, pursue their MBA while keeping their full-time employment, and seek to advance within their current companies. Executive MBA programs, or EMBAs, seek more experienced people, usually with at least eight years in management, and attract students from a wider geographic area.

In accordance with greater levels of prior business experience, the typical part-time MBA curriculum has greater focus and is shorter than FT-MBA curricula; and the EMBA curriculum, in turn, is also shorter than the part-time MBA. Using the most recent data available from BusinessWeek, the top-20 FT-MBA programs require 60 credit hours of coursework, on average, while the average top-20 part-time MBA requires 51 credit hours. These averages come down when one extends from the top to include other less rigorous programs (for example, the average length of all part-time programs reported in BusinessWeek for the Midwest region, ranked and unranked, is 44.3 credit hours), but the difference in curricular comprehensiveness between FT and part-time remains. Similarly, although both part-time and EMBA degrees are pursued while keeping full-time employment, the former typically take three to six years to complete; while the latter are streamlined and lockstep programs, with a greater focus on strategic thinking and leadership skills, that are completed in two years or less.

The proposed revised catalog entry for the P-MBA establishes the new preferred designation for this program ("Professional" as opposed to "Part-time"), and seeks to better describe important/unique aspects of this program. In particular, the proposed revision notes that this program: (1) targets junior to mid-career working professionals in Northeast Ohio who seek to advance to positions of greater responsibility within their current organizations; (2) admits both

in Fall and Spring semesters (not in Summer term anymore); (3) admission consideration requires a minimum of two years of full-time work experience after undergraduate degree; and (4) program is offered at two locations: Kent and Stark campuses (the prior offering at Lorain County Community College is being phased out).

Moreover the revised catalog description reflects the following curricular changes: (1) streamlined 48 credit hour curriculum, by reducing the elective requirements from 15 to 9 credit hours; (2) reduction of requirements for concentrations from 12 to 9 credit hours; and (3) inclusion of a new Supply Chain Management Concentration. All of these were throughly discussed and approved by both the College of Business MBA Curriculum Committee and the College of Business Graduate Council, during Spring and Fall of 2011.

With these changes (and with the addition of two additional credit hours of Professional Development in the FT-MBA) , our P-MBA program will now require 48 credit hours, versus 57 credit hours for the FT-MBA and 39 credit hours for the EMBA. As noted above, this is consistent with common practice among accredited business schools.

In the short-term, we expect negative financial implications at the Department level, but not at the College level, associated with the reduction of P-MBA elective requirements from 15 to 9 credit hours. At the College level, the lost in tuition revenue is made-up by fees that were introduced this past Fall semester of 2011: The typical P-MBA student will now be able to obtain the degree in 8 terms (33 months) paying a total of $2,160 in fee; while the net RCM revenue lost due to the 6 credit hour reduction in electives hoovers around $2,000 per student (this figure varies slightly from year to year, depending on RCM and subsidy rates). At the Department level, however, the lesser demand for elective course "seats" will mean lower enrollment in courses.

In the mid-term, however, we expect that the financial implications at the local level will either be muted or transformed into a positive, as Departments continue to streamline their MBA elective offerings. Indeed, one of the motivations for the next curricular change in this proposal (i.e., the reduction of concentration requirements from 12 to 9 credit hours) is to improve the "load ratio" in elective courses by consolidating departmental offerings within each concentration and, thus, reducing the overall inventory of MBA electives.

The other important motivation for these changes is to increase the graduation rates in the P-MBA program (from the current 65% level), as well as to improve the percentage of P-MBA participants that graduate with a functional area concentration (as opposed to the general electives option).

The resource implications associated with the new Supply Chain Management concentration are discussed in a separate Certification of Curriculum Proposal submitted by the M&IS Department.

The scope of the present proposal is the P-MBA program. There is in accompanying proposal for the FT-MBA.

The above actions are instrumental towards the pursuit of our intended strategy or raising the quality of our MBA programs.

Alternatives and Consequences: *Alternatives to this proposal are to continue listing different*

MBA programs in a single catalog entry, and to curb the additional efforts to further tailor these offerings to their intended constituencies and pedagogical goals. Any such alternative would hamper the implementation of current and future strategic initiatives, aimed at improving the quality and reputation of our different MBA programs.

Specific Recommendation and Justification*: We recommend the adoption of the proposed changes to the catalog, as edited in the accompanying document. Adoption of these changes will clarify important differences that already exist among our different MBA programs, and will facilitate further curricular development to better serve the needs of the different types of students served, and to make our programs more competitive.*

Timetable and Actions Required: *All elements of this proposal have already been approved by curriculum committees at the Department, Program, and College levels. All that is pending is approval at the University level.*

The proposed curricular changes are ready to be implemented, or are already being implemented on a pilot basis.

Kent State University Catalog 2011

PROFESSIONAL

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: www.kent.edu/business/grad

DESCRIPTION: The **Master of Business Administration** seeks to prepare students ~~for responsible leadership positions in public, private and nonprofit organizations~~. Regardless of ~~undergraduate~~ education, the candidates will find a challenging program designed to meet their specific ~~backgrounds and~~ needs. ~~The Graduate School of Management offers three M.B.A. options:~~

Professional program to advance to positions of greater responsibility and leadership within their current organizations.

prior

and industry background

The PMBA program is targeted at high-potential junior to mid-career working professionals in the Northeast Ohio region. Participants maintain full-time employment during the day and attend courses in the evening. The curriculum ~~program~~ is designed to build on participants' prior work experience and current professional challenges.

Students in this program typically take... (See * below)

This program is offered both at the Kent and Stark Campuses.

~~Full time day program~~

~~Professional (part time) evening program (PMBA)~~

~~Executive program (EMBA)~~

The student has the option of taking a general **M.B.A.** with electives from a number of areas or selecting any of the following ~~eight~~ nine concentrations, which must be a minimum of 12 hours: Accounting; Economics; 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.

required courses provide an opportunity to review and apply knowledge in and Supply Chain Management.

The ~~Business Administration major introduces students to~~ the various areas of business such as accounting, marketing, human resources and operations management, and provides formal 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 concentration allows students to specialize their degree with advanced topics in various areas in economics.

Fashion Design and Merchandising concentration allows students to specialize their degree with advanced topics in fashion theory, fashion design management and the opportunity to conduct research in the business of fashion.

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 concentration 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.

Supply Chain Concentration allows students to specialize their degree in vendor-customer relations & logistic matters with courses in global supply chain management, supply chain business models and vendor management strategies.

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* prepares highly qualified candidates for faculty positions in colleges and universities. In addition to completing doctoral-level coursework and a dissertation, students conduct scholarly research and become effective teachers.~~

~~*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 receives 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.

FULL-TIME/ PART-TIME

Full-time Day M.B.A. Program: This program is for the individual who can concentrate all efforts toward earning the degree. Students in this program take three to five courses per semester and complete the degree in two years or less. Admission is only for Fall semester.

Professional Evening M.B.A. Program: The PMBA program is designed for the individual who maintains full-time employment during the day and can only attend courses at night. Students in this program take one to two courses in a semester and can take between three to five years to complete the degree. Courses are available weeknights, Monday through Thursday, and meet one night per week. The PMBA program offers flexibility and begins each semester (fall, spring, summer).

typically per will about

ADMISSION REQUIREMENTS: Official transcript(s); GMAT (GMAT or GRE for the dual-degree program); goal statement; two-to-three letters of recommendation (three letters for the Executive M.B.A. and the Ph.D.); resume; and TOEFL, IELTS, MELAB or PTE, if applicable. The Executive M.B.A. concentration also requires five years experience in a responsible position and interview with EMBA director. Admission is suspended until fall 2013 for the Ph.D. International Economics and Public Sector Economics concentrations.

admits students both in Fall and Spring Semesters

A minimum of two years of fulltime work experience post undergraduate degree is required for admission to this program.

GRADUATION REQUIREMENTS: M.B.A.: 55 total credit hours.

48 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 of the graduate faculty.

LANGUAGE REQUIREMENT: None

PROGRAM FEE: $600/semester for full-time students (9 or more credit hours). $270/semester for part-time students (less than 9 credit hours and summer term) (Fall, Spring, and Summer terms)

ACCREDITATION: The Association to Advance Collegiate Schools of Business

Kent State University Catalog 2011

Professional

Business Administration - M.B.A. Program Requirements

~~Full-Time Master of Business Administration~~

- ~~Accounting concentration~~
- ~~Economics concentration~~
- ~~Fashion Design and Merchandising concentration~~
- ~~Finance concentration~~
- ~~Human Resource Management concentration~~
- ~~Information Systems concentration~~
- ~~International Business concentration~~
- ~~Marketing concentration~~

BUSINESS ADMINISTRATION CORE PROGRAM REQUIREMENTS (~~30~~ 39 credits)			
Course		Title	Credits
ACCT	63037	Financial Accounting-Managerial Action	3
	63038	Accounting for Managerial Action and Evaluation	3
~~BAD~~	~~68051~~	~~Business Professional Development~~	~~1~~
ECON	62021	Business Conditions Analysis and Public Policy	3
	62022	Managerial Economics	3
FIN	66061	Financial Management I	3
MIS	64005	Statistics for Management	3
	64041	Operations Management	3
	64042	Management Information Systems	3
	64271	Human Resources Management	3
MKTG	65051	Marketing Management	3
~~ADDITIONAL PROGRAM REQUIREMENTS (12 credits)~~			
~~Executive Modules, Integrative Management Courses, Concentrations and/or Electives*~~			~~12~~
~~CONCENTRATION REQUIREMENTS (12 credits)~~			
~~Accounting (12)~~			
~~Economics (12)~~		MIS 64158 - Leadership & Managerial Assessment	3
~~Fashion Design and Merchandising (12)~~		ENL 66050 - Legal & Ethical Environment	3
~~Finance (12)~~		MIS 64185 - Business Strategy	3
~~Human Resource Management (12)~~			
~~Information Systems (12)~~		ELECTIVE COURSES *	9
~~International Business (12)~~			
~~Marketing (12)~~			
		TOTAL	~~58~~ 48

~~*With approval, some electives may be taken outside the Graduate School of Management.~~
Students can select electives freely across our nine areas of specialization, and are not required to concentrate in any one area - although they are encouraged to do so.

Accounting concentration

ACCOUNTING CONCENTRATION REQUIREMENTS (~~12~~ 9 credits)			
Course		Title	Credits
Choose ~~four~~ three from the following:			~~12~~ 9
ACCT	53013	Advanced Management Accounting (3)	
	53014	Advanced Accounting Systems (3)	
	53034	Nonprofit Accounting Auditing (3)	
	63025	Business Valuation (3)	
	63030	International Accounting (3)	
	63032	Accounting Theory (3)	
		MINIMUM SUBTOTAL	~~12~~ 9

Those contemplating this concentration should meet with the faculty advisor prior to starting the program or during the first semester of the program.
Undergraduate accounting majors who meet stated prerequisites may select other graduate level courses

Economics concentration

ECONOMICS CONCENTRATION REQUIREMENTS (~~12~~ 9 credits)

three courses, and must belong to sub-

Course		Title	Credits
Choose at least two ~~course~~ in any of the following areas:			
Econometrics			
ECON	62054	Econometrics I (3)	
	62055	Econometrics II (3)	
	62056	Time Series Analysis (3)	
International			
ECON	52076	Economic Development (3)	
	62075	International Trade (3)	
	62076	International Finance (3)	
	62077	Economic Problems of Developing Areas (3)	
Macroeconomics			
ECON	52065	Problems of Monetary and Fiscal Policy (3)	
	62051	Macroeconomic Theory I (3)	
	62061	Monetary Theory and Policy (3)	
Microeconomics			
ECON	52068	Industrial Organization and Public Policy (3)	
	62184	Public Finance (3)	
	52081	Urban Economics (3)	
	52085	Public Finance (3)	
	52086	Economics of Health Care (3)	
	52087	Law and Economics (3)	
	62050	Microeconomic Theory (3)	
	62071	Labor Economics	
	62182	Public Expenditure and Cost Benefit Analysis (3)	
Any 50000 or 60000 level economics courses, except ECON 62010, 62015, 62021 and 62022, with the approval of the Economics Faculty Advisor.			
		MINIMUM SUBTOTAL	~~12~~ 9

Fashion Design and Merchandising concentration

FASHION DESIGN AND MERCHANDISING CONCENTRATION REQUIREMENTS (~~12~~ 9 credits)			
Course		Title	Credits
FDM	60010	Theories in Fashion (3)	~~3~~
	60020	Fashion Design Management (3)	~~3~~
	60030	Research Methods in Fashion Design and Merchandising (3)	~~3~~
	60098	Research Project in Fashion Design and Merchandising (3)	~~3~~
		MINIMUM SUBTOTAL	~~12~~ 9

Choose three from the following

Finance concentration

three

FINANCE CONCENTRATION REQUIREMENTS (~~12~~ 9 credits)			
Course		Title	Credits
Choose four of the following:			~~12~~ 9
FIN	66062	Financial Management II (3)	
	66063	Financial Markets and Institutions (3)	
	66064	International Financial Management (3)	
	66066	Advanced Security and Investment Theory (3)	
	66069	Real Estate (3)	
		MINIMUM SUBTOTAL	~~12~~ 9

Human Resource Management concentration

three

HUMAN RESOURCE MANAGEMENT CONCENTRATION REQUIREMENTS (~~12~~ 9 credits)			
Course		Title	Credits
Choose from the following:			~~12~~ 9
MIS	64108	Advanced Topics in Human Resource Management and Organizational Behavior (3)	
	64160	Leadership and Organization Change (3)	
	64263	Employee Selection and Appraisal (3)	
	64270	Organizational Analysis (3)	
	64261	Strategic Decision Making and Human Resource Management (3)	
		TOTAL	~~12~~ 9

Information Systems concentration

INFORMATION SYSTEMS CONCENTRATION REQUIREMENTS (~~12~~ 9 credits)

three

Course		Title	Credits
Choose four from the following:			~~12~~ 9
MIS	64011	Systems Simulation (3)	
	64046	Seminar in Computer-Supported Collaborative Work (3)	
	64080	Emerging Hardware and Software Technologies (3)	
	64081	Data Communications (3)	
	64082	Database Management Systems (3)	
		MINIMUM SUBTOTAL	~~12~~ 9

three

International Business concentration

9

INTERNATIONAL BUSINESS CONCENTRATION REQUIREMENTS (~~12~~ credits)			
Course		Title	Credits
Choose four from the following:			~~12~~ 9
ACCT	63030	International Accounting (3)	
FIN	66064	International Financial Management (3)	
BAD	72076	International Finance (3)	
	65184	International Business (3)	
	?	International Business Experience (3)	
MKTG	65054	International Marketing (3)	
MIS	64271	Strategic Global Management (3)	
MIS	?	Global Supply Chain Management (3)	
		MINIMUM SUBTOTAL	~~12~~ 9

three

Marketing concentration

9

MARKETING CONCENTRATION REQUIREMENTS (~~15~~ credits)			
Course		Title	Credits
Choose from the following:			~~15~~ 9
MKTG	65053	Promotion Management (3)	
	65054	International Marketing (3)	
	65057	Marketing Research	~~3~~
	65060	Marketing Strategy and Planning (3)	
	65064	Buyer Behavior	~~3~~
	65068	Marketing Strategy and Planning for Nonprofit Organizations (3)	
		MINIMUM SUBTOTAL	~~15~~ 9

Supply Chain Management Concentration

Course	Title	Credits
MIS 64026	Global Supply Chain Management and Sustainable Strategies ~~and Sustainable Strat~~	3
MIS 64028	Global Supply Chain ~~Business~~ Strat Models	3
MIS 64029	Supply Chain and Vendor Management Strategies	3
	MINIMUM SUBTOTAL	9

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 7-Nov-11 Curriculum Bulletin _____

Effective Date Fall 2011 2012 Approved by EPC _____

Department Management & Information Systems

College BU - Business Administration

Degree MBA

Program Name **Master of Business Administration** Program Code

Concentration(s) SCM Concentration(s) Code(s) Major - Business Administration (BAD)

Proposal Establish Program

Supply Chain Management

Description of proposal:

Proposal for establishing a new MBA concentration in Global Supply Chain Management. MBA students opting for the Global Supply Chain Management concentration will be prepared to understand and manage in a "flat-world" underpinned by global movements of products, services, and information. The concentration will utilize a case-based approach and rely on strong cross-cultural synergy and team-building to train students to enter industry as global supply chain managers.

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

Current total credit hours: 9 Proposed total credit hours 9

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

The proposed concentration in SCM has little resource implications to the proposing unit and other units in the College or university. The proposing unit will leverage existing faculty resources in information systems and operations management to staff the concentration.

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

College of Business MBA curriculum committee.

REQUIRED ENDORSEMENTS

Department Chair / School Director / Campus Dean	11/14/11
College Dean	___/___/___
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs	___/___/___

Concentration is for both Business Administration major and proposed Business Administration – Professional major.

KENT STATE
UNIVERSITY

Interdepartmental Correspondence

Department of Management & Information Systems

TO: Dr. Rick Schroath, *Associate Dean*, College of Business

FROM: O. Felix Offodile, *Chair*, M&IS Department

DATE: November 14, 2011

SUBJECT: Proposal for MBA-SCM concentration

In light of the ever-growing need in the job market for graduates who have basic knowledge needed to tackle some of the vendor-customer issues in today's competitive global market the Department of M&IS proposes an MBA concentration in Global Supply Chain Management.

The proposal draws from our faculty expertise in this area, buoyed by a successful Green Supply Chain Symposium during the summer of 2010 and 2011, and benchmarking study of similar programs at other institutions. Furthermore, the concentration will be further facilitated by the College's on-going initiative to secure a professional ERP system. The proposed concentration aims to educate students to become cross-functional decision-makers at multiple levels of an organization's complex supply chain.

The concentration was proposed by a committee appointed by the Chair in consultation with 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: Proposal for establishing a new MBA concentration in Global Supply Chain Management

Subject Specification: [The proposal intends to educate and build the repertoire of our MBA students in preparing them to understand global supply and value chains requisite knowledge to conduct analyses and make management decisions to maintain competitive advantages.]

Background Information: [MBA students opting for the Global Supply Chain Management concentration will be prepared to understand and manage in a "flat-world" underpinned by global movements of products, services, and information. The concentration will utilize a case-based approach and rely on strong cross-cultural synergy and team-building to train students to enter industry as global supply chain managers.

As a part of the Management & Information Systems department, this concentration resonates with the diversity of our group and meets the mission statement of preparing the next generation of managers and decision-makers with marketable skills.

The concentration will provide an excellent complement to existing programs while accentuating faculty expertise to meet industry needs. The concentration in SCM transcends educational boundaries and could be the glue that unites our various disciplinary areas, especially with the impetus of a professional ERP system. Every business today grapples with supply chain issues and the concentration provides a holistic body of knowledge students need to function and provide solutions in that environment.

The scope of action is at the MBA-level.

Resource concerns are none to negligible. Internal resources will be allocated and used.
The concentration is highly sustainable because of tremendous industry need as supply chains become a global phenomenon.]

Alternatives and Consequences: The alternative to this proposal is to maintain the staus quo and deprive our students the opportunity to gain one of the tools that would help them in today's global marketplace.

Specific Recommendation and Justification: We recommend the establishment of the SCM concentration at the MBA level because it will help to make our students as competitive, or better, with their peers from regional institutions and beyond.

Timetable and Actions Required: [Three new courses that span the global supply chain curriculum from vendor management through global issues are proposed for this concentration. All of these courses are sufficiently developed and ready for launching.

Students in the KSU-MBA program and masters programs students at other colleges who wish to strengthen and diversify their educational portfolios are candidates for this concentration. The timeliness of this concentration could not be more favorable since SCM is one of the most discussed and researched issues in today's competitive marketplace, as a major focus of

businesses in terms of gaining efficiencies and effectiveness in markets. Consequently, the timetable for launcing this concentration is fall 2011.

This proposal has been approved by the M&IS Department FAC, graduate curriculum committee and the Chair and is recommending similar actions by the College of Business MBA cirriculum committee and other university educational bodies.]

Concentration course requirements:

MIS 64026 Global Supply Chain Management and Sustainable Strategies – 3

MIS 64028 Global Supply Chain Business Models – 3

MIS 64029 Supply Chain and Vendor Management Strategies – 3

9 credits

Name: Onyebuchi Felix Offodile Submission Date: 11/15/2011

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form **Print**

Course Catalog Update Information: **STU0004**

Reference Number: CCU001220 **Date:** 20-SEP-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: Murali Shanker

Requested Effective Term: 201280

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: 64026

Course Title: Global Supply Chain Management and Sustainable Strategies

Title Abbreviation: Global Supply/Sustain Strateg

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): The course introduces the student to the knowledge base needed to coordinate business operations across global supply chains. It addresses how to integrate traditional business operations so as to align them in support of inter-firm collaboration required to compete globally. The course investigates specific topics relevant to supply chain management and offers a managerial orientation towards supporting global supply chain operations. The course immerses students into responsible supply chain practices around the globe with strong emphasis and orientation towards sustainable (green) supply chains.

Prerequisites (edited): MBA Standing and MIS 64041

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
6	Introduction: Provides a systemic understanding of all the essential

	facets of the supply chain and its management in the global environment.
3	Value Creation: Focusing on physical flows, activity shifting is presented to illustrate the contribution organizational and structural design can make to supply chain performance.
6	This chapter provides contemporary treatment of the ways in which IT can be used to inform the decision making process and mitigate uncertainty in the supply chain.
3	Approaches and Techniques: Integration and coordination of inter-organizational activities with good overviews of the approaches and techniques being used in distribution and production.
6	Purchasing: Identify the importance of strategic purchasing and differing strategies used. Transportation and logistics options are examined.
9	Global Culture: Informed insight into the drivers and issues affecting the distribution of product in a global context. Emphasis provided on international vendor selection, near-sourcing, captive centers, 3PL, and 4PL.
3	Performance: Explains the relationship between measurement and management and critically evaluates several performance measurement frameworks. The principal supply chain configurations for value recovery are evaluated.
3	Sustainability: Discusses various sustainable supply chain strategies and links future profitability. Introduction to valuation mechanisms in green policies. Several illustrative cases and examples are used and discussed.
6	Evaluation

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Cases and articles

Writing Expectations: Project report.

Instructor(s) expected to teach: Dr. Pratim Datta, Dr. Al Guiffrida

Instructor(s) contributing to content: Drs. Pratim Datta and Alfred Guiffrida

Proposal Summary

Explain the purpose for this proposal:

Part of new proposed concentration in Supply Chain for the MBA program

Explain how this proposal affects program requirements and students in your unit:

No effect. This is part of a new concentration.

Explain how this proposal affects courses, program requirements and student in other units:

No effect.

Explain how this proposal affects enrollment and staffing:

Potentially increases enrollment in the MBA program. No effect on staffing. Current faculty will teach these courses.

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

Graduate School of Management.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
11/14/2011	Murali S Shanker	
11/7/2011	Lisa N Delaney	Returning for course subject (MIS) and other updates per F. Schroath email 11-7-11
10/14/2011	Onyebuchi Felix Offodile	The workflow was returned in order to correct prerequisites to the course.

History:

Date	User	Status
11/14/2011	Murali S Shanker	Submitted
11/9/2011	Frederick W Schroath	Returned For Edit
11/7/2011	Onyebuchi Felix Offodile	Approved
11/7/2011	Frederick W Schroath	Returned To Prior Approver
11/7/2011	Lisa N Delaney	Returned To Final Approver
11/2/2011	Frederick W Schroath	Approved
10/14/2011	Onyebuchi Felix Offodile	Approved
10/14/2011	Frederick W Schroath	Returned To Prior Approver
12/1/2010	Onyebuchi Felix Offodile	Approved
11/8/2010	Murali S Shanker	Submitted

Name: Onyebuchi Felix Offodile Submission Date: 11/15/2011

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form **Print**

Course Catalog Update Information: **STU0004**

Reference Number: CCU001614 **Date:** 09-NOV-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: Murali Shanker

Requested Effective Term: 201280

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: 64028

Course Title: Global Supply Chain Business Models

Title Abbreviation: Global Supply Chain Models

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat | **Course Limit:** | **OR Maximum Hours:**

Course Level: Graduate | **Grade Rule:** B-Standard letter

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Focus on modeling techniques for supporting decision making in supply chain management. Introduces students to the problems facing a global supply chain manager and the implementation of spreadsheet-based models for solving problems that arise in the operation of a supply chain. Emphasis is placed on model formulation and interpretation in support of decisions to coordinate and improve supply chain operations.

Prerequisites (edited): MIS 64005 Statistics for Management, MIS 64041 Operations and Supply Chain Management, MIS 64026 Global Supply Chain Management and Sustainable Strategies

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
3	Introduction to the quantitative modeling of global supply chains.

6	Demand and Supply planning for the Integrated Supply Chain: Overview of aggregate planning, lot sizing and materials management in support of an integrated supply chain.
9	Deterministic and Probabilistic Supply Chain Product Flow Models: Mathematical programming and Monte Carlo simulation applications to supply chain design and performance measurement.
3	The Bullwhip Effect: Managing and controlling forecasting, information flow and related factors contributing to the bullwhip effect.
3	Radio Frequency Identification: Applications of RFID in operation of supply chain.
3	Transportation and Warehouse Management: Overview of transportation modes, tariff structures, freight consolidation and warehouse operations.
6	Models for Supply Chain Performance Improvement: Finance and marketing based models for justifying and improving supply chain performance.
3	Models for Closed-Loop, Green and Sustainable Supply Chains: Quantitative supply chain models to support green and sustainability initiatives.
3	Supply Chain Models for Disasters and Humanitarian Relief: Case studies on the application of supply chain models to disaster and humanitarian relief.
6	Examinations and Assignments: Spreadsheet and case studies.

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: 1) Lecture Notes in Supply Chain Modeling by Alfred L. Guiffrida, 2) Excel Templates for Supply Chain Modeling by Alfred L. Guiffrida, and 3) Readings in Supply Chain Modeling.

Writing Expectations: Project report.

Instructor(s) expected to teach: Alfred L. Guiffrida

Instructor(s) contributing to content: Alfred L. Guiffrida

Proposal Summary

Explain the purpose for this proposal:

Part of a proposal to establish a new concentration in Supply Chain.

Explain how this proposal affects program requirements and students in your unit:

Minimal effect on current students.

Explain how this proposal affects courses, program requirements and student in other units:

Minimal effect.

Explain how this proposal affects enrollment and staffing:

Staffing for this course, and the concentration, will be satisfied with existing faculty.

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

Graduate School of Management.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
11/14/2011	Murali S Shanker	
11/7/2011	Lisa N Delaney	Returning for course subject (MIS) and other updates per F. Schroath email 11-7-11

History:

Date	User	Status
11/14/2011	Murali S Shanker	Submitted
11/9/2011	Frederick W Schroath	Returned For Edit
11/7/2011	Onyebuchi Felix Offodile	Approved
11/7/2011	Frederick W Schroath	Returned To Prior Approver
11/7/2011	Lisa N Delaney	Returned To Final Approver
11/2/2011	Frederick W Schroath	Approved
10/14/2011	Onyebuchi Felix Offodile	Approved
10/14/2011	Frederick W Schroath	Returned To Prior Approver
12/1/2010	Onyebuchi Felix Offodile	Approved
11/8/2010	Murali S Shanker	Submitted

Name: Onyebuchi Felix Offodile Submission Date: 11/15/2011

Organization: Management & Information Systems

Course Catalog Update

<< Go back to Course Catalog Update form **Print**

Course Catalog Update Information: **STU0004**

Reference Number: CCU001606 **Date:** 06-NOV-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: Murali Shanker

Requested Effective Term: 201280

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: 64029

Course Title: Supply Chain and Vendor Management Strategies

Title Abbreviation: Vendor Management Strategies

Slash Course and Cross-list Information:

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: No

If yes, course attributes: 1. 2. 3.

Can this course be repeated for credit: No Repeat	**Course Limit:**	**OR Maximum Hours:**
Course Level: Graduate	**Grade Rule:** B-Standard letter	

Rationale for an IP grade request for this course (if applicable):

Schedule Type(s): 1. LEC-Lecture 2. 3.

Credit by Exam: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description:

Catalog Description (edited): Building global "relationships" are central pillars to effective supply chain management. There are strategic relationships, tactical relationships, transactional relationships, internal relationships, and of course, relationships with the government. As supply chains become global, managers have to consider cultural, regulatory, and communication differences to create and operate within the global village. Students in this course will learn how to deal with a rapidly changing landscape and understand how to deal with distributed resources, vendors, and people across cultures and convictions.

Prerequisites (edited): MBA Standing and MIS 64041.

Corequisites (edited):

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
15	Global Markets: Evaluates the changing global landscape. Issues of

	cultural, organizational, and management differences. Importance of understanding cultural and value differences. HR reorganization. Communication differences. Culture's consequences.
6	Vendor Selection: Vendor definition, analysis, and assessment. Introduction to vendor selection based on capital markets. Creating Requests for Proposals, Service Level Agreements, Operational Level Agreements.
9	Capital Markets: Currencies and exchange rates and risks, Type of product purchased, hedging for fixed dollar costs, non-financial protection
9	Practices: Supplier management, channel management, Duties, tariffs, insurance, supplier payment, international procurement offices, logistics strategy, representatives, subsidiaries, and brokers.
6	Assessments

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: None.

Writing Expectations: Project report.

Instructor(s) expected to teach: Dr. Pratim Datta, Dr. Al Guiffrida

Instructor(s) contributing to content: Dr. Pratim Datta

Proposal Summary

Explain the purpose for this proposal:

Part of new proposed concentration in Supply Chain for the MBA program

Explain how this proposal affects program requirements and students in your unit:

No effect. This is part of a new concentration.

Explain how this proposal affects courses, program requirements and student in other units:

No effect.

Explain how this proposal affects enrollment and staffing:

Potentially increases enrollment in the MBA program. No effect on staffing. Current faculty will teach these courses.

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

Graduate school of management

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Approve | Return To Initiator | Deny

Comments:

Date	User	Comment
11/14/2011	Murali S Shanker	

11/7/2011	Lisa N Delaney	Returning for subject change (MIS) and other updates per F.Schroath email 11-7-11
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11/2/2011	Frederick W Schroath	Approved
10/14/2011	Onyebuchi Felix Offodile	Approved
10/14/2011	Frederick W Schroath	Returned To Prior Approver
12/1/2010	Onyebuchi Felix Offodile	Approved
11/8/2010	Murali S Shanker	Submitted

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **13-Feb-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **NURS**

College **NU - Nursing**

Degree **MSN - Master of Science in Nursing**

Program Name Program Code

Concentration(s) Concentration(s) Code(s) **Establish:**

Adult Gerontology Clinical Nurse Specialist

Revise:

Primary Care of the Adult and Adult Gerontology Nurse Practitioner to Advanced Practice Registered Nurse: Nurse Practitioner Adult-Gerontology Primary Care

Family Nurse Practitioner to Advanced Practice Registered Nurse: Nurse Practitioner Family

Psychiatric Mental Health Nurse Practitioner to Psychiatric Mental Health Family Nurse Practitioner

Women's Health Nurse Practitioner will remain the same name, program will change

Acute Care Nurse Practitioner to Adult Gerontology Acute Care Nurse Practitioner

Pediatric Nurse Practitioner will remain the same name, program will change

Pediatric Clinical Nurse Specialist will remain the same name, program will change

Nursing Education (not licensed but must comply with Advanced Assessment) will remain the same name, program will change

Inactivate:

Nursing of the Adult –Clinical Nurse Specialist

Nursing of Adults – Gerontology

Gerontological Clinical Nurse Specialist

Psychiatric Mental Health Nursing-Adult Clinical Nurse Specialist

Psychiatric Mental Health Nursing-Children and Adolescents

Psychiatric Mental Health Nursing-Gerontology

Women's Health Clinical Nurse Specialist

Geriatric Nurse Practitioner

Proposal **Revise program**

Description of proposal:

The credentialing for the concentrations listed above (exception NUED) require a change in the composition of the advanced assessment, and didactic and practicum components of their programs to meet the Consensus and Lace Models from American Nurses Credentialing Center.

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

Current total credit hours: **attach** Proposed total credit hours **attach**

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

No changes in enrollment or staffing considerations. This change will allow graduate nursing students to be compliant with the new licensure requirements.

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

No other program affected by this proposal.

REQUIRED ENDORSEMENTS

Department Chair / School Director	2/20/2012
Campus Dean (for Regional Campuses proposals)	___/___/___
College Dean (or designee)	2/17/12
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

Title: Revisions within the Master of Science - Nursing graduate concentrations

Subject Specifications:

The intent of these proposals are to revise the courses for the concentrations of: ESTABLISH

INACTIVATE → Nursing of the Adult –Clinical Nurse Specialist to Adult Gerontology Clinical Nurse Specialist

2. Primary Care of the Adult and Adult Gerontology Nurse Practitioner to Advanced Practice Registered Nurse: Nurse Practitioner Adult-Gerontology Primary Care
3. Family Nurse Practitioner to Advanced Practice Registered Nurse: Nurse Practitioner Family
4. Psychiatric Mental Health Nurse Practitioner to Psychiatric Mental Health Family Nurse Practitioner
5. Women's Health Nurse Practitioner will remain the same name, program will change
6. Acute Care Nurse Practitioner to Adult Gerontology Acute Care Nurse Practitioner
7. Pediatric Nurse Practitioner will remain the same name, program will change
8. Pediatric Clinical Nurse Specialist will remain the same name, program will change
9. Nursing Education (not licensed but must comply with Advanced Assessment) will remain the same name, program will change

to be in compliance with the Consensus Model for advanced practice (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE).

Background Information:

The leading professional nursing organizations reached consensus on a model for future advanced practice registered nurse (APRN) regulation. This landmark document was the collaborative work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Committee. Clear expectations for licensure, accreditation, certification, and education for all APRNs were outlined. Professional regulation encompasses licensure, accreditation, certification, and education, commonly known as LACE.

The Certified Nurse Practitioner (CNP), one of the four APRN roles, prepares nurses as clinical experts in the health promotion and assessment, disease prevention, management of patient problems which includes the use and prescription of pharmacologic and non-pharmacologic interventions for a specific population, specifically pediatrics. The factors that precipitated this curriculum change were the mandate from the Consensus Model.

The Clinical Nurse Specialist (CNS), one of the four APRN roles, prepares nurses as clinical experts in the delivery of evidence-based nursing interventions and innovations for disease management and health promotion for a specialty population, with attention to nurse-sensitive outcomes. The factors that precipitated this curriculum change were the mandate from the Consensus Model. These factors are represented in this proposal.

Specifically, the proposals involve re-titling, updating and revising the content of the clinical courses into courses incorporating content, specific to the concentration, as specified by the Consensus Model. The addition of 'across the lifespan' to the concentrations increases the credit hours in all of the concentrations by a varied number. This revision includes the didactic portion being separate courses from the clinical portion of the courses. Both the addition of the 'across the lifespan' content in total program credit hours and the separation of the didactic from the clinical will increase flexibility of the program.

Students graduating from the concentrations listed above will quality for the new certification exams from their respective credentialing center.

Degree Code	Degree Name	Major Code	Major Name	Concentration Code	Concentration Name	EPC ACTION	NEW Code	New Name
MSN	Master of Science in Nursing	NURS	Nursing					
MSN	Master of Science in Nursing	NURS	Nursing	ACNP	Acute Care Nurse Practitioner	Revise	AGPN	Adult Gerontology Acute Care Nurse Practitioner
MSN	Master of Science in Nursing	NURS	Nursing	DMNB	Dual Degree MSN/MBA	As is		
MSN	Master of Science in Nursing	NURS	Nursing	FNPR	Family Nurse Practitioner	Revise	APNF	Advanced Practice Registered Nurse: Nurse Practitioner Family
MSN	Master of Science in Nursing	NURS	Nursing	GCNS	Gerontological Clinical Nurse Specialist	Inactivating	✓	
MSN	Master of Science in Nursing	NURS	Nursing	GNPR	Geriatric Nurse Practitioner	Inactivating	✓	
MSN	Master of Science in Nursing	NURS	Nursing	NACN	Nursing of the Adult–Clinical Nurse Specialist	Inactivating	✓	
MSN	Master of Science in Nursing	NURS	Nursing	NAGR	Nursing of the Adult–Gerontology	Inactivating	✓	
MSN	Master of Science in Nursing	NURS	Nursing	NHCM	Nursing Healthcare Management	As is		
MSN	Master of Science in Nursing	NURS	Nursing	NUED	Nurse Educator	Revise		no name change
MSN	Master of Science in Nursing	NURS	Nursing	PCAN	Primary Care Adult Nurse Practitioner	Revise	APNG	Advanced Practice Registered Nurse: Nurse Practitioner Adult – Gerontology Primary Care
MSN	Master of Science in Nursing	NURS	Nursing	PCNS	Pediatric Clinical Nurse Specialist	Revise		no name change
MSN	Master of Science in Nursing	NURS	Nursing	PMCN	Psychiatric Mental Health Nursing–Adult Clinical Nurse Specialist	Inactivating	✓	
MSN	Master of Science in Nursing	NURS	Nursing	PMNP	Psychiatric Mental Health Nursing–Adult Clinical Nurse Practitioner	Revise	PMNF	Psychiatric Mental Health Nursing Family Nurse Practitioner
MSN	Master of Science in Nursing	NURS	Nursing	PNCA	Psychiatric Mental Health Nursing–Children and Adolescents	Inactivating	✓	
MSN	Master of Science in Nursing	NURS	Nursing	PNGR	Psychiatric Mental Health Nursing–Gerontology	Inactivating	✓	
MSN	Master of Science in Nursing	NURS	Nursing	PNPR	Pediatric Nurse Practitioner	Revise		no name change
MSN	Master of Science in Nursing	NURS	Nursing	WHCN	Women's Health Clinical Nurse Specialist	Inactivating	✓	
MSN	Master of Science in Nursing	NURS	Nursing	WHNP	Women's Health Nurse Practitioner	Revise		no name change
MSN	Master of Science in Nursing	NURS	Nursing			Establish	AGCN	Adult Gerontology Clinical Nurse Specialist

CHIHLOG

- Nurse Educator
- Nursing Healthcare Management

- Clinical Nurse Specialist
  -
  - **Nursing of Adults - Clinical Nurse Specialist** – Inactivating
  - **Nursing of Adults – Gerontology** - Inactivating
  - **Gerontological Clinical Nurse Specialist** - Inactivating
  - **Pediatric Clinical Nurse Specialist**
  - **Psychiatric Mental Health Nursing-Adult Clinical Nurse Specialist** - Inactivating
  - **Psychiatric Mental Health Nursing-Children and Adolescents** - Inactivating
  - **Psychiatric Mental Health Nursing-Gerontology** - Inactivating
  - **Women's Health Clinical Nurse Specialist** – Inactivating
  - ADD: Adult Gerontology Clinical Nurse Specialist
- Nurse Practitioner
  -
  - ~~**Acute Care Nurse Practitioner**~~ Adult Gerontology Acute Care Nurse Practitioner
  - ~~**Family Nurse Practitioner**~~ Advanced Practice Registered Nurse: Nurse Practitioner Family
  - **Geriatric Nurse Practitioner** - Inactivating
  - **Pediatric Nurse Practitioner**
  - ~~**Primary Care Adult Nurse Practitioner**~~ Advanced Practice Registered Nurse: Nurse Practitioner Adult – Gerontology Primary Care
  - **Psychiatric Mental Health Nursing** Family **Nurse Practitioner**
  - **Women's Health Nurse Practitioner**

NURSE EDUCATOR

I. PROGRAMREQUIREMENTS (33 credits)			
Course		**Title**	**Credits**
NURS	~~60041~~	~~Advanced Assessment of Adult Clients~~ REMOVE	~~3~~
ADD:	60007	Advanced Assessment Across the Lifespan	2
	60008	Advanced Health Assessment Across the Lifespan Laboratory	1
	60045	Pathophysiology for Advanced Practice Nurses	3
	60101	Theoretical Basis for Nursing Practice	3
	60401	Nursing Research Methods I	2
	60402	Nursing Research Methods II	3
	60441	Pharmacology for Advanced Practice Nurses	3
	60450	Ethical and Cultural Issues for Health Professionals	2
	60451	Health Policy and Delivery Systems for Health Care Professionals	2
	60592	Nursing Education Practicum	4
	60601	Nursing Curriculum and Instruction in Higher Education	3
	60602	Roles and Evaluation for Nursing Curriculums in Higher Education	3
	60604	Nursing Health Care Clinical Issues in a Specialty Area	2
		TOTAL	**33**

NURSING HEALTHCARE MANAGEMENT

I. PROGRAM REQUIREMENTS (36 credits)			
Course		**Title**	**Credits**
IAKM	60401	Health Informatics Management (3)	3
		or	
	61095	Selected Topics in Information Architecture and Knowledge Management * (3)	
BAD	64270	Organizational Analysis and Design	3
BAD	64271	Human Resource Management (3)	3
		or	
PADM	60375	Public Personnel Management (3)	

NURS	60101	Theoretical Basis for Nursing Practice	3
	60315	Budgetary and Fiscal Management for Nurses	3
	60401	Research Methods I	2
	60402	Research Methods II	3
	60450	Ethics and Cultural Issues for Health Care Professionals	2
	60451	Health Policy and Delivery Systems for Health Care Professionals	2
	65092	Practicum: Nursing and Health Care Management I	3-5
	65192	Practicum: Nursing and Health Care Management II	3-5
		Electives	6
		TOTAL	**36**

*Suggested Special Topics title: Clinical Decision Support Systems.

CLINICAL NURSE SPECIALIST

- **Nursing of Adults - Clinical Nurse Specialist** – Inactivating
- **Nursing of Adults – Gerontology** - Inactivating
- **Gerontological Clinical Nurse Specialist** - Inactivating
- **Pediatric Clinical Nurse Specialist**
- **Psychiatric Mental Health Nursing-Adult Clinical Nurse Specialist** - Inactivating
- **Psychiatric Mental Health Nursing-Children and Adolescents** - Inactivating
- **Psychiatric Mental Health Nursing-Gerontology** - Inactivating
- **Women's Health Clinical Nurse Specialist** – Inactivating
- ADD: Adult Gerontology Clinical Nurse Specialist

I. PROGRAM REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
NURS	60045	Pathophysiology for Advanced Practice Nurses	3
	60101	Theoretical Basis for Nursing Practice	3
	60401	Nursing Research Methods I	2
	60402	Nursing Research Methods II	3
	60441	Pharmacology for Advanced Practice Nurses	3
	60450	Ethical and Cultural Issues for Health Professionals	2
	60451	Health Policy and Delivery Systems for Health Care Professionals	2

II. CONCENTRATION REQUIREMENTS (15-25 credits)	
Course **Title**	**Credits**
~~Nursing of Adults – Clinical Nurse Specialist (15)~~	
Adult Gerontology Clinical Nurse Specialist (17)	
~~Gerontological Clinical Nurse Specialist (18)~~	
Pediatric Clinical Nurse Specialist (22)	
~~Psychiatric Mental Health Nursing-Adult Clinical Nurse Specialist (25)~~	
~~Psychiatric Mental Health Nursing-Children and Adolescents (25)~~	
~~Psychiatric Mental Health Nursing-Gerontology~~	
~~Women's Health Clinical Nurse Specialist~~	
TOTAL	35-43

~~**Nursing of Adults-Adult Clinical Nurse Specialist**~~ - Inactivating

I. CONCENTRATION REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
~~NURS~~	~~60000~~	~~Adult Clinical Nurse Specialist I~~	4
	~~60023~~	~~Adult Clinical Nurse Specialist II~~	4

~~60035~~	~~Adult Clinical Nurse Specialist III~~		~~4~~
~~60041~~	~~Advanced Assessment of Adult Clients~~		~~3~~
		~~TOTAL~~	~~15~~

ADD:

Adult Gerontology Clinical Nurse Specialist

I. CONCENTRATION REQUIREMENTS (15 credits)			
Course		**Title**	**Credits**
NURS	60007	Advanced Assessment Across the Lifespan	2
	60008	Advanced Health Assessment Across the Lifespan Laboratory	1
	60110	Adult Gerontology Clinical nurse Specialist I	3
	60210	Adult Gerontology Clinical Nurse Specialist II	3
	60310	Adult Gerontology Clinical Nurse Specialist III	3
	61192	Adult Gerontology Clinical Nurse Specialist I Practicum in Nursing	2
	62192	Adult Gerontology Clinical Nurse Specialist II Practicum in Nursing	2
	63192	Adult Gerontology Clinical Nurse Specialist III Practicum in Nursing	1
		TOTAL	17

~~**Gerontological Clinical Nurse Specialist**~~ Inactivating

~~I. CONCENTRATION REQUIREMENTS (18 credits)~~			
~~**Course**~~		~~**Title**~~	~~**Credits**~~
~~NURS~~	~~60041~~	~~Advanced Assessment of Adult Clients~~	~~3~~
	~~60204~~	~~Health Care Issues of Aging: Nursing Concepts~~	~~3~~
	~~60303~~	~~Gerontological Clinical Nurse Specialist I~~	~~4~~
	~~60304~~	~~Gerontology Clinical Nurse Specialist II~~	~~4~~
	~~60305~~	~~Gerontological Clinical Nurse Specialist III~~	~~4~~
		~~TOTAL~~	~~18~~

Pediatric Clinical Nurse Specialist

I. CONCENTRATION REQUIREMENTS (22 credits)			
Course		**Title**	**Credits**
NURS	60006	Introduction to Family Assessment and Counseling in Nursing	3
	~~60075~~	~~Pediatric Clinical Nurse Specialist Capstone~~ REMOVE	4
	~~60498~~	~~Research (optional)~~ REMOVE	~~0-2~~
	~~61021~~	~~Advanced Pediatric Assessment and Health Promotion~~ REMOVE	~~5~~
	~~61023~~	~~Care of Acutely Ill Children~~ REMOVE	~~5~~
	~~61024~~	~~Care of Chronically Ill Children~~ REMOVE	~~4~~
	60007	Advanced Assessment Across the Lifespan ADD	2
	60170	Pediatric Assessment for Advanced Practice Nurses ADD	3
	60272	Pediatric Clinical nurse Specialist I ADD	3
	60372	Care of the Chronically Ill Child for Advanced Practice Nurses ADD	3
	60472	Pediatric Clinical Nurse Specialist II ADD	2
	61792	Pediatric Assessment for Advanced Practice Nurse Practicum ADD	1
	62992	Pediatric Clinical Nurse Specialist I Practicum ADD	2
	63992	Care of the Chronically Ill Child for Advanced Practice Nurse Practicum ADD	1
	64992	Pediatric Clinical Nurse Specialist II Practicum ADD	2
		TOTAL	22

~~Psychiatric Mental Health Nursing-Adult Clinical Nurse Specialist~~ Inactivating

~~I. CONCENTRATION REQUIREMENTS (25 credits)~~			
~~Course~~		~~Title~~	~~Credits~~
~~NURS~~	~~60001~~	~~Psychiatric Mental Health for Advanced Practicing Nursing Adult I: Individual and Family~~	~~3~~
	~~60002~~	~~Psychiatric Mental Health for Advanced Practicing Nursing Adult II: Group, Organization and Community~~	~~3~~
	~~60041~~	~~Advanced Assessment of Adult Clients~~	~~3~~
	~~60201~~	~~Theories for Advanced Psychiatric Mental Health Nursing~~	~~3~~
-	~~60206~~	~~Ambulatory Diagnostics for Advanced Nursing Practice~~	~~2~~
-	~~60332~~	~~Clinical Specialization in Psychiatric Mental Health Nursing~~	~~4~~
	~~61003~~	~~Neurobiology and Psychopharmacology of Major Psychiatric Disorders~~	~~3~~
-	~~64492~~	~~Psychiatric Mental Health Nursing Practicum I~~	~~2~~
-	~~65592~~	~~Psychiatric Mental Health Nursing Practicum II~~	~~1~~
	~~65692~~	~~Psychiatric Mental Health Nursing Practicum III~~	~~1~~
		~~TOTAL~~	~~25~~

Psychiatric Mental Health Nursing-Children and Adolescents Inactivating

~~I. CONCENTRATION REQUIREMENTS (25 credits)~~			
~~Course~~		~~Title~~	~~Credits~~
~~NURS~~	~~60004~~	~~Psychiatric Mental Health for Advanced Practicing Nursing Child/Adolescent I: Individual and Family~~	~~3~~
	~~60005~~	~~Psychiatric Mental Health for Advanced Practicing Nursing Child/Adolescent II: Group, Organization and Community~~	~~3~~
	~~60206~~	~~Ambulatory Diagnostics for Advanced Nursing Practice~~	~~2~~
	~~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 and Adolescent Focus~~	~~3~~
-	~~62021~~	~~Advanced Pediatric Assessment and Health Promotion for Psychiatric Mental Health~~	~~3~~
	~~64492~~	~~Psychiatric Mental Health Nursing Practicum I~~	~~2~~
	~~65592~~	~~Psychiatric Mental Health Nursing Practicum II~~	~~1~~
	~~65692~~	~~Psychiatric Mental Health Nursing Practicum III~~	~~1~~
		~~TOTAL~~	~~25~~

- ~~**Acute Care Nurse Practitioner**~~ Adult Gerontology Acute Care Nurse Practitioner
- ~~**Family Nurse Practitioner**~~ Advanced Practice Registered Nurse: Nurse Practitioner Family
- **Geriatric Nurse Practitioner** - Inactivating
- **Pediatric Nurse Practitioner**
- ~~**Primary Care Adult Nurse Practitioner**~~ Advanced Practice Registered Nurse: Nurse Practitioner Adult – Gerontology Primary Care
- **Psychiatric Mental Health Nursing** Family **Nurse Practitioner**
- **Women's Health Nurse Practitioner**

I. PROGRAM REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
NURS	60045	Pathophysiology for Advanced Practice Nurses	3
	60101	Theoretical Basis for Nursing Practice	3
	60401	Nursing Research Methods I	2
	60402	Nursing Research Methods II	3
	60441	Pharmacology for Advanced Practice Nurses	3
	60450	Ethical and Cultural Issues for Health Professionals	2
	60451	Health Policy and Delivery Systems for Health Care Professionals	2

II. CONCENTRATION REQUIREMENTS (22-32 credits)	
Course **Title**	**Credits**
Adult Gerontology Acute Care Nurse Practitioner (24)	
~~Family Nurse Practitioner (35)~~ Advanced Practice Registered Nurse: Nurse Practitioner Family (29)	
~~Geriatric Nurse Practitioner (28)~~ - Inactivating	
Pediatric Nurse Practitioner (23)	
~~Primary Care Adult Nurse Practitioner (22)~~ Advanced Practice Registered Nurse: Nurse Practitioner Adult – Gerontology Primary Care (22)	
Psychiatric Mental Health Nursing- Family Nurse Practitioner (32)	
Women's Health Nurse Practitioner (24)	
TOTAL	40-50

Adult Gerontology **Acute Care Nurse Practitioner**

I. CONCENTRATION REQUIREMENTS (20 credits)			
Course		**Title**	**Credits**
NURS	~~60092~~	~~NP Summer Practicum~~ REMOVE	~~2~~
	~~60021~~	~~Acute Care for Nurse Practitioners~~ REMOVE	~~5~~
	~~60022~~	~~Acute Care Therapeutics~~ REMOVE	~~3~~
	~~60041~~	~~Advanced Assessment of Adult Clients~~ REMOVE	~~3~~
	~~60042~~	~~Adult Primary Health Care I~~ REMOVE	~~5~~
	60206	Ambulatory Diagnostics for Advanced Nursing Practice	2
	~~60792~~	~~Practicum in Acute Care Nurse Practitioner Role (2-6)~~ REMOVE	~~4~~
	60007	Advanced Assessment Across the Lifespan **ADD**	2
	60011	Advanced Assessment Across the Lifespan Laboratory for Advance Practice Registered Nurse **ADD**	2
	60120	Primary Care I: Adults Across the Lifespan **ADD**	3
	60130	Adult Gerontology Acute Care Nurse Practitioner Role **ADD**	1
	60230	Adult Gerontology Acute Care Nurse Practitioner I **ADD**	4
	60330	Adult Gerontology Acute Care Nurse Practitioner II **ADD**	2
	61292	Primary Care I Practicum: Adults Across the Lifespan **ADD**	1
	61392	Adult Gerontology Acute Care Nurse Practitioner Role Practicum (1-2) **ADD**	1
	62392	Adult Gerontology Acute Care Nurse Practitioner I Practicum (2-4) **ADD**	4
	63392	Adult Gerontology Acute Care Nurse Practitioner II Practicum (1-2) **ADD**	2
		TOTAL	**24**

~~Family Nurse Practitioner~~ Advanced Practice Registered Nurse: Nurse Practitioner Family

I. CONCENTRATION REQUIREMENTS (35 credits)			
Course		**Title**	**Credits**
NURS	60006	Introduction to Family Assessment and Counseling in Nursing	3
	~~60041~~	~~Advanced Assessment of Adult Clients~~ REMOVE	~~3~~
	~~60042~~	~~Adult Primary Health Care I~~ REMOVE	~~5~~
	~~60043~~	~~Adult Primary Health Care II~~ REMOVE	~~5~~
	~~60092~~	~~NP Summer Practicum~~ REMOVE	~~2~~
	~~60204~~	~~Health Care Issues of Aging: Nursing Concepts (optional)~~ REMOVE	~~0-3~~
	60206	Ambulatory Diagnostics for Advanced Nursing Practice	2
	~~60492~~	~~Family Primary Care NP Role Practicum: OB/GYN and Pediatrics~~ REMOVE	~~5~~
	~~61021~~	~~Advanced Pediatric Assessment and Health Promotion~~ REMOVE	~~5~~
	~~61022~~	~~Primary Care Acutely Ill Child~~ REMOVE	~~5~~
	60007	Advanced Assessment Across the Lifespan **ADD**	2
	60013	Advanced Health and Physical Assessment Across the Lifespan Laboratory for Family APRN's **ADD**	2
	60030	Health Promotions Across the Lifespan for Family Practice **ADD**	1
	60120	Primary Care I: Adults Across the Lifespan **ADD**	3
	60125	Advance Practice Registered Nurse Role **ADD**	1
	60160	Primary Care Pediatrics **ADD**	3
	60220	Primary Care II: Chronically Ill Adults Across the Lifespan **ADD**	3
	60325	Primary Care: Family Health and Chronic Illness Across the Lifespan **ADD**	3
	61292	Primary Care I Practicum: Adults Across the Lifespan **ADD**	1
	61692	Primary Care Pediatrics Practicum **ADD**	1
	61892	Advanced Practice Registered Nurse Role Practicum **ADD**	1
	62292	Primary Care II Practicum: Chronically Ill Adults Across the Lifespan **ADD**	1
	63292	Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum **ADD**	2
		TOTAL	**29**

~~Geriatric Nurse Practitioner~~ Inactivating

I. CONCENTRATION REQUIREMENTS (28 credits)			
~~**Course**~~		~~**Title**~~	~~**Credits**~~
~~GERO~~	~~61191~~	~~Interdisciplinary Seminar in Gerontology~~	~~3~~
~~NURS~~	~~60041~~	~~Advanced Assessment of Adult Clients~~	~~3~~
	~~60082~~	~~Geriatric Primary Care I~~	~~5~~
	~~60083~~	~~Geriatric Primary Care II~~	~~5~~
	~~60192~~	~~Adult Geriatric NP Practicum~~	~~2~~
	~~60204~~	~~Health Care Issues of Aging: Nursing Concepts~~	~~3~~
	~~60206~~	~~Ambulatory Diagnostics for Advanced Nursing Practice (optional)~~	~~0-2~~
	~~60292~~	~~Adult Geriatric Primary Care NP Role Practicum~~	~~4~~
~~Choose one of the following:~~			~~3~~
~~GERO~~	~~54030~~	~~Adult Development and Aging (3)~~	-
~~SOC~~	~~62877~~	~~Social Gerontology (3)~~	
		~~**TOTAL**~~	~~**28**~~

Pediatric Nurse Practitioner

I. CONCENTRATION REQUIREMENTS (23 credits)			
Course		**Title**	**Credits**
NURS	60006	Introduction to Family Assessment and Counseling in Nursing	3
	~~60037~~	~~Pediatric Nurse Practitioner Clinical Practicum (2-4)~~ REMOVE	~~2~~
	~~60074~~	~~Pediatric Nurse Practitioner Capstone~~ REMOVE	4
	~~60498~~	~~Research (optional)~~ REMOVE	~~0-2~~
	~~61021~~	~~Advanced Pediatric Assessment and Health Promotion~~ REMOVE	~~5~~
	~~61022~~	~~Primary Care Acutely Ill Child~~ REMOVE	~~5~~
	~~61024~~	~~Care of Chronically Ill Children~~ REMOVE	~~4~~
	60007	Advanced Assessment Across the Lifespan **ADD**	2
	60170	Pediatric Assessment for Advanced Practice Nurses **ADD**	3
	60270	Pediatric Nurse Practitioner I **ADD**	3
	60370	Pediatric Nurse Practitioner II **ADD**	1
	60372	Care of the Chronically Ill Child for Advanced Practice Nurses **ADD**	3
	60470	Pediatric Nurse Practitioner III **ADD**	2
	61792	Pediatric Assessment for Advanced Practice Nurse Practicum **ADD**	1
	62792	Pediatric Nurse Practitioner I Practicum **ADD**	1
	63792	Pediatric Nurse Practitioner II Practicum **ADD**	1
	63992	Care of the Chronically Ill Child for Advanced Practice Nurse Practicum **ADD**	1
	64792	Pediatric Nurse Practitioner III Practicum **ADD**	2
		TOTAL	**23**

~~**Primary Care Adult Nurse Practitioner**~~ Advanced Practice Registered Nurse: Nurse Practitioner Adult – Gerontology Primary Care

I. CONCENTRATION REQUIREMENTS (22 credits)			
Course		**Title**	**Credits**
~~NURS~~	~~60041~~	~~Advanced Assessment of Adult Clients~~ REMOVE	~~3~~
	~~60042~~	~~Adult Primary Health Care I~~ REMOVE	~~5~~
	~~60043~~	~~Adult Primary Health Care II~~ REMOVE	~~5~~
	~~60092~~	~~NP Summer Practicum~~ REMOVE	~~2~~
	~~60204~~	~~Health Care Issues of Aging: Nursing Concepts (required for students taking GERO certification exam)~~ REMOVE	~~0-3~~
	60205	Introduction to Applied Epidemiology	1
	60206	Ambulatory Diagnostics for Advanced Nursing Practice	2
	~~60432~~	~~Adult Nurse Practitioner Role Practicum~~ REMOVE	
	60007	Advanced Assessment Across the Lifespan **ADD**	2
	60011	Advanced Assessment Across the Lifespan Laboratory for Advance Practice Registered Nurse **ADD**	2
	60120	Primary Care I: Adults Across the Lifespan **ADD**	3
	60125	Advance Practice Registered Nurse Role **ADD**	1
	60220	Primary Care II: Chronically Ill Adults Across the Lifespan **ADD**	3
	60320	Comprehensive Primary Care III: Adults Across the Lifespan **ADD**	3
	61292	Primary Care I Practicum: Adults Across the Lifespan **ADD**	1
	61892	Advanced Practice Registered Nurse Role Practicum **ADD**	1
	62292	Primary Care II Practicum: Chronically Ill Adults Across the Lifespan **ADD**	1
	63192	Comprehensive Primary Care III: Adults Across the Lifespan Practicum **ADD**	2
		TOTAL	22

I. CONCENTRATION REQUIREMENTS (27 credits)			
Course		**Title**	**Credits**
~~NURS~~	~~60001~~	~~Psychiatric Mental Health for Advanced Practicing Nursing Adult I: Individual and Family~~ REMOVE	~~3~~
	~~60002~~	~~Psychiatric Mental Health for Advanced Practicing Nursing Adult II: Group, Organization and Community~~ REMOVE	~~3~~
	~~60041~~	~~Advanced Assessment of Adult Clients~~ REMOVE	~~3~~
	~~60042~~	~~Adult Primary Health Care I~~ REMOVE	~~5~~
	~~60201~~	~~Theories for Advanced Psychiatric Mental Health Nursing~~ REMOVE	~~3~~
	~~60206~~	~~Ambulatory Diagnostics for Advanced Nursing Practice~~ REMOVE	~~2~~
	~~61003~~	~~Neurobiology and Psychopharmacology of Major Psychiatric Disorders~~ REMOVE	~~3~~
	~~64492~~	~~Psychiatric Mental Health Nursing Practicum I~~ REMOVE	~~2~~
	~~65592~~	~~Psychiatric Mental Health Nursing Practicum II~~ REMOVE	~~2~~
	~~65692~~	~~Psychiatric Mental Health Nursing Practicum III~~ REMOVE	~~1~~
	60007	Advanced Assessment Across the Lifespan **ADD**	2
	60012	Advanced Mental Health assessment and Psychopathology Across the Lifespan	4
	60013	Advanced Health and Physical Assessment Across the Lifespan Laboratory for Family APRN's **ADD**	2
	60051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan **ADD**	4
	60151	Psychiatric Mental Health Advance Practice Nurse I: Individual Psychotherapy Across the Lifespan **ADD**	3
	60251	Psychiatric Mental Health Advance Practice Nurse II: Family and Group Psychotherapy Across the Lifespan **ADD**	3
	60353	Psychiatric Mental Health Advance Practice Nurse III: Organization and Community Assessment and Consultation **ADD**	3
	60355	Primary Health care Concepts for the Psychiatric Mental Health Advance Practice Nurse (3) **ADD**	3
	60452	Psychiatric Mental Health Family Nurse Practitioner Role (2)	2
	61592	Psychiatric Mental Health Advance Practice Nurse I Practicum in Nursing **ADD**	2
	62592	Psychiatric Mental Health Advance Practice Nurse II Practicum in Nursing **ADD**	1
	63592	Psychiatric Mental Health Advanced Practice Nurse III Practicum in Nursing **ADD**	1
	64592	Psychiatric Mental Health Family Nurse Practitioner Role Practicum **ADD**	2
		TOTAL	**32**

Women's Health Nurse Practitioner

I. CONCENTRATION REQUIREMENTS (25 credits)		
Course	**Title**	**Credits**
~~NURS 60036~~	~~Women s Health Nurse Practitioner Clinical Practicum (2-4)~~ REMOVE	~~2~~
~~60041~~	~~Advanced Assessment of Adult Clients~~ REMOVE	~~3~~
60050	Pharmacology for Women s Health Nurse Practitioners	3
~~60072~~	~~Women's Health Nurse Practitioner Capstone~~ REMOVE	~~4~~
~~60080~~	~~Health Care of the Well Woman~~ REMOVE	~~3~~
~~60081~~	~~Health Care of the Reproductive Age Woman~~ REMOVE	~~3~~
~~60085~~	~~Primary Health Care of Women~~ REMOVE	~~3~~
60206	Ambulatory Diagnostics for Advanced Nursing Practice	2
60007	Advanced Assessment Across the Lifespan **ADD**	2
60008	Advanced Health Assessment Across the Lifespan Laboratory **ADD**	1
60140	Women's Health Care Nurse Practitioner I **ADD**	2
60240	Women's Health Care Nurse Practitioner II **ADD**	2
60340	Women's Health Care Nurse Practitioner III **ADD**	2
60440	Women's Health Care Nurse Practitioner IV **ADD**	2
60540	Women's Health Care Nurse Practitioner V **ADD**	2
61492	Women's Health Care Nurse Practitioner I Practicum **ADD**	1
62492	Women's Health Care Nurse Practitioner II Practicum **ADD**	1
63492	Women's Health Care Nurse Practitioner III **ADD**	1
64892	Women's Health Care Nurse Practitioner IV Practicum **ADD**	1
65892	Women's Health Care Nurse Practitioner V Capstone Practicum in Nursing **ADD**	2
	TOTAL	24

EPC Documents for the Consensus and Lace Model Changes

	A	B	C	D	E	F	G	H	I	J	K	L
1	Advanced Assessment	2965 N60007 Lecture	2966 N60008 Clinical (Adult Gero CNS, WHNP, NUED)	2975 N60011 Clinical Adult Gero NP / ACNP	2974 N60013 Clincial FNP (FNP and PMH)							
2	Adult Gero CNS	2912 N60110 Adult Gero I	2913 N61192 Adult Gero Pract I	2969 G 0210 N60111- Adult Gero CNS II	2970 N62192 Adult Gero CNS Pract II	2972 N60310 Adult Gero CNS III	2973 N63192 Adult Gero CNS Pract III					
3	PMH Family	2939 N60012 Clinical PMH	2934 N60051 Neuro	2936 N60151 PMH ANP I	2940 N61592 PMH ANP Pract I	2941 N60251 PMH ANP II	2959 N62592 PMH ANP Pract II	2960 N60353 PMH ANP III	2961 N63592 PMH ANP Pract III	2963 N60355 Prim HC Con PMH	3805 N60452 PMH FNP Role	3790 N64592 PMH FNP Role Pract
4	Adult Gero NP	2976 N60120 PC I Lecture	2977 N61292 PC I Pract	2978 N60125 APRN Role Lec	2979 N61892 APRN Role Pract	2981 N60220 PC II- Chronically Ill Adults Across the Lifespan Lec	2982 N62292 PC II - Chronically Ill Adults Across the Lifespan Pract	2984 N60320 Comp PC III Lecture	2986 N63692 Comp PC III Pract			
5	FNP	N60030 Health Promo FNP 3795	2976 N60120 PC I Lecture	2977 N61292 PC I Pract	3796 N60160 PC Ped Lecture	3797 N61692 PC Ped Pract	2978 N60125 APRN Role Lec	2979 N61892 APRN Role Pract	2981 N60220 PC II Lecture	2982 N62292 PC II Pract	3798 N60325 PC: Family	3799 N63292 PC: Family Pract
6	WHNP	3226 N60140 WHNP I	3234 N61492 WHNP Pract I	3228 N60240 WHNP II	3235 N62492 WHNP Pract II	3229 N60340 WHNP III	3236 N63492 WHNP Pract III	3230 N60440 WHNP IV	3237 N64892 WHNP Pract IV	3232 N60540 WHNP V	N65892 3258 WHNP V Capston Pract	

EPC Documents for the Consensus and Lace Model Changes

	A	B	C	D	E	F	G	H	I	J	K	L
7	ACNP	2976 N60120 PC I Lecture	2977 N61292 PC I Pract	3177 N60130 Adult Gerontology ACNP Role	3176 N61392 Adult Gerontology ACNP Role Practicum	3764 N60230 Adult Gerontology ACNP I	3765 N62392 Adult Gerontology I Practicum	3773 N60330 Adult Gerontology ACNP II	3771 N63392 Adult Gerontology ACNP II Practicum			
8	PED NP	3720 N60170 PED Assessment Lec	3738 N61792 PED Assessment Pract	3744 N60270 Ped NP I	3753 N62792 Ped NP I Pract	3754 NURS 60370 Ped NP II	3761 NURS 63792 Ped NP II Pract	3741 N60372 Care of the Chronically Ill Child	3742 N63992 Care of the Chronically Ill Child Pract	3762 N60470 Ped NP III	3763 N64792 Ped NP III Pract	
9	PED CNS	3720 N60170 PED Assessment Lec	3738 N61792 PED Assessment Pract	3739 N60272 Ped CNS I	3740 N62992 Ped CNS I Pract	3741 N60372 Care of the Chronically Ill Child	3742 N63992 Care of the Chronically Ill Child Pract	3743 N60472 Ped CNS II	3748 N64992 Ped CNS II Pract			

NUED N60007 / N60008

Title: Revision of Nurse Educator Concentration in the MSN program

Subject Specifications:

The intent of this proposal is to revise the courses for the Nurse Educator (NUED) program concentration to reflect the changes made to the MSN program core course, N60004 Advanced Assessment of the Adult Clients. This course, beginning in Fall 2012, will no longer be offered and N60007 Advanced Assessment Across the Lifespan and N60008 Laboratory Advanced Assessment Across the Lifespan will be the replacement courses.

Background Information:

Students in the Nurse Educator concentration of the MSN program are required to complete an advanced assessment course. In response to curricular changes for graduate courses mandated from the Consensus Model. The current course in the program plan, N60004 Advanced Assessment of the Adult Clients, beginning in Fall 2012, will no longer be offered and N60007 Advanced Assessment Across the Lifespan and N60008 Laboratory Advanced Assessment Across the Lifespan will be the replacement courses.

Specifically, the proposal involves updating the program plan to reflect this course change.

CLINICAL LABORATORY applies primarily to health programs and consists of 50 minutes during which students meet at a health-related agency facility rather than an on-campus laboratory. A regular faculty member of Kent State directly supervises the class. One credit hour is awarded for a minimum of three nominal hours (150 minutes or 2.5 hours) in a standard week that requires little or no out-of-class study. One credit hour is awarded for a minimum of two nominal hours (100 minutes or 1 hour, 40 minutes) in a standard week of a 15-week semester that are supplemented by out-of-class assignments that normally average one hour of out-of-class study to prepare for or to follow-up the laboratory experience.

PRACTICUM and **INTERNSHIP** are off-campus experiences (a practicum may be offered on campus also) that are integrated with academic instruction during which students apply concurrently learned concepts to practical situations within an occupational field. A member of the university's professional staff visits the students periodically throughout the semester and assigns the final grade. Typically, students are enrolled simultaneously in an on-campus seminar. One credit hour is awarded for a minimum of seven clock hours in a practicum or internship in a standard week of a 15-week semester.

Table 1. Titles and Credit Hours in Current and Proposed Nurse Educator Courses.

	Title 60041	Credit Hrs (CH)	Clinical Laboratory Ratio	Class Hrs	Clinical Lab Ratio Hrs
Current	N~~60004~~ Advanced Assessment of the Adult Clients	3	Not really specified in the old courses		
Proposed	N60007 Advanced Assessment Across the Lifespan	2			
	N60008 Laboratory Advanced Assessment Across the Lifespan	1	2:1		30

Alternatives and Consequences: There is no alternative program within the Kent State University system.

Year 1	Fall Semester	CHRS
NURS60101 V3	Theoretical Basis for Nursing Practice	3
NURS60007 V1	Advanced Health Assessment Across the Lifespan	2
NURS60008 V3c	Laboratory Advanced Health Assessment Across the Lifespan	1
NURS60601 V1	Nursing Curriculum and Instruction in Higher Education	3
	Total	**9**
Year 1	**Spring Semester**	

NURS 60602[V1]	Roles and Evaluation for Nursing Curriculums in Higher Education	3
NURS 60604[V1]	Nursing Health Care Clinical Issues in a Specialty Area	2
NURS60401[V1]	Nursing Research Methods I	2
	Total	**7**
Year 2	**Fall Semester**	
NURS60045[V1]	Pathophysiology for Advanced Practice Nurses	3
NURS60592[V3C]	Nursing Education Practicum (210 hours)	4
NURS60450[V1]	Ethical and Cultural Issues for Health Professionals	2
	Total	**9**
Year 2	**Spring Semester**	
NURS60402[V1]	Nursing Research Methods II	3
NURS60451[V3]	Health Policy and Delivery Systems for Health Care Policy	2
NURS60441[V3]	Pharmacology for Advanced Practice Nursing	3
	Total	**8**
	Total Program Credit Hours	**33**

Timetable and Actions Required:
Presentation to and approval by:

College of Nursing Masters Curriculum Committee	Spring, 2012
College of Nursing Faculty	Spring, 2012
University Educational Policy Council	Spring, 2012
Implementation	Fall 2012

Title: Revision of Adult Gerontology Clinical Nurse Specialist Concentration in the MSN program

Subject Specifications:

The intent of this proposal is to revise the courses for the Adult Gerontology Clinical Nurse Specialist (CNS) program concentration to be in compliance with the Consensus Model for advanced practice (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE).

Background Information:

The leading professional nursing organizations reached consensus on a model for future advanced practice registered nurse (APRN) regulation. This landmark document was the collaborative work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Committee. Clear expectations for licensure, accreditation, certification, and education for all APRNs were outlined. Professional regulation encompasses licensure, accreditation, certification, and education, commonly known as LACE

The Clinical Nurse Specialist (CNS), one of the four APRN roles, prepares nurses as clinical experts in the delivery of evidence-based nursing interventions and innovations for disease management and health promotion for a specialty population, with attention to nurse-sensitive outcomes. The factors that precipitated this curriculum change were the mandate from the Consensus Model. These factors are represented in this proposal.

Specifically, the proposal involves re-titling, updating and revising the content of the three current adult and gerontology CNS courses into courses incorporating adult-gerontology content as specified by the Consensus Model. The addition of the gerontology content into the Clinical Nurse Specialist concentration increases the didactic content by 2 credit hours over the 3 courses. The web-delivery format is unchanged. However, in this revision the didactic portion will be in the course separate from the practicum courses. Three new practicum courses have been developed and meet the required practicum hours for national certification. These practicum course hours is calculated as a 7:1 ratio for a practicum experience. Both the addition of the gerontology content in total program credit hours and the separation of the didactic from the practicum will increase flexibility of the program. The titles, content of the current three clinical courses of the Adult Clinical Nurse Specialist concentration in the Master's of Science in Nursing Program, namely NURS60000 [adult clinical specialist I], NURS60023 [Adult Clinical Specialist II], and NURS60035 [Adult Clinical Specialist III], and the three clinical courses of the Gerontology Clinical Nurse Specialist concentration in the Master's of Science in Nursing Program, namely NURS60303 [Gerontology Clinical Specialist I], NURS60304 [Gerontology Clinical Specialist II], and NURS60305 [Gerontology Clinical Specialist III] will be changed.

Students graduating from the Adult Gerontology CNS program will qualify for the new Clinical Nurse Specialist in Adult Gerontology certification exam from the American Nurses Credentialing Center (ANCC).

Table 1. Titles and Credit Hours in Current and Proposed Adult Gerontology Clinical Nurse Specialist Courses.

	Title	Credit Hrs (CH)	Clinical Laboratory Ratio	Class Hrs	Clinical Lab Ratio Hrs
Current	NURS 60041 Advanced Assessment of the Adult Client	3		3	
Proposed	NURS 60007 Advanced Assessment Across the Lifespan	2		2	
	NURS 60008 Laboratory Advanced Assessment Across the Lifespan	1	2:1		30
Current	N60000 Adult CNSI or N60303 Gerontological CNS I	4	7:1	3	7 (1 credit) 105 total hours
Proposed	N60110 Adult Gerontology CNS I	3			
	N61192 Adult Gerontology Clinical CNS I	2	7:1	2	14 (2 credit) 210 total hours
Current	N60023 Adult CNSII or N60304 Gerontological CNS I	4	7:1	2	14 (2 credit) 210 total hours
Proposed	N60210 Adult Gerontology CNS II	3		3	
	N62192 Adult Gerontological Clinical CNS II	2	7:1		14 (2 credit) 210 total hours
Current	N60035 Adult CNSII or	4	7:1	2	14 (2 credit) 210 total hours

	N60305 Gerontological CNS I				
Proposed	N60310 Adult Gerontological CNS III	3		3	
	N63192 Adult Gerontological Clinical CNS III	1	7:1		7 (1 credit) 105 total hours

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

Certification of Curriculum Proposal (attached)

MASTER OF SCIENCE IN NURSING
ADULT GERONTOLOGY CLINICAL NURSE SPECIALIST
(3 Year Part-Time Program Plan)

Year 1	Fall Semester	CHRS
NURS60101 V3	Theoretical Basis for Nursing Practice	3
NURS60045 V1	Pathophysiology for Advanced Practice Nurses	3
	Total	**6**
Year 1	**Spring Semester**	
NURS60441 V3	Pharmacology for Advanced Practice Nursing	3
NURS60401 V1	Nursing Research Methods I	2
	Total	**5**
Year 2	**Fall Semester**	
NURS60007 V1	Advanced Assessment Across the Lifespan	2
NURS60008	Advanced Assessment Across the Lifespan Lab	1
NURS60402 V1	Nursing Research Methods II	3
	Total	**6**
Year 2	**Spring Semester**	
NURS60110 V1	Adult Gerontology CNS I	3
NURS61192 C	Adult Gerontology CNS I Practicum (210 hours)	2
NURS60450 V3	Ethical and Cultural Issues for Health Professionals	2
	Total	**7**
Year 3	**Fall Semester**	
NURS60210 V1	Adult Gerontology CNS II	3
NURS62192 C	Adult Gerontology CNS I Practicum (210 hours)	2
NURS60451 V3	Health Policy and Delivery Systems for Health Care Professional	2
	Total	**7**
Year 3	**Spring Semester**	
NURS60310 V1	Adult Gerontology CNS III	3
NURS63192 C	Adult Gerontology CNS III Practicum (105 hours)	1
	Total	**4**
	Total Program Credit Hours	**35**

C = Clinical course
V= Web-based course
V1-100% Online-These courses are offered on the Web. Fully online, requiring no face to face class meetings or online live sections. May require a proctored test.
V2-100% Online-Set Meeting Times-These courses are offered on the Web and will REQUIRE one or more web-based scheduled class meeting times. May require an on campus or proctored test.
V3-Partially Online-These online courses (at least 50% web-based) REQUIRE one or more face to face class meetings at a Kent State University campus or other off campus location. Please check the schedule of classes and the course syllabus for information about the date(s), times(s), and location of class meetings. Meeting times may be required or negotiated with the course instructor.

Students must complete 525 hours of supervised clinical practice as a part of this program.

Updated 2/7/12 asm

Timetable and Actions Required:
Presentation to and approval by:

College of Nursing Graduate Curriculum Committee	November 2011
College of Nursing CAC	November 2011
University Educational Policy Council	January 2012
Implementation	Fall 2012

Graduate requirement sheet
Specific Recommendations and Justification

Assessment Plan (Academic Quality Improvement Process [AQIP])
Student outcomes for the program include:

1. Provides expert, evidence-based, advanced nursing care to patients, family, groups, or population to positively affect delivery of care across the full continuum of care in area of specialty.

2. Leads nursing and interdisciplinary groups in implementing innovative, cost-effective programs across the full continuum of care.

3. Enhances workplace environment for nursing staff through improvements in safety and quality of patient/client care and outcomes, and system-level improvements.

4. Functions as a change agent, leader and collaborator at the patient, nursing, and system level, and achieves therapeutic cost-effective outcomes which influence policy and regulation development.

5. Functions in the CNS role as a self-reflective culturally competent and ethical professional.

List and Describe the Appropriate Methods to Assess how well Students are Meeting the Outcomes.

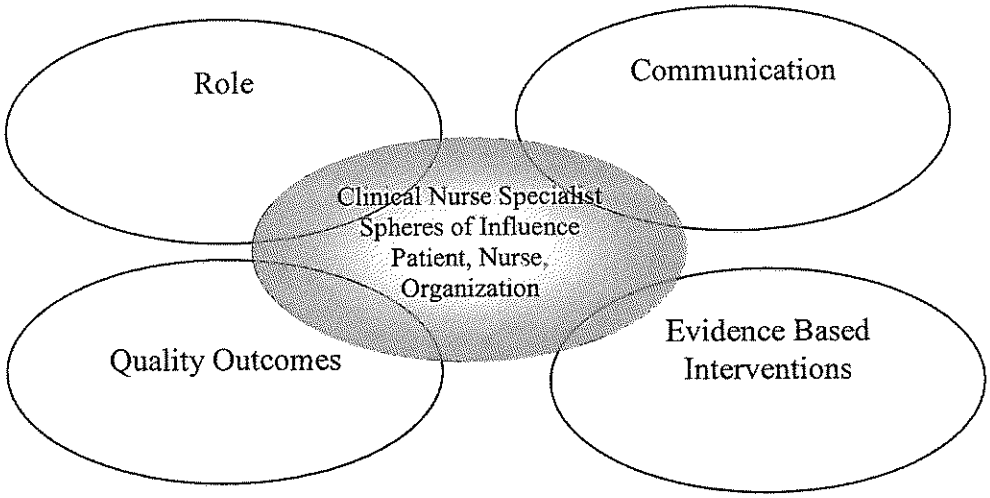
1. All students will be required to complete written assessments of patients based on course content.
2. Clinical papers will be required in the three courses.
3. Clinical evaluation will be carried out by faculty preceptors, with input from clinical preceptors in each clinical course, using a written clinical evaluation tool and direct observation of student and indirect evaluation through review of written documents.
4. Clinical experiences will be tracked using a data-based electronic record.

Include a Timeline for Implementation of the Assessment Plan

1. Data from clinical preceptors, faculty, and student self-evaluations will be analyzed at the end of each semester, starting in the spring, 2014.
2. Testing data from the National Certification agencies will be monitored for pass rates.
3. Post graduation evaluation surveys (e.g. Educational Benchmarking Inc [EBI]) will be distributed and data collection compiled by the Graduate Program Director and reviewed by the CNS faculty.
4. The program will be evaluated annually for strengths and weaknesses.

The curricular concepts of the adult health clinical nurse specialist are depicted in Figure 1. These concepts provide the underpinnings for the 3 proposed courses.

Figure 1 Curricular Concepts of Adult Health Clinical Nurse Specialist


Role
Communication
Clinical Nurse Specialist
Spheres of Influence
Patient, Nurse,
Organization
Quality Outcomes
Evidence Based
Interventions

	A	B	C
1	**Adult Gerontology Clinical Nurse Specialist**		
2	**Course Code**	**Prereq**	**Coreq**
3	NURS 60101		
4	NURS 60045		
5	NURS 60007		
6	NURS 60008		NURS 60045
7	NURS 60110	NURS 60007 and 60008 min of a "B" (3.0) grade	NURS 61192
8	NURS 61192	NURS 60007 and 60008 min of a "B" (3.0) grade	NURS 60110
9	NURS 60441		
10	NURS 60401		
11	NURS 60210	NURS 60110 and 61192 min of a "B" (3.0) grade	NURS 62192
12	NURS 62192	NURS 60110 and 61192 min of a "B" (3.0) grade	NURS 60210
13	NURS 60450		
14	NURS 60402		
15	NURS 60310	NURS 60210 and 62192 min of a "B" (3.0) grade	NURS 63192
16	NURS 63192	NURS 60210 and 62192 min of a "B" (3.0) grade	NURS 60310
17	NURS 60451		

Title: Revision of Pediatric Clinical Nurse Specialist (CNS) Concentration in the MSN program

Subject Specifications:

The intent of this proposal is to revise the courses for the Pediatric Clinical Nurse Specialist program concentration to be in compliance with the Consensus Model for advanced practice (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE). The revision of this concentration includes separating the didactic from the clinical portion of the clinical courses.

Background Information:

The leading professional nursing organizations reached consensus on a model for future advanced practice registered nurse (APRN) regulation. This landmark document was the collaborative work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Committee. Clear expectations for licensure, accreditation, certification, and education for all APRNs were outlined. Professional regulation encompasses licensure, accreditation, certification, and education, commonly known as LACE

The Clinical Nurse Specialist (CNP), one of the four APRN roles, prepares nurses as clinical experts to the plan and individualizes care for children and groups of children within the context of their families and communities in order to improve the quality of their lives for a specific population, specifically pediatrics. The factors that precipitated this curriculum change were the mandate from the Consensus Model.

Specifically, the proposal involves the addition of a health assessment course across the lifespan. The didactic portion of the CNS courses will be separate from the clinical courses. As a result, these courses will be re-titled. The content of the current CNS courses remains unchanged. The clinical courses meet the required clinical hours for national certification.

Students graduating from the Pediatric Clinical Nurse Specialist program will qualify to take the Pediatric Clinical Nurse Specialist exam from the American Nurses Credentialing Center (ANCC).

Table 1. Titles and Credit Hours in Current and Proposed Pediatric Clinical Nurse Specialist Courses.

	Title	Credit Hrs (CH)	Clinical Ratio	Class Hrs	Clinical Hrs
Current	N61021 Advanced Pediatric Assessment and Health Promotion	5	7:1	3	7 hours per week for 15 weeks
Proposed	N60170 Pediatric Assessment	3		3	
Proposed	N61792 Pediatric Assessment Practicum	1	7:1		7 hours per week for 15 weeks 105 hours
Current	N61023 Care of the Acutely Ill Child	5	7:1	3	7 hours per week for 15 weeks
Proposed	N60272 Pediatric Clinical Nurse Specialist I	3		3	
Proposed	N62992 Pediatric Clinical Nurse Specialist I Practicum	2	7:1		14 hours per week for 15 weeks 210 hours
Current	N61024 Care of the Chronically Ill Child	4	7:1	2	7 hours per week for 15 weeks
Proposed	N60372 Care of the Chronically Ill Child	3		6	
Proposed	N63992 Care of the Chronically Ill Child Practicum	1	7:1		7 hours per week for 15 weeks 105 hours
Current	N60075 Pediatric NP Capstone	4		2 hours per week for 4 meeting times on campus	12 hours per week for 15 weeks
Proposed	N60472 Pediatric Clinical Nurse Specialist II	2		2	

	N64992 Clinical Nurse Specialist II Practicum	2	7:1		14 hours per week for 15 weeks 210 hours

Alternatives and Consequences: There is no alternative program within the Kent State University system.

Certification of Curriculum Proposal (attached)

Master of Science in Nursing

PEDIATRIC CLINICAL NURSE SPECIALIST

2 Year Full-Time Program Plan

Year 1	Fall Semester	CHRS
NURS60101[V1]	Theoretical Basis for Nursing Practice	3
NURS60045	Pathophysiology for Advanced Practice Nurses	3
ADD NURS60007[V1]	Advanced Assessment Across the Lifespan	2
NURS60170	Pediatric Assessment for Advanced Practice Nurses	3
NURS61792[C]	Pediatric Assessment for Advanced Practices Nurses Practicum (105 hours)	1
	Total	**12**
Year 1	**Spring Semester**	
NURS60272	Pediatric Clinical Nurse Specialist I	3
NURS62992[C]	Pediatric Clinical Nurse Specialist I Practicum (210 hours)	2
NURS60441[V3]	Pharmacology for Advanced Practice Nursing	3
NURS60401[V1]	Nursing Research Methods I	2
	Total	**10**
Year 2	**Fall Semester**	
NURS60372	Care of the Chronically Ill Child for Advanced Practice Nurses	3
NURS63992[C]	Care of the Chronically Ill Child for Advanced Practice Nurses Practicum (105 hours)	1
NURS60402[V1]	Nursing Research Methods II	3
NURS60450[V3]	Ethical and Cultural Issues for Health Professionals	2
	Total	**9**
Year 2	**Spring Semester**	
NURS60472[V3]	Pediatric Clinical Nurse Specialist II	2
NURS64992[C]	Pediatric Clinical Nurse Specialist II Practicum (210 hours)	2
NURS60006	Introduction to Family assessment and Counseling in Nursing	3
NURS60451[V3]	Health Policy and Delivery Systems for Health Care Professionals	2
	Total	**9**
	Total Program Credit Hours	**40**

C = Clinical course

V= Web-based course

V1-100% Online-These courses are offered on the Web. Fully online, requiring no face to face class meetings or online live sections. May require a proctored test.

V2-100% Online-Set Meeting Times-These courses are offered on the Web and will REQUIRE one or more web-based scheduled class meeting times. May require an on campus or proctored test.

V3-Partially Online-These online courses (at least 50% web-based) REQUIRE one or more face to face class meetings at a Kent State University campus or other off campus location. Please check the schedule of classes and the course syllabus for information about the date(s), times(s), and location of class meetings. Meeting times may be required or negotiated with the course instructor.

Students must complete 630 hours of supervised clinical practice as a part of this program.

	A	B	C
1	**Pediatric Clinical Nurse Specialist**		
2	**Course Code**	**Prereq**	**Coreq**
3	NURS 60101		
4	NURS 60045		
5	NURS 60441		
6	NURS 60401		
7	NURS 60007		NURS 60170
8	NURS 60170	NURS 60101, NURS 60045	NURS 60007, NURS 61792
9	NURS 61792	NURS 60101, NURS 60045	NURS 60170, NURS 60007
10	NURS 60272	NURS 60170, NURS 61792 min of a "B" (3.0) grade	NURS 62992
11	NURS 62992	NURS 60170, NURS 61792 min of a "B" (3.0) grade	NURS 60272
12	NURS 60450		
13	NURS 60372	NURS 60272, NURS 63992 min of a "B" (3.0) grade	NURS 63992
14	NURS 63992	NURS 60272, NURS 63992 min of a "B" (3.0) grade	NURS 60372
15	NURS 60451		
16	NURS 60472	NURS 60372, NURS 63992 min of a "B" (3.0) grade	NURS 64992
17	NURS 64992	NURS 60372, NURS 63992 min of a "B" (3.0) grade	NURS 60472
18	NURS 60006		
19	NURS 60402		

Title: Revision of Acute Care Nurse Practitioner to the Adult Gerontology Acute Care Nurse Practitioner concentration in the MSN program

Subject Specifications:

The intent of this proposal is to revise the courses for the Acute Care Nurse Practitioner program concentration to be in compliance with the Consensus Model for advanced practice (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE).

Background Information:

The leading professional nursing organizations reached consensus on a model for future advanced practice registered nurse (APRN) regulation. This landmark document was the collaborative work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Committee. Clear expectations for licensure, accreditation, certification, and education for all APRNs were outlined. Professional regulation encompasses licensure, accreditation, certification, and education, commonly known as LACE

The factors that precipitated this curriculum change were the mandate from the Consensus Model. These factors are represented in this proposal. The Nurse Practitioner specialty will focus on the lifespan approach to patient care with the Adult Gerontology Acute Care Nurse Practitioner concentration and be specific for Acute care of the Adult across the lifespan.

This proposal involves re-titling, updating and revising the content of the three current adult acute care nurse practitioner clinical courses into courses incorporating adult-gerontology content as specified by the Consensus Model. The total number of credit hours for the program will increase by 1 hour (NURS 60007). The gerontology content will be more focused in the Nurse Practitioner clinical courses. However, in this revision the didactic portion of the courses will be separated from the practicum courses. Four new practicum courses have been developed and meet the required practicum hours for national certification. The practicum course hours is calculated as a 7:1 ratio for a practicum experience in the primary care of the Adult Gerontology patient, and 5:1 ratio in the practicums specific to the Acute Care Nurse Practitioner. Both the addition of the gerontology content in total program credit hours and the separation of the didactic from the practicum will increase flexibility of the program. Content of the current four-didactic/practicum courses of the Acute Care Nurse Practitioner concentration in the Master's of Science in Nursing Program will be changed as well as the merging of N 60021 and N 60022 into, N 60230. The merging of N 60021 and N 60022 will allow improved pedagogy and enhanced learning of the didactic content of these courses.

Students graduating from the Adult Gerontology Acute Care Nurse Practitioner program will qualify for the new Adult Gerontology Acute Care Nurse Practitioner certification exam from the American Nurses Credentialing Center (ANCC) and the Association of Critical Care Nurses (ACCN).

Table 1. Titles and Credit Hours in Current and Proposed Adult Gerontology Acute Care NP Courses.

	Title	Credit Hrs (CH)	Clinical Laboratory Ratio	Class Hrs	Clinical Lab Ratio Hrs
Current	NURS 60041 Advanced Assessment of the Adult Client	3		3	
Proposed	NURS 60007 Advanced Assessment Across the Lifespan	2		2	
	NURS 60011 Advanced Assessment Across the Lifespan Lab for APRN's	2			30
Current	N60042 Adult Primary Health Care I	5	7:1	3	7 (1 credit) 150 total hours
Proposed	N60120 Primary Care I: Adults Across the Lifespan	3		3	
	N61292 Primary Care I: Adults Across the Lifespan Practicum	1	7:1	2	7 (1 credit) 105 total hours
Current	NURS 60092 NP Summer Practicum	2	7:1	2	14 (2 credit) 80
Proposed	NURS 60130 Adult Gerontology ACNP Role	1		1	
	NURS 61392 Adult Gerontology ACNP Role Practicum	1-2	5:1		5 (1-2 credit) 75-150 total hours

Current	NURS 60021 Acute Care for NPs NURS 60022 Acute Care Therapeutics	5 3	7:1	3 3	10 (2 credit) 210 total hours
Proposed	NURS 60230 Adult Gerontology ACNP I	4		4	
	NURS 62392 Adult Gerontology ACNP I Practicum	2-4	5:1		5 (2-4 credit) 150 - 300 total hours
Current	NURS 60792 Adult NP Role Practicum	4	7:1		14 (2 credit) 210 total hours
Proposed	NURS 60330 Adult Gerontology ACNP II	2		3	
	NURS 63392 Adult Gerontology ACNP II Practicum	2 - 4	5:1		5 (2 credit) 150 - 300 total hours

Alternatives and Consequences: There is no alternative program within the Kent State University system. Nationally, there is a need for Acute APRNs with Adult-Gerontology specialty and the demand is growing. It is anticipated that this curricular change will increase enrollment in the Adult Gerontology Acute Care program.

Certification of Curriculum Proposal (attached)

MASTER OF SCIENCE IN NURSING
ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER
(2 Year Full Time Program Plan)

Year 1	Fall Semester	CHRS
NURS60007[V1]	Advanced Assessment Across the Lifespan	2
NURS60011	Advanced Assessment Across the Lifespan Lab for APRNs	2
NURS60101[V3]	Theoretical Basis for Nursing Practice	3
NURS60045	Pathophysiology for Advanced Practice Nurses	3
	Total	**10**
Year 1	**Spring Semester**	**CHRS**
NURS60120	Primary Care I: Adults Across the Lifespan	3
NURS61292[C]	Primary Care I: Adults Across the Lifespan Practicum (105 hours)	1
NURS60441[V3]	Pharmacology for Advanced Practice Nursing	3
NURS60401[V1]	Nursing Research Methods I	2
NURS60206[V1]	Ambulatory Diagnostics for Advanced Nursing Practice	2
	Total	**11**
Year 1	**Summer Semester**	**CHRS**
NURS60130	Adult Gerontology ACNP Role	1
NURS61392[C]	Adult Gerontology ACNP Role Practicum (75 hours)	1
	Total	**2**
Year 2	**Fall Semester**	**CHRS**
NURS60230	Adult Gerontology ACNP I	4
NURS62392[C]	Adult Gerontology ACNP I Practicum (300 hours)	4
NURS60402[V1]	Nursing Research Methods II	3
	Total	**11**
Year 2	**Spring Semester**	**CHRS**
NURS60330	Adult Gerontology ACNP II	2
NURS63392[C]	Adult Gerontology ACNP II Practicum (150 hours)	2
NURS60451[V3]	Health Policy and Delivery Systems for Health Care Policy	2
NURS60450[V3]	Ethical and Cultural Issues for Health Professionals	2
	Total	**8**
	Total Program Credit Hours	**42**

C = Clinical course
V= Web-based course
V1-100% Online-These courses are offered on the Web. Fully online, requiring no face- to -face class meetings or online live sections. May require a proctored test.
V2-100% Online-Set Meeting Times-These courses are offered on the Web and will REQUIRE one or more web-based scheduled class meeting times. May require an on campus or proctored test.
V3-Partially Online-These online courses (at least 50% web-based) REQUIRE one or more face to face class meetings at a Kent State University campus or other off campus location. Please check the schedule of classes and the course syllabus for information about the date(s), times(s), and location of class meetings. Meeting times may be required or negotiated with the course instructor.

Students must complete 630 hours of supervised clinical practice as a part of this program.

Updated 1/31/2012asm

Pre/Co-requisites for Courses in the Adult Gerontology Acute Care Nurse Practitioner Concentration

Course	Pre/Co-requisite
NURS 60007 Advanced Assessment Across the Lifespan	• NURS 60045 (C) Pathophysiology for Advanced Practice Nurses
NURS 60011 Advanced Assessment Across the Lifespan Lab for APRNs	• NURS 60045 (C) Pathophysiology for Advanced Practice Nurses, NURS 60007 (c) Advanced Assessment Across the Lifespan for APRN's
NURS 60120 Primary Care I: Adults Across the Lifespan	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60011 Advanced Assessment Across the Lifespan Lab for APRNs min of a "B" (3.0) grade (P) • NURS 61292 Primary Care I: Adults Across the Lifespan Practicum (c)
NURS 61292 Primary Care I: Adults Across the Lifespan Practicum	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60011 Advanced Assessment Across the Lifespan Lab for APRNs min of a "B" (3.0) grade (P) • NURS 60120 Primary Care I: Adults Across the Lifespan (c)
NURS 60130 Adult Gerontology ACNP Role	• NURS 60120 Primary Care I: Adults Across the Lifespan, NURS 61292 Primary Care I: Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • (c)
NURS 61392 Adult Gerontology ACNP Role Practicum	• NURS 60120 Primary Care I: Adults Across the Lifespan, NURS 61292 Primary Care I: Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • (c)
NURS 60230 Adult Gerontology ACNP I	• NURS 60130 Adult Gerontology ACNP Role, NURS 61392 Adult Gerontology ACNP Role Practicum (P) • NURS 62392 Adult Gerontology ACNP I Practicum (c)
NURS 62392 Adult Gerontology ACNP I Practicum	• NURS 60130 Adult Gerontology ACNP Role, NURS 61392 Adult Gerontology ACNP Role Practicum (P) • NURS 60230 Adult Gerontology ACNP I (c)
NURS 60330 Adult Gerontology ACNP II	• NURS 60230 Adult Gerontology ACNP I, NURS 62392 Adult Gerontology ACNP I Practicum (P) • NURS 63392 Adult Gerontology ACNP II Practicum (c)
NURS 63392 Adult Gerontology ACNP II Practicum	• NURS 60230 Adult Gerontology ACNP I, NURS 62392 Adult Gerontology ACNP I Practicum (P) • NURS 60330 Adult Gerontology ACNP II (c)

P = Pre-requisite
C = Co-requisite

Title: Revision of Family Nurse Practitioner Concentration in the MSN program to Advanced Practice Registered Nurse: Nurse Practitioner Family

Subject Specifications:

The intent of this proposal is to revise the courses for the FamilyNurse Practitioner (FNP) program concentration to be in compliance with the Consensus Model for advanced practice (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE).

Background Information:

The leading professional nursing organizations reached consensus on a model for future advanced practice registered nurse (APRN) regulation. This landmark document was the collaborative work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Committee. Clear expectations for licensure, accreditation, certification, and education for all APRNs were outlined. Professional regulation encompasses licensure, accreditation, certification, and education, commonly known as LACE

The factors that precipitated this curriculum change were the mandate from the Consensus Model. These factors are represented in this proposal. The Nurse Practitioner specialty will focus on the lifespan approach to patient care within the Family concentration and be specific for primary care.

This proposal involves re-titling, updating and revising the content of the four current adult and geriatric Nurse Practitioner clinical courses into courses incorporating adult-gerontology content as specified by the Consensus Model. Additionally the course content will be more integrative for the family dynamic rather than completely segregated into pediatric and adult content and therefore avoid redundancy in content. This is particularly reflected in the Assessment portion of the program. Previously Pediatric Assessment and Adult Assessment were two separate courses. There will be one foundational Advanced Assessment course [NURS60007] complimented by Advanced Assessment Across the Lifespan Laboratory for Family APRNs [NURS60013] and Health Promotion Across the Lifespan for Family Practice [NURS60030] is a new course. The total number of credit hours for the program will decrease by six credit hours. However, in this revision the didactic portion of the courses will separated from the practicum courses. Five new practicum courses have been developed and meet the required practicum hours for national certification. These practicum course hours is calculated as a 7:1 ratio for a practicum experience. These changes in content and in total program credit hours and the separation of the didactic from the practicum will increase flexibility of the program.

The titles, and content of the current five clinical courses of the Primary Care Family Nurse Practitioner concentration in the Master's of Science in Nursing Program, namely NURS60042 [Adult Primary Care I], NURS 60092[NP Summer Practicum], NURS 60042 [Adult Primary Health Care II], and NURS60492 [Family Primary Care NP Role Practicum], and the four clinical courses of the Primary Care Adult Gerontology Nurse Practitioner concentration in the Master's of Science in Nursing Program will be changed along with the Primary Care Pediatrics [NURS61022] and the corresponding practicum.

Students graduating from the Family Advanced Practice Registered Nurse program will qualify for the new APRN: Nurse Practitioner in Family Primary Care certification exam from the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners (AANP).

Table 1. Titles and Credit Hours in Current and Proposed Advanced Practice Registered Nurse: Nurse Practitioner Family Courses.

	Title	Credit Hrs (CH)	Clinical Laboratory Ratio	Class Hrs	Clinical Lab Ratio Hrs
Current	NURS 60041 Advanced Assessment of the Adult Client	3		3	
	NURS 61021 Advanced Pediatric Assessment & Health Promotion	5			
Proposed	NURS 60007 Advanced Assessment Across the Lifespan	2		2	
	NURS 60013Advanced Assessment Across the Lifespan Lab for Family APRN's	2			30
	NURS 60030 Health Promotion Across the Lifespan for Family Practice	1		1	
Current	N60042 Adult Primary Health Care I	5	7:1	3	7 (1 credit) 105 total hours
Proposed	N60120 Primary Care I: Adults Across the Lifespan	3		3	
	N61292 Primary Care I: Adults Across the Lifespan Practicum	1	7:1		7 (1 credit) 105 total hours
Current	NURS 61022 Primary Care Acutely Ill	5		4	7 (1 credit) 105 total hours

	Children				
Proposed	NURS 60160Primary Care Pediatrics	3		3	
	NURS 61692 Primary Care Pediatrics Practicum	1	7:1		7 (1 credit) 105 total hours
Current	NURS 60092 NP Summer Practicum	2	7:1	2	14 (2 credit) 80 hours
Proposed	NURS 60125 Advanced Practice Registered Nurse Role	1		1	
	NURS 61892 Advanced Practice Registered Nurse Role Practicum	1	7:1		7 (1 credit) 105 total hours
Current	NURS60043 Adult Primary Health Care II	5	7:1	3	14 (2 credit) 210 total hours
Proposed	NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan	3		3	
	NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum	1	7:1		7 (1 credit) 105 total hours
Current	NURS60492 Family NP Role Practicum	5	7:1		7 (2 credit) 210 total hours
Proposed	NURS 63292 Primary Care: Family Health and Chronic Illness across	3		3	

MASTER OF SCIENCE IN NURSING
Advanced Practice Registered Nurse: Nurse Practitioner Family
(2 year Full-Time Program Plan)

Year 1	Fall Semester	CHRS
NURS60101[V3]	Theoretical Basis for Nursing Practice	3
NURS60401[V1]	Nursing Research Methods I	2
NURS60045	Pathophysiology for Advanced Practice Nurses	3
NURS60007[V1]	Advanced Assessment Across the Lifespan	2
NURS60013	Advanced Assessment Across the Lifespan Laboratory for Family APRNs	2
NURS60030	Health Promotion Across the Lifespan for Family Practice	1
	Total	**13**
Year 1	**Spring Semester**	
NURS60441[V3]	Pharmacology for Advanced Practice Nursing	3
NURS60120	Primary Care I: Adults Across the Lifespan	3
NURS61292[C]	Primary Care I: Adults Across the Lifespan Practicum (105 hours)	1
NURS60160	Primary Care Pediatrics	3
NURS61692[C]	Primary Care Pediatrics Practicum (105 hours)	1
NURS60206[V1]	Ambulatory Diagnostics for Advanced Nursing Practice	2
	Total	**13**
Year 1	**Summer Semester**	**CHRS**
NURS60125	Advanced Practice Registered Nurse Role	1
NURS61892[C]	Advanced Practice Registered Nurse Role Practicum (105 hours)	1
	Total	**2**
Year 2	**Fall Semester**	
NURS60220	Primary Care II: Chronically Ill Adults Across the Lifespan	3
NURS62292[C]	Primary Care II: Chronically Ill Adults Across the Lifespan Practicum (105 hours)	1
NURS60451[V3]	Health Policy and Delivery Systems for Health Care Professionals	2
NURS60402[V1]	Nursing Research Methods II	3
	Total	**9**
Year 2	**Spring Semester**	
NURS60325	Primary Care: Family Health and Chronic Illness across the Lifespan	3
NURS63292[C]	Primary Care: Family Health and Chronic Illness across the Lifespan Practicum (210 hours)	2
NURS60006	Intro to Family Assessment and Counseling in Nursing	3
NURS60450[V3]	Ethical and Cultural Issues for Health Professionals	2
	Total	**10**
	Total Program Credit Hours	**47**

V= Web-based course
V1-100% Online-These courses are offered on the Web. Fully online, requiring no face to face class meetings or online live sections. May require a proctored test.
V2-100% Online-Set Meeting Times-These courses are offered on the Web and will REQUIRE one or more web-based scheduled class meeting times. May require an on campus or proctored test.
V3-Partially Online-These online courses (at least 50% web-based) REQUIRE one or more face to face class meetings at a Kent State University campus or other off campus location. Please check the schedule of classes and the course syllabus for information about the date(s), times(s), and location of class meetings. Meeting times may be required or negotiated with the course instructor.

Students must complete 630 hours of supervised clinical practice as a part of this program.
Updated 2/2/2012asm

Pre/Co-requisites for Courses in the Advanced Practice Registered Nurse: Nurse Practitioner Family Concentration

Course	Pre/Co-requisite
NURS 60007 Advanced Assessment Across the Lifespan	• NURS 60045 (C) Pathophysiology for Advanced Practice Nurses
NURS 60013 Advanced Assessment Across the Lifespan Lab for Family APRNs	• NURS 60045 (C) Pathophysiology for Advanced Practice Nurses, NURS 60007 (c) Advanced Assessment Across the Lifespan for APRN's
NURS 60030 Health Promotions Across the Lifespan for Family Practice	• none
NURS 60120 Primary Care I: Adults Across the Lifespan	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60013 Advanced Assessment Across the Lifespan Lab for Family APRNs min of a "B" (3.0) grade (P) • NURS 61292 Primary Care I: Adults Across the Lifespan Practicum (c)
NURS 61292 Primary Care I: Adults Across the Lifespan Practicum	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60013 Advanced Assessment Across the Lifespan Lab for Family APRNs min of a "B" (3.0) grade (P) • NURS 60120 Primary Care I: Adults Across the Lifespan (c)
NURS 60160 Primary Care Pediatrics	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60013 Advanced Assessment Across the Lifespan Lab for Family APRNs, NURS 60030 Health Promotions Across the Lifespan for Family Practice min of a "B" (3.0) grade (P) • NURS 61692 Primary Care Pediatrics Practicum
NURS 61692 Primary Care Pediatrics Practicum	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60013 Advanced Assessment Across the Lifespan Lab for Family APRNs, NURS 60030 Health Promotions Across the Lifespan for Family Practice min of a "B" (3.0) grade (P) • NURS 60160 Primary Care Pediatrics
NURS 60125 Advanced Practice Registered Nurse Role	• NURS 60120 Primary Care I: Adults Across the Lifespan, NURS 61292 Primary Care I: Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • NURS 61892 Advanced Practice Registered Nurse Role Practicum (c)
NURS 61892 Advanced Practice Registered Nurse Role Practicum	• NURS 60120 Primary Care I: Adults Across the Lifespan, NURS 61292 Primary Care I: Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • NURS 60125 Advanced Practice Registered Nurse Role (c)
NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan	• NURS 60125 Advanced Practice Registered Nurse Role, NURS 61892 Advanced Practice Registered Nurse Role Practicum min of a "B" (3.0) grade (P) • NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum (c)
NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum	• NURS 60125 Advanced Practice Registered Nurse Role, NURS 61892 Advanced Practice Registered Nurse Role Practicum min of a "B" (3.0) grade (P) • NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan (c)

NURS 60325 Primary Care: Family Health and Chronic Illness Across the Lifespan	• NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan, NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • NURS 63292 Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum (c)
NURS 63292 Primary Care: Family Health and Chronic Illness Across the Lifespan Practicum	• NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan, NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • NURS 60325 Primary Care: Family Health and Chronic Illness Across the Lifespan (c)

P = Pre-requisite
C = Co-requisite

Title: Revision of Pediatric Nurse Practitioner Concentration in the MSN program

Subject Specifications:

The intent of this proposal is to revise the courses for the Pediatric Nurse Practitioner (PNP) program concentration to be in compliance with the Consensus Model for advanced practice (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE). The revision of this concentration includes separating the didactic from the clinical portion of the clinical courses.

Background Information:

The leading professional nursing organizations reached consensus on a model for future advanced practice registered nurse (APRN) regulation. This landmark document was the collaborative work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Committee. Clear expectations for licensure, accreditation, certification, and education for all APRNs were outlined. Professional regulation encompasses licensure, accreditation, certification, and education, commonly known as LACE

The Certified Nurse Practitioner (CNP), one of the four APRN roles, prepares nurses as clinical experts in the health promotion and assessment, disease prevention, management of patient problems which includes the use and prescription of pharmacologic and non-pharmacologic interventions for a specific population, specifically pediatrics. The factors that precipitated this curriculum change were the mandate from the Consensus Model.

Specifically, the proposal involves the addition of a health assessment course across the lifespan. The didactic portion of the PNP courses will be separate from the clinical courses. As a result, these courses will be re-titled. The content of the current PNP courses remains unchanged. The clinical courses meet the required clinical hours for national certification.

Students graduating from the Pediatric Nurse Practitioner program will qualify to take the Pediatric Nurse Practitioner exam from the Pediatric Nursing Certification Board (PNCB) or the American Nurses Credentialing Center (ANCC).

Table 1. Titles and Credit Hours in Current and Proposed Pediatric Nurse Practitioner Courses.

	Title	Credit Hrs (CH)	Clinical Ratio	Class Hrs	Clinical Hrs
Current	N61021 Advanced Pediatric Assessment and Health Promotion	5	7:1	3	7 hours per week for 15 weeks
Proposed	N60170 Pediatric Assessment	3		3	
	N61792 Pediatric Assessment for Advanced Practice nurses	1	7:1	N/A	7 hours per week for 15 weeks 105 hours
Current	N60037 Pediatric NP Practicum	2		2 meeting times on campus for 2 hours each	14 hours per week for 8 weeks
Proposed	N60370 Pediatric Nurse Practitioner II	1		1	
Proposed	N63792 Pediatric Nurse Practitioner II Practicum	1	7:1	N/A	7 hours per week for 15 weeks 105 hours
Current	N61022 Primary Care of the Acutely Ill Child	5	7:1	3	7 hours per week for 15 weeks
Proposed	N60270 Pediatric Nurse Practitioner I	3		3	
	N62792 Pediatric Nurse Practitioner I Practicum	1	7:1		7 hours per week for 15 weeks 105 hours
Current	N61024 Care of the Chronically Ill Child	4	7:1	2	7 hours per week for 15 weeks

Proposed	N60372 Care of the Chronically Ill Child	3		6	
Proposed	N63992 Care of the Chronically Ill Child for APN Practicum	1	7:1		7 hours per week for 15 weeks 105 hours
Current	N60074 Pediatric NP Capstone	4		2 hours per week for 4 meeting times on campus	12 hours per week for 15 weeks
Proposed	N60470 Pediatric Nurse Practitioner III	2		4	
	N64792 Pediatric Nurse Practitioner III Practicum	2	7:1		14 hours per week for 15 weeks 210 hours

Alternatives and Consequences: There is no alternative program within the Kent State University system.

Certification of Curriculum Proposal (attached)

Master of Science in Nursing
PEDIATRIC NURSE PRACTITIONER
Full-Time (2 year) Program Plan

Year 1	Fall Semester	CHRS
NURS60007[V1]	Advanced Assessment Across the Lifespan	2
NURS60170	Pediatric Assessment for Advanced Practice Nurses	3
NURS61792[C]	Pediatric Assessment for Advanced Practices Nurses Practicum (105 hours)	1
NURS60101[V1]	Theoretical Basis for Nursing Practice	3
	Total	**9**
Year 1	**Spring Semester**	
NURS60270	Pediatric Nurse Practitioner I	3
NURS62792[C]	Pediatric Nurse Practitioner I Practicum (105 hours)	1
NURS60441[V3]	Pharmacology for Advanced Practice Nursing	3
NURS60045	Pathophysiology for Advanced Practice Nurses	3
	Total	**10**
Year 1	**Summer Semester**	
NURS60370[V3]	Pediatric Nurse Practitioner II	1
NURS63792[C]	Pediatric Nurse Practitioner II Practicum (105 hours)	1
	Total	**2**
Year 2	**Fall Semester**	
NURS60372	Care of the Chronically Ill Child for Advanced Practice Nurse	3
NURS63992[C]	Care of the Chronically Ill Child for APN Practicum (105 hours)	1
NURS60401[V1]	Nursing Research Methods I	2
NURS60450[V3]	Ethical and Cultural Issues for Health Professionals	2
NURS60451[V3]	Health Policy and Delivery Systems for Health Care Professionals	2
	Total	**10**
Year 2	**Spring Semester**	
NURS60470[V3]	Pediatric Nurse Practitioner III	2
NURS64792[C]	Pediatric Nurse Practitioner III Practicum (210 hours)	2
NURS60006	Introduction to Family Assessment and Counseling in Nursing	3
NURS60402[V1]	Nursing Research Methods II	3
	Total	**10**
	Total Program Credit Hours	**41**

C = Clinical course
V= Web-based course
V1-100% Online-These courses are offered on the Web. Fully online, requiring no face to face class meetings or online live sections. May require a proctored test.
V2-100% Online-Set Meeting Times-These courses are offered on the Web and will REQUIRE one or more web-based scheduled class meeting times. May require an on campus or proctored test.
V3-Partially Online-These online courses (at least 50% web-based) REQUIRE one or more face to face class meetings at a Kent State University campus or other off campus location. Please check the schedule of classes and the course syllabus for information about the date(s), times(s), and location of class meetings. Meeting times may be required or negotiated with the course instructor

Students must complete 630 hours of supervised clinical practice as part of this program.

Updated 2/7/2012asm

	A	B	C
1	**Pediatric Nurse Practitioner -**		
2	**Course Code**	**Prereq**	**Coreq**
3	NURS 60101		
4	NURS 60045		
5	NURS 60441		
6	NURS 60401		
7	NURS 60007		NURS 60170
8	NURS 60170	NURS 60101, NURS 60045	NURS 60007, NURS 61792
9	NURS 61792	NURS 60101, NURS 60045	NURS 60170, NURS 60007
10	NURS 60270	NURS 60170, NURS 61792 min of a "B" (3.0) grade	NURS 62792
11	NURS 62792	NURS 60170, NURS 61792 min of a "B" (3.0) grade	NURS 60270
12	NURS 60450		
13	NURS 60370	NURS 60270, NURS 62792 min of a "B" (3.0) grade	NURS 63792
14	NURS 63792	NURS 60270, NURS 62792 min of a "B" (3.0) grade	NURS 60370
15	NURS 60372	NURS 60372, NURS 63792 min of a "B" (3.0) grade	NURS 63992
16	NURS 63992	NURS 60372, NURS 63792 min of a "B" (3.0) grade	NURS 60372
17	NURS 60451		
18	NURS 60470	NURS 60372, NURS 63992 min of a "B" (3.0) grade	NURS 64792
19	NURS 64792	NURS 60372, NURS 63992 min of a "B" (3.0) grade	NURS 60470
20	NURS 60006		
21	NURS 60402		

Title: Revision of Advanced Practice Registered Nurse: Nurse Practitioner Adult-Gerontology Primary Care Concentration in the MSN program

Subject Specifications:

The intent of this proposal is to revise the courses for the Primary Care Adult Gerontology Nurse Practitioner (PCAN-NP) program concentration to be in compliance with the Consensus Model for advanced practice (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE).

Background Information:

The leading professional nursing organizations reached consensus on a model for future advanced practice registered nurse (APRN) regulation. This landmark document was the collaborative work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Committee. Clear expectations for licensure, accreditation, certification, and education for all APRNs were outlined. Professional regulation encompasses licensure, accreditation, certification, and education, commonly known as LACE

The factors that precipitated this curriculum change were the mandate from the Consensus Model. These factors are represented in this proposal. The Nurse Practitioner specialty will focus on the lifespan approach to patient care with the Adult Gerontology concentration and be specific for primary care.

This proposal involves re-titling, updating and revising the content of the three current adult and geriatric Nurse Practitioner clinical courses into courses incorporating adult-gerontology content as specified by the Consensus Model. The total number of credit hours for the program will remain the same. The gerontology content will be more focused in the Nurse Practitioner clinical courses. However, in this revision the didactic portion of the courses will separated from the practicum courses. Four new practicum courses have been developed and meet the required practicum hours for national certification. These practicum course hours is calculated as a 7:1 ratio for a practicum experience. Both the addition of the gerontology content in total program credit hours and the separation of the didactic from the practicum will increase flexibility of the program. The titles, content of the current four clinical courses of the Primary Care Adult Nurse Practitioner concentration in the Master's of Science in Nursing Program, namely NURS60042 [Adult Primary Care I], NURS 60092[NP Summer Practicum], NURS 60042 [Adult Primary Health Care II], and NURS60432 [Adult NP Role Practicum], and the four clinical courses of the Primary Care Adult Gerontology Nurse Practitioner concentration in the Master's of Science in Nursing Program will be changed.

Students graduating from the Adult Gerontology Advanced Practice Registered Nurse program will qualify for the new APRN: Nurse Practitioner in Adult Gerontology Primary Care certification exam from the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

Table 1. Titles and Credit Hours in Current and Proposed Advanced Practice Registered Nurse: Nurse Practitioner Adult-Gerontology Courses.

	Title	Credit Hrs (CH)	Clinical Laboratory Ratio	Class Hrs	Clinical Lab Ratio Hrs
Current	NURS 60041 Advanced Assessment of the Adult Client	3		3	
Proposed	NURS 60007 Advanced Assessment Across the Lifespan	2		2	
	NURS 60011 Advanced Assessment Across the Lifespan Lab for APRN's	2			30
Current	N60042 Adult Primary Health Care I	5	7:1	3	7 (1 credit) 150 total hours
Proposed	N60120 Primary Care I: Adults Across the Lifespan	3		3	
	N61292 Primary Care I: Adults Across the Lifespan Practicum	1	7:1		7 (1 credit) 105 total hours
Current	NURS 60092 NP Summer Practicum	2	7:1	2	14 (2 credit) 80
Proposed	NURS 60125 Advanced Practice Registered Nurse Role	1		1	
	NURS 61892 Advanced Practice Registered Nurse Role Practicum	1	7:1		7 (1 credit) 105 total hours

Current	NURS60043 Adult Primary Health Care II	5	7:1	3	14 (2 credit) 210 total hours
Proposed	NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan	3		3	
	NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum	1	7:1		7 (1 credit) 105 total hours
Current	NURS60432 Adult NP Role Practicum	4	7:1		7 (1 credit) 105 total hours
Proposed	NURS 60320 Comprehensive Primary Care III: Adults Across the Lifespan	3		3	
	NURS 63192 Comprehensive Primary Care III: Adults Across the Lifespan Practicum	2	7:1		14 (2 credit) 210 total hours

Alternatives and Consequences: There is no alternative program within the Kent State University system. Nationally, there is a need for APRNs with Adult-Gerontology specialty and the demand is growing. It is anticipated that this curricular change will increase enrollment in the APRN adult gerontology program.

Certification of Curriculum Proposal (attached)

MASTER OF SCIENCE IN NURSING

Advanced Practice Registered Nurse: Nurse Practitioner Adult-Gerontology Primary Care

(2 Year Full-Time Program Plan)

Year 1	Fall Semester	CHRS
NURS60101[V1]	Theoretical Basis for Nursing Practice	3
NURS60045	Pathophysiology for Advanced Practice Nurses	3
NURS60007[V1]	Advanced Assessment Across the Lifespan	2
NURS60011	Advanced Assessment Across the Lifespan lab for APRNs	2
NURS60206[V1]	Ambulatory Diagnostics for Advanced Nursing Practice	2
	Total	**12**
Year 1	**Spring Semester**	**CHRS**
NURS60441[V3]	Pharmacology for Advanced Practice Nursing	3
NURS60401[V1]	Nursing Research Methods I	2
NURS60120	Primary Care I: Adults Across the Lifespan	3
NURS61292[C]	Primary Care I: Adults Across the Lifespan Practicum (105 hours)	1
	Total	**9**
Year 1	**Summer Semester**	**CHRS**
NURS60125	Advanced Practice Registered Nurse Role	1
NURS61892[C]	Advanced Practice Registered Nurse Role Practicum (105 hours)	1
	Total	**2**
Year 2	**Fall Semester**	**CHRS**
NURS60220	Primary Care II: Chronically Ill Adults Across the Lifespan	3
NURS62292[C]	Primary Care II: Chronically Ill Adults Across the Lifespan Practicum (105 hours)	1
NURS60205[V1]	Introduction to Applied Epidemiology	1
NURS60402[V1]	Nursing Research Methods II	3
NURS60450[V3]	Ethical and Cultural Issues for Health Professionals	2
	Total	**10**
Year 2	**Spring Semester**	**CHRS**
NURS60320	Comprehensive Primary Care III: Adults Across the Lifespan	3
NURS63192[C]	Comprehensive Primary Care III: Adults Across the Lifespan Practicum (210 hours)	2
NURS60451[V3]	Health Policy and Delivery Systems for Health Care Professionals	2
	Total	**7**
	Total Program Credit Hours	**40**

C = Clinical course
V= Web-based course
V1-100% Online-These courses are offered on the Web. Fully online, requiring no face to face class meetings or online live sections. May require a proctored test.
V2-100% Online-Set Meeting Times-These courses are offered on the Web and will REQUIRE one or more web-based scheduled class meeting times. May require an on campus or proctored test.
V3-Partially Online-These online courses (at least 50% web-based) REQUIRE one or more face to face class meetings at a Kent State University campus or other off campus location. Please check the schedule of classes and the course syllabus for information about the date(s), times(s), and location of class meetings. Meeting times may be required or negotiated with the course instructor.

Students must complete 525 hours of supervised clinical practice as a part of this program.

Updated 2/1/2012asm

Pre/Co-requisites for Courses in the Advanced Practice Registered Nurse: Nurse Practitioner Adult Gerontology Primary Care Concentration

Course	Pre/Co-requisite
NURS 60007 Advanced Assessment Across the Lifespan	• NURS 60045 (C) Pathophysiology for Advanced Practice Nurses
NURS 60011 Advanced Assessment Across the Lifespan Lab for APRNs	• NURS 60045 (C) Pathophysiology for Advanced Practice Nurses, NURS 60007 (c) Advanced Assessment Across the Lifespan for APRN's
NURS 60120 Primary Care I: Adults Across the Lifespan	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60011 Advanced Assessment Across the Lifespan Lab for APRNs min of a "B" (3.0) grade (P) • NURS 61292 Primary Care I: Adults Across the Lifespan Practicum (c)
NURS 61292 Primary Care I: Adults Across the Lifespan Practicum	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60011 Advanced Assessment Across the Lifespan Lab for APRNs min of a "B" (3.0) grade (P) • NURS 60120 Primary Care I: Adults Across the Lifespan (c)
NURS 60125 Advanced Practice Registered Nurse Role	• NURS 60120 Primary Care I: Adults Across the Lifespan, NURS 61292 Primary Care I: Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • NURS 61892 Advanced Practice Registered Nurse Role Practicum (c)
NURS 61892 Advanced Practice Registered Nurse Role Practicum	• NURS 60120 Primary Care I: Adults Across the Lifespan, NURS 61292 Primary Care I: Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • NURS 60125 Advanced Practice Registered Nurse Role (c)
NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan	• NURS 60125 Advanced Practice Registered Nurse Role, NURS 61892 Advanced Practice Registered Nurse Role Practicum min of a "B" (3.0) grade (P) • NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum (c)
NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum	• NURS 60125 Advanced Practice Registered Nurse Role, NURS 61892 Advanced Practice Registered Nurse Role Practicum min of a "B" (3.0) grade (P) • NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan (c)
NURS 60320 Comprehensive Primary Care III: Adults Across the Lifespan	• NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan, NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • NURS 63192 Comprehensive Primary Care III: Adults Across the Lifespan Practicum (c)
NURS 63192 Comprehensive Primary Care III: Adults Across the Lifespan Practicum	• NURS 60220 Primary Care II: Chronically Ill Adults Across the Lifespan, NURS 62292 Primary Care II: Chronically Ill Adults Across the Lifespan Practicum min of a "B" (3.0) grade (P) • NURS 60320 Comprehensive Primary Care III: Adults Across the Lifespan (c)

P = Pre-requisite
C = Co-requisite

Proposal Summary

Title: Establish the Psychiatric Mental Health (PMH) Family Nurse Practitioner (NP) Concentration

Subject Specification: The intent of this proposal is to establish a new psychiatric mental health graduate nursing concentration, the Psychiatric Mental Health (PMH) Family Nurse Practitioner (NP), and specify the course requirements for this new concentration. The concentration credits will total 50 semester hours.

Background Information:
The PMH Family NP concentration will prepare nurses to provide advanced care and treatment to individuals, families, and/or groups with complex psychiatric mental health problems. Students graduating from the PMH Family NP concentration will possess a master's degree in nursing (MSN) and qualify for the PMH Family NP certification exam from the American Nurses Credentialing Center (ANCC).

The Consensus Model for advanced practice registered nurse (APRN) regulation: Licensure, Accreditation, Certification & Education (LACE) was introduced in 2008 through the joint work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Advisory Committee. In addition to creating uniformity of APRN licensure, accreditation, and certification across states, it also specified curricular requirements for the formal preparation of APRNs in graduate degree-granting or post-graduate certificate programs. This model has been adopted by over 44 national nursing societies as well as national accrediting and certification bodies such as the Commission on Collegiate Nursing Education (CCNE), National League for Nursing Accrediting Commission (NLNAC), and the American Nurse Credentialing Center (ANCC). The National Council of State Boards of Nursing (NCSBN), which is comprised of directors from state boards of nursing is fully committed to its implementation.

A special task force comprised of members from the American Psychiatric Nurses Association and the International Society of Psychiatric Nurses was convened to study the Consensus Model and make recommendations for its implementation for PMH APRNs. In February 2008, recommendations from this group were: (a) one entry educational focus for the future, PMH NP, with preparation across the lifespan, addressing mental health promotion and mental illness diagnosis and treatment; (b) didactic curriculum content, which addresses the assessment and diagnosis, age-specific interventions, and mental health needs and issues across the lifespan, including advanced psychopharmocology, physical assessment, physiology/pathophysiology, and the PMH specific content, including psychotherapeutic modalities; (c) supervised practica during which students will provide psychiatric mental health services across the lifespan; (d) demonstration of entry level competence in psychotherapeutic modalities, including prescriptive practice; (e) minimum number of clinical hours sufficient for entry level competence across the lifespan, and; (f) eligibility for the certification examination through the role of APRN-PMH NP.

Curricular requirements for the new graduate concentration, PMH Family NP, will total 50 semester hours, which includes 630 clinical hours. Specifically, the curricular requirements are:

1. Five (5) existing core MSN courses
    a. NURS 60101 Theoretical Basis for Nursing
    b. NURS 60401 Nursing Research Methods I
    c. NURS 60402 Nursing Research Methods II
    d. NURS 60450 Ethical and Cultural Issues
    e. NURS 60451 Health Policy & Delivery System
2. Four (4) separate courses on advanced pathophysiology, physical assessment, and pharmacology (the 3 "P's)
    a. NURS 60045 Pathophysiology for APN
    b. NURS 60441 APN Pharmacology
    c. NURS 60007 Advanced Health Assessment Across the Lifespan
    d. NURS 60013 Advanced Physical Assessment Laboratory for Family Practice
3. Creation of seven (7) new clinical didactic courses focusing across the lifespan on psychopharmacology; advanced mental health, organization and community assessment; psychopathology, individual, group, and family psychotherapy; consultation, and; primary care concepts for the PMH APRN.
    a. NURS 60051 Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan
    b. NURS 60012 Advanced Mental Health Assessment and Psychopathology Across the Lifespan
    c. NURS 60151 PMH APN I: Individual Psychotherapy Across the Lifespan
    d. NURS 60251 PMH APN II: Family and Group Psychotherapy Across the Lifespan
    e. NURS 60353 PMH APN III: Organization and Community Assessment and Consultation
    f. NURS 60355 Primary Health Care Concepts for the PMH APN
    g. NURS 60452 PMH Family NP Role
4. Creation of four (4) practicum courses, which will total 630 clinical hours
    a. NURS 61592 PMH APN I Practicum in Nursing
    b. NURS 62592 PMH APN II Practicum in Nursing
    c. NURS 63592 PMH APN III Practicum in Nursing
    d. NURS 64592 PMH Family NP Role Practicum

Alternatives and Consequences: There is no alternative. This curricular change is congruent with the nationwide plan to move PMH APN to only one role—that is a PMH NP with preparation across the lifespan.

Timetable and Actions Required:

College of Nursing Graduate Curriculum Committee
College Advisory Committee
University Educational Policy Council

Implementation: Fall 2012

Graduation Requirement Sheet:

PMH FAMILY NP SAMPLE FULL-TIME PLAN			
Fall 1	NURS 60101	Theoretical Basis for Nursing **WEB**	3
	NURS60051	Neurobiology and Psychopharmacology of Major Psychiatric Disorders Across the Lifespan **WEB**	4
	NURS60012	Advanced Mental Health Assessment and Psychopathology Across the Life Span **WEB**	4
	NURS60401	Nursing Research Methods I **WEB**	2
		SEMESTER TOTAL	**13**
Spring 1	NURS60151	PMH APN I: Individual Psychotherapy Across the Lifespan	3
	NURS61592	PMH APN I Practicum *(Focus on individual therapy)* *(105 clinical hours Child/Adol AND 105 clinical hours Adult/Geriatric)*	2
	NURS60045	Pathophysiology for APN **WEB**	3
	NURS60402	Nursing Research Methods II **WEB**	3
		SEMESTER TOTAL	**11**
Summer 1	NURS62592	PMH APN II Practicum *(Focus on individual therapy and prescribing)* *(105 clinical hours Child/Adol **OR** Adult/Geriatric)*	1
		SEMESTER TOTAL	**1**
Fall 2	NURS60007	Advanced Health Assessment Across the Lifespan **WEB**	2
	NURS60013	Advanced Physical AssessmentLaboratory for Family Practice	2
	NURS60251	PMH APN II: Family and Group Psychotherapy Across the Life Span	3
	NURS63592	PMH APN III Practicum *(Focus on family/group therapy)* *(105 clinical hours Child/Adol **OR** Adult/Geriatric)*	1
	NURS60441	APN Pharmacology **WEB**	3
	NURS60450	Ethical & Cultural Issues **WEB**	2
		SEMESTER TOTAL	**13**
Spring 2	NURS60353	PMH APN III: Organization and Community Assessment and Consultation **WEB**	3
	NURS60355	Primary Health Care Concepts for the PMH APN **WEB**	3
	NURS60452	PMH Family NP Role*(2 hours class time for supervision and professional issues)*	2
	NURS64592	PMH Family NP Role Practicum *(210 clinical hours Child/Adol AND/OR Adult/Geriatric)*	2
	NURS60451	Health Policy & Delivery System **WEB**	2
		SEMESTER TOTAL	**11**
		CONCENTRATION TOTAL	**50**

Pre/Co-requisites for Courses in the PMH Family NP Concentration

Course	Pre/Co-requisite
N60051 Neurobiology and psychopharmacology of major psychiatric disorders across the lifespan	• Graduate standing
N60012 Advanced mental health assessment and psychopathology across the lifespan	• Graduate standing
N60151 PMH APN I: Individual psychotherapy across the lifespan	• Graduate standing • N60051 , N60012 **(P)** • N61592 (C)
N61592 PMH APN Practicum I	• Graduate standing • N60051, 60012 (P)
N62592 PMH APN Practicum II	• Graduate standing • N660151, 61592 **(P)**
N60251 PMH APN II: Family and group psychotherapy Across the lifespan	• Graduate standing • N62592 **(P)** • N63592 (C)
N63592 PMH APN Practicum III	• Graduate standing • N662592 **(P)** • N60251 (c)
N60353 PMH APN III: Organization and community assessment and consultation	• Graduate standing • N60251, N63592 **(P)** • N60355
N60355 Primary health care concepts for the PMH APN	• Graduate standing • N60045 , N60007 **(P)**
N60452 PMH Family NP Role	• N60007, N60251, N63592, N60013 (P) • N64592 (c)
N64592 PMH Family NP Role Practicum	• Graduate standing • N60007, N60251, N63592, N60013 (P) • N60452 (c)

P = Pre-requisite
C = Co-requisite

Title: Revision of Women's Health Nurse Practitioner Concentration in the MSN program

Subject Specifications:

The intent of this proposal is to revise the Women's Health Nurse Practitioner (WHNP) concentration to be in compliance with the Consensus Model for advanced practice (APRN) Regulation: Licensure, Accreditation, Certification & Education (LACE).

Background Information:

The leading professional nursing organizations reached consensus on a model for future advanced practice registered nurse (APRN) regulation. This landmark document was the collaborative work of the APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Committee. Clear expectations for licensure, accreditation, certification, and education for all APRNs were outlined. Professional regulation encompasses licensure, accreditation, certification, and education, commonly known as LACE

The Women's Health Nurse Practitioner program prepares nurses as advanced practitioners to provide evidence-based primary health care to women. The factors that precipitated this curriculum change were the mandate from the Consensus Model. These factors are represented in this proposal.

Specifically, the proposal involves revising and re-titling courses in the WHNP clinical concentration to be consistent with the Consensus Model. The revision entails separating the didactic portion from the clinical practicum portion of each course in the clinical concentration. Five new courses have been developed and meet the required clinical hours consistent for national certification. The content for didactic courses will remain the same as they are already consistent with the Consensus Model but the names of the courses will be changed. The clinical practicum course hours is calculated as a 7:1 ratio for a practicum experience. The separation of the didactic portion from the clinical portion will increase flexibility of the program. Students graduating from this program qualify for the Women's Health Nurse Practitioner's certification exam from National Certification Corporation (NCC).

Table 1.Titles and Credit Hours in Current and Proposed WHNP Courses.

	Title	Credit Hrs (CH)	Clinical Ratio	Class Hrs	Clinical Hrs
Current	NURS60080 Health Care of the Well Woman	3	7:1	2	1
Proposed	NURS60140 Women's Health Care NP I	2		2	
	NURS61492 Women's Health Care NP Practicum I	1	7:1		105
Current	NURS60081 Health Care of the Reproductive Age Woman	3	7:1	2	1
Proposed	N60240 Women's Health Care NP II	2		2	
	N62492 Women's Health Care NP Practicum II	1	7:1		105
Current	NURS60036 WHNP Practicum	2	7:1	1	1
Proposed	NURS60340 Women's Health Care NP III	1		1	

	NURS 63492 Women's Health Care NP Practicum III	2	7:1		14 (2credits)
Current	NURS60085Primary Health Care of Women	3			
Proposed	NURS60440Women's Health Care NP IV	2		2	
	NURS64892Women's Health Care NP Practicum IV	1	7:1		105
Current	NURS60072 WHNP Capstone Practicum	4	7:1	1	3
Proposed	NURS60540Women's Health Care NP V	2		2	
	NURS65892Women's Health Care NP Practicum V	2	7:1		210

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

Certification of Curriculum Proposal (attached)

Timetable and Actions Required:
Presentation to and approval by:

College of Nursing Masters Curriculum Committee	November 2011
College of Nursing Faculty	November 2011
University Educational Policy Council	January 2012
Implementation	Fall 2012

Graduate requirement sheet

	Year 1	Fall Semester	CHRS
ADD	NURS60007[V1]	Advanced Assessment Across the Lifespan	2
ADD	NURS60008	Advanced Assessment Across the Lifespan Lab	1
	NURS60140[V1]	Women's Health Care NP I	2
	NURS61492[C]	Women's Health Care NP Practicum I (105 hours)	1
	NURS60101[V1]	Theoretical Basis for Nursing Practice	3
	NURS60045[V1]	Pathophysiology for Advanced Practice Nurses	3
		Total	**12**
	Year 1	**Spring Semester**	**CHRS**
	NURS60240[V1]	Women's Health Care NP II	2
	NURS62492[C]	Women's Health Care NP Practicum II (105 hours)	1
	NURS60441[V3]	Pharmacology for Advanced Practice Nursing	3
	NURS60401[V1]	Nursing Research Methods I	2
	NURS60206[V1]	Ambulatory Diagnostics for Advanced Nursing Practice	2
		Total	**10**
	Year 1	**Summer Semester**	**CHRS**
	NURS60340[V1]	Women's Health Care NP III	1 2
	NURS63492[C]	Women's Health Care NP Practicum III (105 hours)	1
		Total	**2**

Year 2	Fall Semester	CHRS
NURS60440[V1]	Women's Health Care NP IV	2
NURS64892[C]	Women's Health Care NP Practicum IV (105 hours)	1
NURS60050[V3]	Pharmacology for Women's Health Nurse Practitioner	3
NURS60402[V1]	Nursing Research Methods II	3
NURS60450[V3]	Ethical and Cultural Issues for Health Professionals	2
	Total	**11**
Year 2	**Spring Semester**	**CHRS**
NURS60540[V1]	Women's Health Care NP V	2
NURS65892[C]	Women's Health Care NP Practicum V (210 hours)	2
NURS60451[V3]	Health Policy and Delivery Systems for Health Care Professionals	2
	Total	**6**
	Total Program Credit Hours	**41**

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Pre/Co-requisites for Courses in the Women's Health Nurse Practitioner Concentration

Course	Pre/Co-requisite
NURS 60007 Advanced Assessment Across the Lifespan	• NURS 60045 (C) Pathophysiology for Advanced Practice Nurses
NURS 60008 Advanced Assessment Across the Lifespan Lab	• NURS 60045 (C) Pathophysiology for Advanced Practice Nurses, NURS 60007 (c) Advanced Assessment Across the Lifespan for APRN's
NURS60140 Women's Health Care NP I	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60008 Advanced Assessment Across the Lifespan Lab (P) • NURS61492 Women's Health Care NP Practicum I (c)
NURS61492 Women's Health Care NP Practicum I	• NURS 60007 Advanced Assessment Across the Lifespan, NURS 60008 Advanced Assessment Across the Lifespan Lab (P) • NURS60140 Women's Health Care NP I (c)
N60240 Women's Health Care NP II	• NURS60140 Women's Health Care NP I,NURS61492 Women's Health Care NP Practicum I min of a "B" (3.0) grade (P) • N62492 Women's Health Care NP Practicum II
N62492 Women's Health Care NP Practicum II	• NURS60140 Women's Health Care NP I,NURS61492 Women's Health Care NP Practicum I min of a "B" (3.0) grade (P) • N60240 Women's Health Care NP II
NURS60340 Women's Health Care NP III	• N60240 Women's Health Care NP II, N62492 Women's Health Care NP Practicum II min of a "B" (3.0) grade (P) • NURS 63492 Women's Health Care NP Practicum III (c)
NURS 63492 Women's Health Care NP Practicum III	• N60240 Women's Health Care NP II, N62492 Women's Health Care NP Practicum II min of a "B" (3.0) grade (P) • NURS 60340 Women's Health Care NP III (c)
NURS60440 Women's Health Care NP IV	• NURS60340 Women's Health Care NP III, NURS 63492 Women's Health Care NP Practicum III min of a "B" (3.0) grade (P) • NURS64892 Women's Health Care NP Practicum IV (c)
NURS64892 Women's Health Care NP Practicum IV	• NURS60340 Women's Health Care NP III, NURS 63492 Women's Health Care NP Practicum III min of a "B" (3.0) grade (P) • NURS60440 Women's Health Care NP IV (c)
NURS60540 Women's Health Care NP V	• NURS60440 Women's Health Care NP IV, NURS64892 Women's Health Care NP Practicum IV (p) • NURS65892Women's Health Care NP Practicum V

NURS65892 Women's Health Care NP Practicum V	• NURS60440 Women's Health Care NP IV, NURS64892 Women's Health Care NP Practicum IV (p) • NURS60540 Women's Health Care NP V

P = Pre-requisite
C = Co-requisite

TO: Educational Policies Council

FROM: Provost and Senior Vice President Robert G. Frank

SUBJECT: ADDENDUM to the Agenda for Monday, 27 February 2012
3:20 p.m., Kent Student Center, Room 204

DATE: 23 February 2012

The two councils—EPC Undergraduate and EPC Graduate—are meeting together with one agenda.

ACTION ITEM ADDENDUM

Office of the Provost *(represented by Provost Robert G. Frank)*

1. Establishment of a Cuban Studies Institute.
   Effective Spring 2012
   Attachment 9

Agenda prepared by the Office of Curriculum Services

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-Feb-12** Curriculum Bulletin _____

Effective Date **Spring 2012** Approved by EPC _____

Department **N/A**

College **PR - Provost**

Proposal **Establish Institute**

Proposal Name **Cuban Studies Institute**

Description of proposal:

To establish the Cuban Studies Institute (CSI) at Kent State University. The establishment of the CSI is a response to increased faculty interest in Cuba across disciplines including the arts, education, public health, family studies, literature and the sciences. The purpose is to build sustainable collaborative educational and research relationships with Cuba. CSI will develop three major initiatives: faculty support for deep impact student study abroad experiences that are up close and personal in Cuba, research to acquire new knowledge and dissemination of research; organization of seminars and lectures; outreach through sponsorship of special events of interest to the university and northeast Ohio communities.

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

This institute has unique considerations in that legal research and/or study abroad in Cuba requires licensure from the U.S. Department of Treasury's Office of Foreign Assets Control (OFAC). One requirement of the OFAC research licence is to show evidence of an established international interest or relationship with Cuba. Because of this requirement, the CSI will partner with the established Office of Global Education (OGE) to apply for licensure. Once the institute is established (usually 2-3 years), the CSI will apply for and maintain its own OFAC license. The CSI director will report to the DIrector of the OGE. The Director of OGE will evaluate the CSI Director's performance and report to the appropriate Deans and the Provost. The CSI Director will work with faculty and campus leaders to establish programs that will be attractive to funding agencies and foundations.

The CSI will support interdisciplinary collaboration across multiple colleges in the Kent State University system and draw from inter-institutional relationships in northeast Ohio. This scholarly exchange positively impacts Kent State University, our collaborative partners (e.g. The Cleveland Institute of Art), and the public here and in the country of Cuba. Kent State University has the unique opportunity to become a leader in the region in developing valuable relationships with our southern neighbor. Our university can be instrumental in improving relations by promoting sustainable student, faculty, and cultural exchanges while focusing on Cuban student recruitment in the future.

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

Currently, faculty from four colleges have submitted proposals, indicating serious commitment to the institute, including the Colleges of Arts & Sciences, Education, Health and Human Services, Public Health, and the Arts.

REQUIRED ENDORSEMENTS

_____ _____/_____/_____
Department Chair / School Director

_____ _____/_____/_____
Campus Dean (for Regional Campuses proposals)

_____ _____/_____/_____
College Dean (or designee)

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

_____ _____/_____/_____
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary to Establish an Academic Administrative Structure

Cuban Studies Institute at Kent State University

1. **The quality of the faculty, students and programs:**

   Two years ago, the Office of the Provost put out a call to Kent State University faculty for proposals to do research related to Cuba. As a result, several proposals were received from distinguished Kent State University Faculty including faculty from the Colleges of Arts and Sciences, Education, Health, and Human Services, Public Health, and the Arts. As the institute is established and supported through extramural funds, more diverse interest is expected to grow. The expansion of knowledge and awareness will draw research interests from undergraduate and graduate students as well.

2. **Centrality and coherence to the mission and strategic directions of the university and other academic units:**

   This initiative will expand on the goal set by President Lefton and his cabinet to achieve in engaging the world beyond our campus. Growing the University by establishing a new and creative venue for students to become involved with unique projects across the disciplines is aligned with the mission and strategic directions of the University and academic units. The concept of Cuba challenges our social prejudices such as poverty and race and our understanding of how education and healthcare works. As students struggle to understand the successes and failures of this Third World nation through research and study abroad, they will be engaged and moved to think about innovations and alternative approaches for our country. This initiative will immerse Kent State University students and faculty in a world beyond our own campus. First, we will partner locally with institutions such as the Cleveland Institute of Art to bring Cuban visual and musical artists to our campuses for short-term residencies and master classes. These exchanges will allow us to collaborate with Cleveland State University, Case Western University, Hiram College, and other regional institutions such as the Canton School of Ballet.

3. **Comparative advantage versus other structures:**

   The institute will reach out to collaborate with other U.S. and international Cuba studies institutes and centers. As the institute establishes its presence in Cuba, it offers the opportunity for KSU faculty and students from across the campus system to study beyond U.S. borders to build and share knowledge about our isolated neighbor. In addition, the Cuban Studies Institute at Kent State University will engage other institutions in the region to expand the benefit of the institute's work in the arts and research. This inter-institutional focus will increase the possibility of extramural funding while increasing outreach throughout the region.

4. What makes the unit particularly appropriate for Kent State University:

Kent State University has the unique opportunity to become a leader in the region in developing a scholarly relationship with Cuba. Interest in Cuba had been growing in northeast Ohio but it is scattered and lacks central planning and collaboration. The Cuban Studies Institute at Kent State University can be the catalyst to organize and grow the interest in a productive manner.

5. **Demand for the unit and for the graduates of the unit:**

The commitment, demonstrated by the diverse research proposals, was the impetus to develop the institute. Faculty interest includes extending their research interests to Cuba and will provide opportunities for their students to partake in the studies. Study abroad opportunities will enhance graduate and undergraduate student experiences on our campus and abroad. These experiences will contribute to their unique development as professionals and citizens of the global society.

6. **Duplication and interrelatedness of the unit's program(s) within the university, state, and region:**

No duplication of programs is perceived. As stated above there have been scattered attempts to meet public interest in Cuba but the value of a concerted effort under the leadership of the Cuban Studies Institute at Kent State University will be exponential. Collaboration with art and academic institutions in the region will be a priority for the institute.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources:

The new Cuban Studies Institute reflects the most efficient and effective approaches to utilizing university resources. We have committed a stream of funding to establish the Institute over the next two years. At that time, the documents establishing Institute require a review of the effectiveness of the first phase of the Institute. Key stake holders in the Institute including the Office of Global Education, faculty, the deans, and provost will be asked to provide opinions on the progress of the Institute as well as the Institute's ability to attract external funding. Using this model, the Institute is much more likely to remain close to mission determined at creation of the program.

The likely opening of Cuba in the future supports a venture such as this, even if it is in front of actual U.S. policy development. Kent State will thus, be able to take advantage of the current opportunities to develop programs for Cuba and position the University to go farther if further opportunities arise.

8. Administrative reporting structure:

The Director of the Cuban Studies Institute will report to the Director of the Office of Global Education. The Director of the Office of Global Education reports to the Office of the Provost.

9. **Space and capital budget needs:**
   The Office of the Provost will provide space. In addition, the Provost office will support half the director's salary during the start-up period. The Provost office has also provided a small investment fund for the director to use to work with faculty to develop projects and exchange programs. We hope the Institute will be able to obtain external funding as it develops programs that are attractive to foundations and other funders.

10. A proposed operating budget with any one-time resource needs

The Cuban Studies Institute has adequate funding for it's first cycle of operation. At the end of that period, the programs will be evaluated for future funding. This approach is similar to the model suggested for all centers and institutes at Kent State University.

11. Evaluation procedures including academic assessment procedures:

The Director of the Office of Global Education (OGE) will help the Director of the Cuban Studies Institute set up goals and evaluate the performance. The Director of the OGE will convey the evaluation to the appropriate Deans and the Provost.

12. A timetable for proposal implementation:

The Cuban Studies Institute will be proposed to the Educational Policies Council at the February 27, 2012 meeting; then to the Faculty Senate during the March meeting; and, finally to the Board of Trustees during the June 2012 meeting.

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Provost and Senior Vice President Todd Diacon

SUBJECT: Agenda for Monday, 16 April 2012
3:20 p.m., Kent Student Center, Room 310AB

DATE: 9 April 2012

In the event that any of the action items require corrections or create outcomes 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 an information or lesser action item on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 13 April 2012, to ensure that the materials are available at the meeting for review.

The two councils—Undergraduate and Graduate—are meeting together with one agenda.

ACTION ITEMS

1. Approval of minutes of 27 February 2012. *March meeting cancelled.*
   Attachment 1

Faculty Senate *(represented by Senator Linda L. Williams)*

2. Revision of the minimum grade-point average for students graduating with university honors.
   Effective Fall 2012 | Attachment 2

University Requirements Curriculum Committee *(represented by Co-Chair Donald R. Williams)*

3. Establishment of a policy that the writing-intensive course (WIC) requirement can be satisfied only with courses taken at Kent State University.
   Effective Fall 2012 | Attachment 3

4. Removal of Kent Core designation from PHY 24001 Astronomy, which is being inactivated.
   Effective Fall 2012 | Attachment 4

Graduate Studies *(represented by Dean Mary Ann Stephens)*

5. Formalization of policy related to the receipt of official scores for the Graduate Record Examinations (GRE) and Graduate Management Admission Test (GMAT) that are no more than five years old.
   Effective Fall 2012 | Attachment 5

College of Arts and Sciences *(represented by Dean Timothy S. Moerland)*

Department of History

6. Inactivation of the Soviet and East European Studies [SEES] major within the Bachelor of Arts [BA] degree. Admission to the program was suspended in 2010.
   Effective Fall 2012 | Attachment 6

College of Business Administration *(represented by Assistant Dean Elizabeth Sinclair-Colando)*

7. Establishment of two minors—International Business for Business Majors [IBBU] and International Business for Non-Business Majors [IBNB]—to replace the International Business [IBUS] minor, which will be inactivated. Minimum total credit hours to program completion are 12-23 for the business majors and 24-35 for non-business majors.
   Effective Fall 2013 | Attachment 7

ACTION ITEMS *continued*

College of Education, Health and Human Services *(represented by Associate Dean Joanne Arhar)*

School of Foundations, Leadership and Administration

8. Establishment of an Event Planning [EVPL] minor. Minimum total credit hours to program completion are 22. *Item was tabled at January agenda.*
   Effective Fall 2012 | Attachment 8

College of Public Health *(represented by Dean Sonia A. Alemagno)*

9. Reorganization of the college's faculty and courses into four departments: (1) Environmental Health Sciences [EHS], (2) Epidemiology and Biostatistics [EPBS], (3) Health Policy and Management [HPM], and (4) Social and Behavioral Sciences [SBS].
   Effective 1 July 2012 | Attachment 9

INFORMATION ITEMS

Ohio Board of Regents

1. Clarification of the definition of developmental (remedial) courses at Ohio public institutions.
   Effective Summer 2012 | Attachment 10

College of Arts and Sciences

Department of Biological Sciences

2. Establishment of tech prep agreements with the following schools and centers, whereby eligible graduates of the specified program(s) may, after admittance, earn credit for three courses (HORT 16001, HORT 26020, HORT 26011 or HORT 26021 or HORT 26031) applicable toward the Horticulture Technology [HORT] major within the Associate of Applied Science [AAS] degree:
   a. Auburn Career Center (Concord Township) – Landscape Horticulture
   b. Buckeye Career Center (New Philadelphia) – Horticulture; Landscaping; and Natural Resource Management
   c. East Liverpool High School (East Liverpool) – Landscape
   d. Glen Oak High School (Canton) – Horticulture
   e. Jackson High School (Massillon) – Horticulture (Turf and Greenhouse Management)
   f. Lorain County Joint Vocational School (Oberlin) – Landscape and Greenhouse Management
   g. Marlington High School (Alliance) – Natural Resources; Landscape and Sportsurf Management; and Horticulture, Nursery Operations and Plant Science
   h. Mahoning County Career Center (Canfield) – Horticulture
   i. Portage Lakes Career Center (Uniontown) – Plant/Landscape/Turf Management
   j. Theodore Roosevelt High School (Kent) – Forestry and Landscape
   k. Wayne County Schools Career Center (Smithville) – Landscape and Plant Technologies

   Effective Fall 2012 | Agreements at www.kent.edu/techprep/articulation-agreements.cfm

College of Education, Health and Human Services

School of Foundations, Leadership and Administration

3. Establishment of an articulation agreement with Stark State College, whereby eligible graduates of the college's AAS degree in Human and Social Services will, upon admittance, articulate into their third year of the Family Life [FLE] concentration in the Human Development and Family Studies [HDFS] major within the Bachelor of Science [BS] degree.
   Effective Fall 2012 | Attachment 11

College of Public Health

4. Establishment of alternate online delivery, in addition to on-ground delivery, of the Public Health [C143] post-secondary certificate and two concentrations in the Bachelor of Science in Public Health [BSPH] degree: Allied Health and Health Services Administration [HVSA]. Admission, course and graduate requirements are unchanged.
   Effective Fall 2012 | Attachment 12

INFORMATION ITEMS *continued*

Regional College

5. Establishment of a Computer Applications Support [C147] post-secondary certificate, to be offered at the Tuscarawas Campus. Minimum total credit hours to program completion are 16.
   Effective Spring 2013 | Attachment 13

6. Establishment of tech prep agreement with Trumbull Career and Technical Center (Warren), whereby eligible graduates of the center's Computer-Aided Design–Architectural Drafting program may, after admittance, earn credit for two courses (MERT 12000, MERT 12001) applicable toward the Mechanical Engineering Technology [MERT] major within the Associate of Applied Science [AAS] degree.
   Effective Spring 2012 | Agreements at www.kent.edu/techprep/articulation-agreements.cfm

College of Technology

7. Establishment of a tech prep agreement with Mahoning County Career Center (Canfield), whereby eligible graduates of the center's Aviation Maintenance Technology program may, after admittance, earn credit for two to six courses depending on concentration (AERN 35150, AERN 35020, AERN 35040, AERN 45030, 45710, 45711) applicable toward the Aeronautical Studies [AERN] major within the Bachelor of Science [BS] degree.
   Effective Spring 2012 | Agreements at www.kent.edu/techprep/articulation-agreements.cfm

8. Establishment of a tech prep agreement with Polaris Career Center (Middleburg Heights), whereby eligible graduates of the center's Aeronautics program may, after admittance, earn credit for three courses (AERN 15000, AERN 15740, AERN 25250) applicable toward the Aeronautical Studies [AERN] major within the Bachelor of Science [BS] degree.
   Effective Spring 2012 | Agreements at www.kent.edu/techprep/articulation-agreements.cfm

9. Establishment of a tech prep agreement with Trumbull Career and Technical Center (Warren), whereby eligible graduates of the center's Air Force Junior Reserve Officers' Training Corps (AFJROTC) program may, after admittance, earn credit for two to four courses depending on concentration (AERN 15000, AERN 25250, AERN 35150, AERN 35341, AERN 45130) applicable toward the Aeronautical Studies [AERN] major within the Bachelor of Science [BS] degree.
   Effective Spring 2012 | Agreements at www.kent.edu/techprep/articulation-agreements.cfm

10. Establishment of tech prep agreements with the following centers, whereby eligible graduates of the specified program(s) may, after admittance, earn credit for two courses (TECH 31015, TECH 31044) applicable toward the Construction Management [COMA] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree.
    a. Buckeye Career Center (New Philadelphia) – Masonry; Industrial Electricity; Construction Maintenance; Construction Technology–Carpentry; and Heating, Ventilation and Air Conditioning
    b. Lorain County Joint Vocational School (Oberlin) – Masonry; Plumbing; Maintenance Services; and Heating, Ventilation and Air Conditioning
    c. Massillon Washington High School (Massillon) – Construction Trades
    d. Portage Lakes Career Center (Uniontown) – Heating, Ventilation and Air Conditioning

    Effective Spring/Fall 2012 | Agreements at www.kent.edu/techprep/articulation-agreements.cfm

11. Establishment of a tech prep agreement with Trumbull Career and Technical Center (Warren), whereby, after admittance, eligible graduates of the center's Computer-Aided Design program may earn credit for three courses (TECH 13580, TECH 23581, TECH 31044) and graduates of the center's Electrical Technology program may earn credit for two courses (TECH 31015, TECH 31044) applicable toward the Construction Management [COMA] concentration in the Technology [TECH] major within the Bachelor of Science [BS] degree.
    Effective Spring 2012 | Agreements at www.kent.edu/techprep/articulation-agreements.cfm

LESSER ACTION ITEMS

College of Architecture and Environmental Design

1. Revision of the program requirements for the Architectural Studies [ARCS] minor. Minimum total credit hours to degree completion are unchanged at 18.
   Effective Fall 2013

College of Arts and Sciences

2. Inactivation of the British Studies [BRST] minor.
   Effective Fall 2012
3. Inactivation of the North Atlantic Security Studies [NASS] minor.
   Effective Fall 2012

Department of Modern and Classical Language Studies

4. Inactivation of the Hellenic Studies [HEST] minor.
   Effective Fall 2012

College of Business Administration

5. Establishment of a policy to waive BUS 10123 Exploring Business for all majors based on published criteria for student proficiency.
   Effective Fall 2012

College of Education, Health and Human Services

6. Revision of admission requirements for advanced study to allow students who pass the Alternative Praxis test to meet the standardized testing component.
   Effective Fall 2012

School of Health Sciences

7. Revision of admission requirements for the Exercise Physiology [EXPH] major within the Master of Science [MS] and Doctor of Philosophy [PHD] degrees.
   Effective Fall 2012

Regional College

8. Revision of course requirements for the Physical Therapist Assistant Technology [PTST] major within the Associate of Applied Science [AAS] degree. Minimum total credit hours to degree completion are unchanged at 71.
   Effective Fall 2012
9. Revision of course requirements for the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree. Minimum total credit hours to degree completion increase, from 68 to 69.
   Effective Fall 2013

COURSE CHANGES

Course Changes Effective for Fall 2012

ACCT	33001	Corporate Accounting I (3)	Revise
ACCT	33004	Introduction to Accounting Systems (3)	Revise
ACCT	33010	Cost Accounting (3)	Revise
ACCT	33012	Corporate Accounting II (3)	Revise
ANTH	48212	Kinship and Social Organizations (3)	Revise
ART	20024	Digital Media (3)	Revise
ARTC	25400	Ceramics I (3)	Revise

Course Changes Effective for Fall 2012 *continued*

ARTC	25600	Introduction to Glass Working (3)	Revise
ARTC	25700	Introduction to Jewelry Metals (3)	Revise
ARTC	25701	Introduction to Jewelry/Metals for Non-Majors (3)	Revise
ARTC	35350	Textile Arts: Design and Production (3)	Revise
ARTC	35400	Ceramics II (3)	Revise
ARTC	45400	Advanced Ceramics (2-6)	Revise
ARTC	45600	Advanced Glass Working (3)	Revise
ARTE	31001	Art Education: Foundations and Concepts (3)	Revise
ARTE	41009	Art Education: Major Review (1)	Revise
ARTF	14000	Drawing I (3)	Revise
ARTF	14001	Drawing II (3)	Revise
ARTF	14060	Painting I (3)	Revise
ARTF	24001	Drawing III (3)	Revise
ARTF	24040	Printmaking I (3)	Revise
ARTF	24055	Sculpture II (3)	Revise
ARTF	24060	Painting II (3)	Revise
ARTF	34040	Printmaking: Intermediate Intaglio (3)	Revise
ARTF	34041	Serigraphy I (3)	Revise
ARTF	34042	Lithography I (3)	Revise
ARTF	34050	Sculpture: Life Modeling (3)	Revise
ARTF	34060	Painting III (3)	Revise
ARTF	44040	Printmaking: Advanced Intaglio (3)	Revise
ARTF	44041	Serigraphy II (3)	Revise
ARTF	44060	Painting IV (3)	Revise
ARTH	32066	Late Modern Art (3)	Revise
ARTH	42022	The Arts of China (3)	Revise
ARTH	42023	The Arts of Japan (3)	Revise
ARTH	42031	Greek Art and Archaeology (3)	Revise
ARTH	42032	Roman Art and Archaeology (3)	Revise
ARTH	42036	Medieval Art (3)	Revise
ARTH	42041	Italian Renaissance Art (3)	Revise
ARTH	42042	Northern Renaissance Art (3)	Revise
ARTH	42057	America Art and Architecture: 1860-1940 (3)	Revise
ARTH	42061	Early 20th Century Art (3)	Revise
ARTH	42071	History of Prints (3)	Revise
BSCI	10010	Lake Erie Environmental Science (3)	Inactive
BSCI	40165	History of Biology (2)	Inactive
BSCI	40367	Limnological Techniques (2)	Inactive

Course Changes Effective for Fall 2012 *continued*

BSCI	40369	Lake Management (3)	Inactive
BSCI	50165	History of Biology (2)	Inactive
BSCI	50367	Limnological Techniques (2)	Inactive
BSCI	50369	Lake Management (3)	Inactive
BSCI	50445	Mammalian Physiology Lab II (1)	Inactive
BSCI	60100	Radiation Safety (1)	Inactive
BSCI	60265	Plant Metabolism (3)	Inactive
BSCI	60291	Seminar in Botany (1)	Inactive
BSCI	60365	Experimental Limnology (3)	Inactive
BSCI	60367	Dynamics of Aquatic Communities (3)	Inactive
BSCI	60495	Special Topics in Physiology (2-3)	Inactive
BSCI	60580	Advanced Entomology (3)	Inactive
BSCI	70100	Radiation Safety (1)	Inactive
BSCI	70165	History of Biology (2)	Inactive
BSCI	70265	Plant Metabolism (3)	Inactive
BSCI	70291	Seminar in Botany (1)	Inactive
BSCI	70367	Limnological Techniques (2)	Inactive
BSCI	70369	Lake Management (3)	Inactive
BSCI	70445	Mammalian Physiology Laboratory II (1)	Inactive
BSCI	70495	Special Topics in Physiology (2-3)	Inactive
BSCI	70580	Advanced Entomology (3)	Inactive
BSCI	80150	Biological Instrumentation (2)	Inactive
BSCI	80240	Advanced Topics in Botany (2)	Inactive
BSCI	80241	Advanced Topics in Botany (3)	Inactive
BSCI	80310	Advanced Topics in Ecology (2)	Inactive
BSCI	80311	Advanced Topics in Ecology (3)	Inactive
BSCI	80365	Experimental Limnology (3)	Inactive
BSCI	80367	Dynamics of Aquatic Communities (3)	Inactive
BSCI	80430	Advanced Topics in Physiology (2)	Inactive
BSCI	80431	Advanced Topics in Physiology (3)	Inactive
CHEM	20111	Elementary Quantitative Analysis (4)	Inactive
CHEM	20112	Elementary Quantitative Laboratory (2)	Inactive
CHEM	20284	Physiological Chemistry (4)	Revise
CHEM	20285	Physiological Chemistry Laboratory (1)	Inactive
CHEM	30285	Biochemistry Laboratory (1)	Inactive
CHEM	40112	Advanced Analytical Chemistry (2)	Inactive
CHEM	40263	Physical Biochemistry I (3)	Revise
CHEM	40483	Intermediate Organic Chemistry (1)	Revise

Course Changes Effective for Fall 2012 *continued*

CHEM	40570	Intermediate Physical Chemistry (2)	Inactive
CHEM	40583	Physical Chemistry of Macro-Molecules (2)	Inactive
CHEM	50112	Advanced Analytical Chemistry (2)	Inactive
CHEM	50570	Intermediate Physical Chemistry (2)	Inactive
CHEM	50583	Physical Chemistry of Macro-molecules (2)	Inactive
CHEM	50558	Physical Chemistry Laboratory (2)	Inactive
CHEM	60111	Theory of Chemical Instrumentation (2)	Inactive
CHEM	60115	Analytical Spectroscopy (3)	Inactive
CHEM	60249	Biochemical Techniques (2)	Inactive
CHEM	60250	Biochemical Techniques (2)	Inactive
CHEM	60265	Enzymology (2)	Inactive
CHEM	60269	NMR: Theory and Applications in Biochemistry (1-2)	Inactive
CHEM	60337	Inorganic Magnetic Spectroscopy (3)	Inactive
CHEM	60542	Advanced Physical Chemistry (3)	Inactive
CHEM	60543	Statistical Thermodynamics (3)	Inactive
CHEM	60563	Quantum Chemistry (3)	Inactive
CHEM	70111	Theory of Chemical Instrumentation (2)	Inactive
CHEM	70112	Advanced Analytical Chemistry (2)	Inactive
CHEM	70115	Analytical Spectroscopy (3)	Inactive
CHEM	70249	Biochemical Techniques (2)	Inactive
CHEM	70250	Biochemical Techniques (2)	Inactive
CHEM	70265	Enzymology (2)	Inactive
CHEM	70269	NMR: Theory and Applications in Biochemistry (1-2)	Inactive
CHEM	70337	Inorganic Magnetic Spectroscopy (3)	Inactive
CHEM	70542	Advanced Physical Chemistry (3)	Inactive
CHEM	70543	Statistical Thermodynamics (3)	Inactive
CHEM	70563	Quantum Chemistry (3)	Inactive
CHEM	70570	Intermediate Physical Chemistry (2)	Inactive
CHEM	70583	Physical Chemistry of Macro-molecules (2)	Inactive
CHEM	70558	Physical Chemistry Laboratory (2)	Inactive
DSCI	31510	Global Project Management and Team Dynamics (3) [writing intensive]	Revise
ECED	10120	Introduction to Early Childhood Services (2)	Revise
ECON	22060	Principles of Microeconomics (3) [Kent Core Social Sciences]	Revise
EDUC	49525	Inquiry Professional Practice in Health/Physical Education (3)	Inactive
EDPF	60094	College Teaching (3)	Inactive
EDPF	79559	Cultural Foundations of Education (2)	Inactive
EDPF	79562	Foundations of Modern Education (3)	Inactive
ELS	65192	Internship in Physical Fitness Testing Programs (2-8)	Inactive

Course Changes Effective for Fall 2012 *continued*

ELS	73020	Knowledge Generation in Exercise, Leisure and Sport (3)	Inactive
ELS	73052	Advanced Research Design and Statistics in Exercise, Leisure and Sport (3)	Inactive
ELS	75097	Colloquium in Sport and Recreation Studies (3)	Inactive
ELS	75192	Internship in Physical Fitness Testing Program (2-8)	Inactive
ENG	20021	Introduction to Creative Writing (3)	Revise
FIN	36054	Intermediate Business Finance (3)	Revise
FIN	36058	The Financial System (3)	Revise
FIN	36059	Investments (3)	Revise
FIN	36061	Real Estate Principles (3)	Revise
FIN	36081	Principles of Insurance (3)	Revise
FIN	46054	Financial Risk Management (3)	Revise
FIN	46064	International Business Finance (3)	Revise
FIN	46068	Financial Management of Commercial Banks (3)	Revise
FR	13201	Elementary French I (4)	Revise
FR	13202	Elementary French II (4)	Revise
FR	23201	Intermediate French I (3)	Revise
FR	23202	Intermediate French II (3)	Revise
FR	33211	French Conversation (3)	Revise
FR	33215	French Phonetics and Diction (3)	Revise
FR	33421	French Civilization (3)	Revise
GEOG	34070	Economic Geography (3)	Revise
GEOG	36065	Cities and Urbanization (3)	Revise
GRE	14205	Elementary Modern Greek I (4)	Revise
GRE	14206	Elementary Modern Greek II (4)	Revise
GRE	24208	Intermediate Modern Greek I (3)	Revise
GRE	24209	Intermediate Modern Greek II (3)	Revise
HIST	31009	History of Byzantine Civilization (3)	Inactive
HIST	31029	The History of the British Empire and Commonwealth Since 1815 (3)	Inactive
HIST	41026	Tudor England 1485-1603 (3)	Inactive
HIST	41049	History of the Balkans: 18th Century-1914 (3)	Inactive
HIST	41050	History of the Balkans: 1914-Present (3)	Inactive
HIST	42397	Colloquium: Women in Europe from Antiquity to Renaissance (3) [diversity, WIC]	Inactive
HIST	45597	Colloquium in Russian History (3) [WIC]	Inactive
HIST	45697	Colloquium: Social History of Latin America (3) [writing intensive]	Inactive
HIST	45797	Colloquium: Comparative Latin Revolutions (3) [writing intensive]	Inactive
HIST	46097	Colloquium: Stalinism (3)	Inactive
HIST	46597	Colloquium in Twentieth-Century European Diplomacy (3) [writing intensive]	Inactive
HIST	46897	Colloquium on the Age of Jefferson (3)	Inactive

Course Changes Effective for Fall 2012 *continued*

HIST	47597	Colloquium on NATO (3)	Inactive
HIST	47697	Colloquium on Post-1945 Europe (3) [writing intensive]	Inactive
HIST	48097	Colloquium in Twentieth-Century U.S. Foreign Policy (3) [writing intensive]	Inactive
HIST	51014	Europe in the Renaissance (3)	Inactive
HIST	51016	The Protestant and Catholic Reformations (3)	Inactive
HIST	51018	Eighteenth Century Europe: Age of Revolution (3)	Inactive
HIST	51020	Nineteenth Century Europe (3)	Inactive
HIST	51026	Tudor England 1485-1603 (3)	Inactive
HIST	51049	History of the Balkans: 18th Century–1914 (3)	Inactive
HIST	51050	History of the Balkans: 1914–Present (3)	Inactive
HIST	51075	War and Society in the United States from 1607 through 1865 (3)	Inactive
HIST	51076	War and Society in the United States from 1865 to the Present (3)	Inactive
HIST	52297	Colloquium: China and Japan (3)	Inactive
HIST	52397	Colloquium: Women in Europe from Antiquity to Renaissance (3)	Inactive
HIST	53797	Colloquium on Victorian England (3)	Inactive
HIST	55697	Colloquium: Social History of Latin America (3)	Inactive
HIST	55797	Colloquium: Comparative Latin Revolutions (3)	Inactive
HIST	56097	Colloquium: Stalinism (3)	Inactive
HIST	56897	Colloquium on the Age of Jefferson (3)	Inactive
HIST	57597	Colloquium on NATO (3)	Inactive
HIST	57697	Colloquium on Post-1945 Europe (3)	Inactive
HIST	58097	Colloquium in Twentieth-Century U.S. Foreign Policy (3)	Inactive
HIST	62197	Colloquium on Problems in Medieval History (3)	Inactive
HIST	62997	Colloquium in Early Modern Europe (3)	Inactive
HIST	71014	Europe in the Renaissance (3)	Inactive
HIST	71016	The Protestant and Catholic Reformations (3)	Inactive
HIST	71018	Eighteenth Century Europe: Age of Revolution (3)	Inactive
HIST	71020	Nineteenth Century Europe (3)	Inactive
HIST	71026	Tudor England 1485-1603 (3)	Inactive
HIST	71049	History of the Balkans: 18th Century–1914 (3)	Inactive
HIST	71050	History of the Balkans: 1914–Present (3)	Inactive
HIST	71075	War and Society in the United States from 1607 through 1865 (3)	Inactive
HIST	71076	War and Society in the United States from 1865 to the Present (3)	Inactive
HIST	72297	Colloquium: China and Japan (3)	Inactive
HIST	72397	Colloquium: Women in Europe from Antiquity to Renaissance (3)	Inactive
HIST	73797	Colloquium on Victorian England (3)	Inactive
HIST	75797	Colloquium: Comparative Latin Revolutions (3)	Inactive
HIST	76097	Colloquium: Stalinism (3)	Inactive

Course Changes Effective for Fall 2012 *continued*

HIST	76897	Colloquium on the Age of Jefferson (3)	Inactive
HIST	77597	Colloquium on NATO (3)	Inactive
HIST	77697	Colloquium on Post-1945 Europe (3)	Inactive
HIST	78097	Colloquium in Twentieth-Century U.S. Foreign Policy (3)	Inactive
HIST	82197	Colloquium on Problems in Medieval History (3)	Inactive
HIST	82997	Colloquium in Early Modern Europe (3)	Inactive
HM	13022	Sanitation and Safety Principles and Practices (3)	Revise
HM	23012	Food Study (3)	Revise
MATH	47021	History of Mathematics (3)	Revise
MCLS	28404	The Latin American Experience (3)	Revise
MUS	31111	Advanced Sight Singing (2)	Revise
MUS	41141	Sixteenth-Century Counterpoint (3)	Revise
MUS	41151	Eighteenth-Century Counterpoint (3)	Revise
MUS	42131	America's Music (3)	Revise
NUTR	33512	Nutrition (3)	Revise
PEB	10035	Lifetime Fitness (2)	Revise
PEB	12424	Exercise and Weight Control (1)	Revise
PHIL	21002	Introduction to Formal Logic (3)	Revise
PHY	22811	Forensic Physics (4)	Inactive
PHY	24001	Astronomy (3) [Kent Core Basic Sciences]	Inactive
PHY	32562	Aerodynamics (3)	Inactive
PHY	40093	Variable Title Workshop in Physics (1-6)	Inactive
PHY	42500	Physics of Laboratory Devices and Techniques (3)	Inactive
PHY	42512	General Electronic Instrumentation (4)	Inactive
PHY	52500	Physics of Laboratory Devices and Techniques (3)	Inactive
PHY	52512	General Electronic Instrumentation (4)	Inactive
PORT	17201	Elementary Portuguese I (4)	Revise
PORT	17202	Elementary Portuguese II (4)	Revise
PSYC	11762	General Psychology (2) [Kent Core Social Sciences, diversity]	Revise
PSYC	20651	Child Psychology (3) [Kent Core Social Sciences, diversity]	Revise
PSYC	31773	Industrial Psychology (3)	Revise
PTST	11005	Physical Therapist Practice (1)	New
PTST	11092	Clinical Education I (1) [experiential learning requirement]	New
PTST	22005	Physical Therapy Seminar (1)	New
PTST	22007	Physical Therapy Capstone (1)	New
PTST	22010	Transitions to Physical Therapy Practice (2)	New
PTST	22092	Clinical Education II (2) [experiential learning requirement]	New
PTST	22392	Athletic Training Plus Physical Therapist Assistant Clinical Education (4) [ELR]	New

Course Changes Effective for Fall 2012 *continued*

PTST	23092	Clinical Education III (2) [experiential learning requirement]	New
SEED	53325	Multi-modal Literacies in the Secondary Classroom (3)	Inactive
SEED	53335	Teaching Language and Composition (3)	Inactive
SPAN	18201	Elementary Spanish I (4)	Revise
SPAN	18202	Elementary Spanish II (4)	Revise
SPAN	28201	Intermediate Spanish I (3)	Revise
SPAN	28202	Intermediate Spanish II (3)	Revise
SPAN	28206	Spanish Reading Comprehension (3)	Revise
SPAN	38215	Spanish Phonetics and Diction (3)	Revise
SPED	19201	American Sign Language I (4)	Revise
SPED	19202	American Sign Language II (4)	Revise
SPED	29201	American Sign Language III (3)	Revise
SPED	29202	American Sign Language IV (3)	Revise
SPED	39201	American Sign Language V (3)	Revise
SPED	39202	American Sign Language VI (3)	Revise
SPED	43102	Interpreting Process Deaf/Hard-of-Hearing I (3)	Revise
SPED	43103	Interpreting Process Deaf/Hard-of-Hearing II (3)	Revise
SPED	43104	Advanced Voice-To-Sign Interpreting (3)	Revise
SPED	43105	Signed English and Other Systems (3)	Revise
SPED	43106	Classroom Setting Interpreting (3)	Revise
SPED	43107	Nonclassroom Setting Interpreting (3)	Revise
SPED	43109	Cued Speech and Oral Interpreting (3)	Revise
SPED	53102	Interpreting Process Deaf/Hard-of-Hearing I (3)	Revise
SPED	53103	Interpreting Process Deaf/Hard-of-Hearing II (3)	Revise
SPED	53104	Advanced Voice-To-Sign Interpreting (3)	Revise
SPED	53105	Signed English and Other Systems (3)	Revise
SPED	53106	Classroom Setting Interpreting (3)	Revise
SPED	53107	Nonclassroom Setting Interpreting (3)	Revise
TECH	64312	Advanced Wireless Telecommunication System and Network Technologies (3)	New
THEA	42292	Practicum II: Theatre Management (3)	Revise

Course Changes Effective for Spring 2013

ADED	53315	Teaching Literature in the Secondary Schools (3)	Inactive
ADED	53325	Multimodal Literacies in the Secondary Classroom (3)	Inactive
ADED	53335	Teaching Language and Composition (3)	Inactive
ADED	77232	Secondary School Social Studies (3)	Inactive
ADED	82192	Research in Secondary Education (1-10)	Inactive
AED	63001	Evidence-Based Design in Health Care (3)	New

Course Changes Effective for Spring 2013 *continued*

ARCH	63002	Health Care Facilities I (3)	New
ARCH	63003	Health Care Facilities II (3)	New
ARTH	12001	Art as a World Phenomenon (3) [Kent Core Fine Arts]	Revise
BSCI	40433	Mammalian Physiology I (3)	Revise
BSCI	40434	Mammalian Physiology II (3)	Revise
BSCI	50433	Mammalian Physiology I (3)	Revise
BSCI	50434	Mammalian Physiology II (3)	Revise
BSCI	70433	Mammalian Physiology I (3)	Revise
BSCI	70434	Mammalian Physiology II (3)	Revise
DSCI	31510	Global Project Management and Team Dynamics (3)	Revise
HIST	31035	Modern Europe, 1815 to Present (3)	New
HIST	41032	Consumption and Mass Culture in Modern Europe (3)	New
HIST	41033	Women and Gender in Modern Europe (3)	New
HIST	41077	The Great Depression in America (3)	New
HIST	41085	The Sixties in America (3)	New
NRST	10002	Introduction to Nursing Process (1)	Inactive
NRST	10004	Older Adult Developmental Self-Care (2)	Inactive
NRST	10005	Therapeutic Use of Self (2)	Inactive
NRST	10007	LPN to ADN Bridge Course (2)	Inactive
NRST	20211	Contemporary Nursing Issues (1)	Inactive
NURS	60342	Role Practicum Adult Health Clinical Nurse Specialist (4-6)	Inactive
OCAT	10004	Occupational Therapy Assistant Terminology (1)	New
OCAT	20008	Clinical Applications II (4)	New

Course Changes Effective for Fall 2013

BSCI	40444	Mammalian Physiology Laboratory I (1) to: Mammalian Physiology Laboratory (2)	Revise
BSCI	50444	Mammalian Physiology Laboratory I (1) to: Mammalian Physiology Laboratory (2)	Revise
BSCI	70444	Mammalian Physiology Laboratory I (1) to: Mammalian Physiology Laboratory (2)	Revise
EERT CADT	22017 22009	Applied Engineering Software (3) to:	Revise
EERT CADT	22017 22009	Applied Engineering Software (3) to:	Revise
OCAT	10002	Therapeutic Techniques I: Psychosocial (5) to: (4)	Revise
OCAT	20005	Clinical Applications (8) to: Clinical Applications I (4)	Revise

Educational Policies Council-Graduate and Undergraduate
Minutes of the Meeting
Monday, 27 February 2012

Ex-Officio Members present: Provost Robert G. Frank; Faculty Senate Chair Paul A. Farrell, Deans James K. Bracken, Timothy S. Moerland, Douglas L. Steidl, Mary Ann Stephens Wanda E. Thomas, Stanley T. Wearden; Associate Deans Joanne M. Arhar, Nancy E. Barbour, Thomas W. Brewer (also for Sonia A. Alemagno) Gail E. Bromley, LuEtt J. Hanson, Ralph Lorenz (also for John R. Crawford), Barbara F. Schloman, Frederick W. Schroath, John R. Stalvey; Director Robert A. Walker

Ex-officio Members not present: Deans Sonia J. Alemagno, John R. Crawford, Laura Cox Dzurec, John Graham, Donald R. Williams; Associate Deans, Jonathan P. Fleming, Isaac Richmond Nettey

Faculty Senate-Appointed Representatives present: Richard Feinberg, Thomas Janson, Robin L. Lashley, Michael Mikusa, Linda L. Williams

Faculty Senate-Appointed Representatives not present: Tracy A. Laux, Erica B. Lilly, Jonathan V. Selinger, James A. Tyner, William C. Ward III

Council Representatives present: Paul J. Albanese, Gregory M. Blase, Natalie L. Caine-Bish, Jessie Carduner, Pamela K. Evans, Diana L. Fleming, Yuko Kurahashi, Eric M. Mintz, R. Scott Olds, Angela L. Ridgel, Sherry Schofield-Tomschin, Jonathan VanGeest

Council Representatives not present: Donald A. Coates, Richard L. Mangrum, John A. Marino, Cynthia G. Roller, Adil M. Sharag-Eldin, Timothy D. Smith, John H. Thornton

Observers present: Lisa Regula-Meyer

Observers not present: Brittinie Jermon

Consultants and Guests present: Linnea Carlson-Stafford, Timothy J. Chandler, Lisa N.H. Delaney, Juame Franquesa, Julie A. Gabella, Anne Morrison, Jennifer Sandoval, Elizabeth Sinclair-Colando, Therese E. Tillett

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Provost Robert G. Frank called the meeting to order at 3:20 p.m., Monday, 27 February 2012, in room 204 of the Kent Student Center.

Action Item 1: Approval of the minutes of 23 January 2012.

Provost Robert G. Frank asked if there were any corrections to the minutes. A member suggested that all minutes be formatted in the past tense. The member also said that on page 3 it says “a member” but does not identify the member. At that point Director Therese E. Tillett recommended that each member

making or seconding a motion or being recognized by the floor identify themselves prior to speaking. The member added that on page 7 it says “Associate Dean” but does not indicate which one but believed it to be referencing Associate Dean Joanne M. Arhar. With no further corrections, Professor Richard Feinberg moved that the item be passed, which was seconded by Dean Stanley T. Wearden. The item amended with the corrections passed unanimously.

Action Item 2: Establishment of the College of Podiatric Medicine and a Doctor of Podiatric Medicine Degree.

Provost Frank introduced the item by saying that the reason this item is appearing is because it last appeared on the graduate council’s agenda as an information item. [Note: Endorsement of the acquisition of the college was an action item on the February Graduate EPC agenda; it was voted upon and passed by members.] He explained that formal approval is required. He added that Senior Associate Provost Timothy J. Chandler has been managing the assimilation process and could provide further information if needed. Provost Frank reminded the members that the college is currently accredited by the Council on Podiatric Medical Education.

A member asked if the motion should read that what the university is establishing is an already existing college from an acquisition as opposed to starting a college from scratch. Provost Frank replied that in the affirmative. Another member stated that the item was discussed at the last meeting of the EPC Graduate Council, and that member expressed his support at that time and supports it now.

A member asked if the collective bargaining issues with college faculty had been resolved. Provost Frank stated that the college faculty will come in as a third party of interest, unless something changed post-acquisition. Another member pointed out that there may be a technical problem with that because, currently, the college advisories must have a majority of tenure-track faculty in terms of governance and representation. Provost Frank explained that this would be an iterative process; small steps will need to be taken to correct issues. He added that if Faculty Senate wished to voice concerns, they will be taken into consideration.

With no further discussion, Associate Professor Linda L. Williams moved for the establishment of a College of Podiatric Medicine and a Doctor of Podiatric Medicine through the acquisition of the Ohio College of Podiatric Medicine, which was seconded by Professor Feinberg. Faculty Senate Chair Professor Paul A. Farrell asked that the motion be amended to read “approval of the acquisition of the Ohio College of Podiatric Medicine and the establishment of the College of Podiatric Medicine at Kent State University,” due to the acquisition being approved by the EPC Graduate Council, only, and not the full body of the Educational Policies Council. Associate Professor Williams relinquished her movement to Professor Farrell who restated the motion for approval of the acquisition of the Ohio College of Podiatric Medicine and the establishment of the College of Podiatric Medicine at Kent State University and the Doctor of Podiatric Medicine degree. Professor Feinberg seconded the motion again. The item passed unanimously.

Action Item 3: Revision of the curriculum review and approval process.

Provost Frank introduced the item and added that the information had been provided to the members and asked for discussion.

A member asked if changes to university requirements will now stop with the University Requirements Curriculum Committee; and also questioned if the Board of Trustees approved the change that it will only receive a notification and no longer approve a major name change. Curriculum Services Director Therese E. Tillett responded in the affirmative to the first question; for the second, she said that this item had not

yet gone to the Board of Trustees for review and approval. The member then asked if the establishment of new programs will now fall under lesser action items. Director Tillett replied in the negative, explaining that the note being referenced is for new concentrations in programs, not programs themselves.

Another member said that on page four, item (D), it stated that the EPC agenda is to be used for notification and approval. Once EPC is notified, and the proposal is on the agenda, that is the only opportunity for people to review it. The member asked if one of these types of issues can be taken to EPC for discussion and vote, rather than notification. Director Tillett answered that the agenda is published a week before the meeting, and EPC members have a chance to respond to withdraw the item before, during and, sometimes, after a meeting; that process has not changed. She added that members of EPC have the authority to move any item to an action or discussion item.

Another member asked if this new process will speed up the process or change deadlines. Director Tillett said she wasn't sure at this time. The Office of the Provost still must sign off, and Curriculum Services still must implement changes; however, it may make things a bit quicker.

Another member asked if all departments will receive the EPC agenda sufficiently in advance so if there is a concern it can be raised. Director Tillett answered that the EPC listserv previously did not include department chairs, however based on the committee members suggestions, as of last month, chairs and directors are now receiving notification of the EPC being published. Provost Frank asked if members are still receiving the same amount of time to review. Director Tillett replied in the affirmative, adding that the members have a week.

A member referenced a phrase in the policy for "prescribed period of time" for review of curricular proposals and asked if the week mentioned earlier is that prescribed amount of time. Director Tillett replied in the affirmative and said that the reason the Curricular Bulletin was removed in the policy revisions and replaced with the EPC agenda is because the Curricular Bulletin is printed too late (May) for anyone to raise concerns. She added that a new online software program, CurricUNET, is being implemented soon so her office thought this was be an opportune time to review the curricular processes, before moving into the new system. She added that with the proposed revisions, the process has not radically changed. She also said that committee members realized that even though the policy has not been changed since 1997, it made sense but it wasn't being followed.

A member asked if new courses will be listed somewhere so they could be checked for potential impact on other programs. Director Tillett explained that, currently, the policy is as a courtesy an academic unit should notify other units before the course is placed on the agenda. However, the proposed policy states academic units are now required to notify other units, who are required to acknowledge the notification; they do not have to approve, but they do have to respond.

A member pointed out that the changes include putting the URCC as the approver instead of EPC in a number of places, and asked if there are enough qualified representatives that make up URCC. Provost Frank responded in the affirmative, adding that the URCC is a very large and positively bureaucratic body. Another member asked about the notification process for inactivating courses. Director Tillett said that with the implementation of CurricUNET, academic units will be able to run a report in the software to display the soon-to-be-inactivated course in all programs and course prerequisites.

With no further discussion, Associate Dean Pamela K. Evans moved for approval of the item, which was seconded by Associate Director Gregory M. Blase. The item passed with one dissension.

Action Item 5: Establishment of a Fashion Media [FAME] minor. Minimum total credit hours to program completion are 24.

Dean Wearden explained that it became evident about a year ago of the need for such a minor. He said that it has with two tracks, one for Fashion Merchandising majors and one for students in the School of Journalism and Mass Communication. School Fashion School Director James R. Campbell added that one of the benefits of this minor is access and use of the school's New York studio. New York is the location for fashion publications and, therefore, builds synergy. Dean Wearden moved for approval of the item, which was seconded by Associate Professor Michael Mikusa. With no discussion, the item passed unanimously.

Action Item 6: Establishment of a Business Administration—Professional [PBAD] major within the Master of Business Administration [MBA] degree to distinguish different admission and graduation requirements for part-time MBA students. Minimum total hours for program completion are 48.

Dean Kathryn Wilson explained that there are three types of MBA programs at Kent State: executive, full-time and what had been called part-time. She said that the full-time and part-time programs have the same curricular structure. She said that students who attend part-time take classes at night so the elective hours are being reduced. This allows for them to graduate faster due to work experience being considered. Interim Dean Wilson moved for approval of the item, which was seconded by Associate Professor Mikusa.

A member asked if there wouldn't be people right out of school who have very little experience that will want to enroll in this program; is there a two year work minimum. Associate Dean Frederick W. Schroath replied that the pedagogy changes when there is a group of people who have work experience. He added if someone is recently out of school, they would not have sufficient work experience and would not be admitted to the proposed professional MBA.

Another member voiced concern that the minimum total credit hours were high when most master's degree programs are 30-38 credit hours. Provost Frank said there are other programs with higher credit hours and cited the Master of Public Health as an example. The member explained that in his school they had tried to increase the credit hours for their master's programs but were discouraged from doing so because it would take longer than two years to complete. The member asked how long it would take for a student to complete this program. Associate Dean Schroath replied that it would take three years because the study is across five disciplines. Provost Frank asked if the number of credit hours is based off of industry standards. Assistant Professor Juame Franquesa confirmed that the credit hours are based on national standards.

Another member asked if a thesis is required for the program. Associate Dean Schroath replied in the negative, adding that a thesis is not required because it is a professional degree.

With no further conversation, the item passed unanimously.

Action Item 7: Establishment of a Supply Chain Management [SCM] concentration for both the proposed Business Administration—Professional [PBAD] major and existing Business Administration [BAD] major within the Master of Business Administration [MBA] degree. In addition (and a lesser action item), course requirements are revised for the Business Administration major. Minimum total hours for program completion increase for the Business Administration major, from 55 to 57.

Dean Wilson explained this is an area where employers highly desire graduates and the college has good faculty to teach it. She then moved for approval of the item, which was seconded by Assistant Dean Elizabeth Sinclair-Colando.

Senior Associate Provost Chandler asked if the total credit hours were 55 or 57. Director Tillett responded that the traditional MBA is increasing from 55 to 57.

With no further comment, the item passed unanimously.

Action Item 8: Establishment of an Adult Gerontology Clinical Nurse Specialist [AGCN] concentration in the Nursing [NURS] major within the Master of Science in Nursing [MSN]. Included in the proposal are the name revisions for four concentration, inactivation of eight concentrations and revision of the program's course requirements. Minimum total credit hours to program completion range from 33 to 50, depending on concentration.

Name changes to the following four concentrations: Acute Care Nurse Practitioner [ACNP] to Adult Gerontology Acute Care Nurse Practitioner [AGPN]; Family Nurse Practitioner [FNPR] to Advanced Practice Registered Nurse: Nurse Practitioner Family [APNF]; Psychiatric Mental Health Nursing–Adult Clinical Nurse Practitioner [PMNP] to Psychiatric Mental Health Nursing Family Nurse Practitioner [PMNF]; and Primary Care Adult Nurse Practitioner [PCAN] to Advanced Practice Registered Nurse: Nurse Practitioner Adult–Gerontology Primary Care [APNG].

Inactivation of the following eight concentrations: Geriatric Nurse Practitioner [GNPR]; Nursing of the Adult–Gerontology [NAGR]; Gerontological Clinical Nurse Specialist [GCNS]; Women's Health Clinical Nurse Specialist [WHCN]; Nursing of the Adult–Clinical Nurse Specialist [NACN]; Psychiatric Mental Health Nursing–Gerontology [PNGR]; Psychiatric Mental Health Nursing-Children and Adolescents [PNCA]; and Psychiatric Mental Health Nursing–Adult Clinical Nurse Specialist [PMCN].

Associate Dean Gail E. Bromley explained that these revisions were done to align with national standards, so graduates can sit for certification. She moved for approval of the item, which was seconded by Associate Dean Schroath. The item passed unanimously.

Addendum Action Item 1: Establishment of a Cuban Studies Institute.

Provost Frank introduced the item saying that many members know that there has been a convergence of interest in Cuban studies. To recognize this, the university is supportive of this proposed institute and the opportunity for programming in Cuba. He explained that the institute will be housed in the Office of Global Education and directed by Associate Professor Anne B. Morrison. Resources have been committed for a specific amount of time to see if faculty members are interested, and broad interest across the university has already been seen. He said that interest needs to be shaped and integration of interdisciplinary programs needs to improve for it to be a foundation-funded initiative.

Associate Professor Morrison clarified that faculty are required by the Department of Treasury to have a formalized idea, to demonstrate they are serious and have a track record. She added the university is trying to establish such a track record. Provost Frank added that the Office of Global Education has the

mechanisms for visas and licensing to help faculty and students go abroad. Professor Thomas Janson moved for approval of the item, which was seconded by Associate Dean Ralph Lorenz.

A member asked what kind of research is being done. Associate Professor Morrison responded that a call for proposals was put out and has been narrowed down to eight disciplines, which included the College of Public Health, the Department of Pan-African Studies, College of the Arts and the College of Education, Health and Human Services. Another member asked her to expound on the research being proposed. Professor Richard Feinberg replied that one proposal is on the strength of Cuban families. Associate Professor Morrison said that Professor Joseph D. Ortiz has a proposal for biopreparedness where he wants to go into lake beds and do core samples. Provost Frank said that the College of Public Health has proposed a public health exchange and tropical disease research.

A member asked about the proposed structure and the responsibility of the individual colleges. Provost Frank replied that the colleges would have to approve any research done by their faculty. The member asked what kind of vetting the college would need to have in place. Provost Frank said that the chair and dean would need to approve the proposal due to the funding.

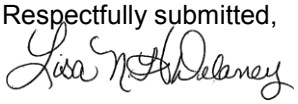
A member pointed out that there were no signatures on the proposal provided to the Educational Policies Council and no director was named. Provost Frank stated that Anne Morrison would be the director and that he would be signing the proposal before it moved on to Faculty Senate.

Another member asked how long the start-up period was for funding. Provost Frank replied that funding has been agreed to for two years. He said that at the end of two years, the institute will be reviewed, and if there is enough engagement with the community it will likely be funded again. If not, he said, it will be considered an experiment. There is interest now, but it is unknown if it will go to full-fledged programmatic interest.

With no further questions or comments a vote was called for, and the item passed unanimously.

Provost Frank asked if any member would like to bring a lesser action item or comment to the floor. Hearing none, he adjourned the meeting at 4:06 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 **10-Apr-12** Curriculum Bulletin _____

Effective Date **Fall 2012 *** Approved by EPC _____

Department **Faculty Senate**

College

Proposal **Revise Policy**

Proposal Name **Revise the minimum grade-point average for graduating with university honors**

Description of proposal:

Proposal recommends the raising of the minimum grade-point average for baccalaureate-earning students to earn the distinction of cum laude (from 3.30 to 3.50 GPA), magna cum laude (from 3.60 to 3.70 GPA) and summa cum laude (from 3.80 to 3.90 GPA) at Kent State University. This action will align Kent State with other universities and will make honors more meaningful for top-performing graduates.

*** New minimum GPA for institutional honors will be in the fall 2012 University Catalog. However, the <u>new standards will begin with the spring 2016 commencement</u>.**

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

Not applicable

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

Faculty Senate

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

PROPOSAL TO CHANGE THE MINIMUM GRADE POINT AVERAGE FOR GRADUATING WITH HONORS AT KENT STATE UNIVERSITY

Subject Specification: To increase the minimum cumulative GPA of graduating undergraduate seniors necessary to graduate with cum laude, magna cum laude, and summa cum laude distinctions.

Background Information: It has become more obvious over the past years at commencement programs that the number of graduates graduating with honors (i.e. cum laude, magna cum laude, and summa cum laude) is quite large. The following table shows the numbers and percentages for the last three years at the Kent campus:

College	2009			2010			2011		
	Total Grads (Bachelor's)	Cum_GPA >=3.30	% >=3.30	Total Grads (Bachelor's)	Cum_GPA >=3.30	% >=3.30	Total Grads (Bachelor's)	Cum_GPA >=3.30	% >=3.30
AE	111	36	32.4%	116	40	34.5%	135	58	43.0%
AS	1137	411	36.1%	1017	375	36.9%	1052	428	40.7%
BU	706	224	31.7%	654	204	31.2%	674	243	36.1%
CA	331	131	39.6%	349	155	44.4%	388	183	47.2%
CI	365	106	29.0%	393	129	32.8%	382	122	31.9%
CT	188	94	50.0%	164	77	47.0%	176	87	49.4%
EH	701	349	49.8%	697	357	51.2%	743	323	43.5%
NU	340	161	47.4%	388	201	51.8%	444	223	50.2%
PH							5	1	20.0%
Total	3879	1512	39.0%	3778	1538	40.7%	3999	1668	41.7%

These percentages are too high. Currently Kent State University requires a 3.30 minimum cumulative GPA for cum laude honors, 3.6 for magna cum laude, and 3.8 for summa cum laude. When looking at other colleges, we find that many universities have set minimum cumulative GPAs significantly higher, usually 3.5 for cum laude, 3.7 or 3.75 for magna cum laude, and 3.9 for summa cum laude (Ohio State, Western Michigan, Bowling Green, Ohio University). Other universities have simply put a percentage on this: top 10% summa, next 10% magna, next 10% cum laude, thus ensuring that only 30% of graduating seniors receive honors. The University of Michigan operates this way, which results in varying GPA's, but summa is usually slightly over 3.9, magna over 3.8, and cum laude over 3.67. This proposal seeks to align Kent State University's requirements with other universities, so that graduating with honors from Kent State University becomes more meaningful for our top-performing students. There is no fiscal impact of this change.

Alternatives and Consequences: According to the data, if we keep our requirements the same, we are headed toward awarding almost half of our graduates with honors status, which, practically, dilutes the distinction.

Specific Recommendation and Justification: It is recommended that Kent State University increase its minimum requirements for graduating with summa to 3.9, magna to 3.7, and cum laude to 3.5. This will make us consistent with other, sister institutions and keep the percentage of students graduating with honors to a lower, more meaningful number.

Timetable and Actions Required: The new standards would begin with the Spring 2016 commencement.

EPC: April 2012
Faculty Senate: May 2012/June 2012

PROPOSED REVISIONS TO THE 2012 UNIVERSITY CATALOG

Revised language is highlighted and underlined

Graduation with Institutional Honors—Bachelor's Degrees: Candidates for bachelor's degrees who demonstrate high levels of scholarship throughout their undergraduate years graduate with institutional honors. Graduation with institutional honors is conferred on students who earn a baccalaureate with a GPA of at least:

- 3.30 *cum laude*
- 3.60 *magna cum laude*
- 3.80 *summa cum laude*

Beginning spring 2016, graduation with institutional honors is conferred on students who earn a baccalaureate with a GPA of at least,

- 3.50 *cum laude*
- 3.70 *magna cum laude*
- 3.90 *summa cum laude*

Institutional honors are based solely on the GPA earned in all coursework taken at Kent State University, including original grades forgiven and/or recalculated under other policies. A minimum of 60 semester hours must be earned at Kent State University to qualify. For the purposes of computing the final GPA and determining honors awards, the GPA is extended to two decimal places and not rounded up. Honor citations are inscribed on diplomas as follows: *cum laude*, *magna cum laude* and *summa cum laude*. Honors candidates will be distinguished at the Commencement ceremony based on all their institutional academic work completed prior to those courses taken during their final term of enrollment.

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

www.kent.edu/catalog/2011/policies/all-policies.cfm#Graduation

HONORS COLLEGE

Interdepartmental Correspondence

To: Stephane Booth, Associate Provost

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

Subject: Proposal for EPC action

Date: March 1, 2012

In response to a request from Therese Tillett in Curriculum Services, the University Requirements Curriculum Committee (URCC) has considered the question of whether the Writing Intensive Course requirement may be satisfied by courses taken at other institutions. The committee has determined that this should not be allowed, and proposes that item (4) below be added to the "Guidelines" section of the catalog statement regarding WIC courses:

Guidelines

1. As part of the requirements for any baccalaureate, all students must satisfy the writing-intensive course requirement.
2. At least one upper-division course from the Writing-Intensive Course list must be completed with a minimum C (2.00) grade.
3. Students should fulfill the requirement by taking a course in the major. In rare instances, a student may use a writing-intensive course from another discipline if approved by the student's major department or school.
4. **The requirement can be fulfilled only with courses taken at Kent State University.**

Cc: Therese Tillett, Curriculum Services
URCC

Name: Therese E Tillett Submission Date: 4/2/2012

Organization: Curriculum Services

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information: **STU0004**

Reference Number: CCU003750 **Date:** 01-FEB-12

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

Inactivate a Course
Change type: Inactivate
Faculty member requesting inactivation: Manley
Requested Effective Term: 201280
Campus: Kent
College: AS-Arts and Sciences
Department: PHY-Physics
Course Subject: PHY-Physics
Course Number: 24001
Course Title: ASTRONOMY
Title Abbreviation: ASTRONOMY
Slash Course and Cross-listed Information: None
Course Level: Undergraduate
Is course part of the LER, Writing-Intensive or Diversity requirements? Yes
Course Attributes: **1.** - **2.** LER-Basic Sciences - **3.** -
Will this inactivation affect program requirements within or outside of your unit? Yes
If yes, explain: It is a program choice for the Integrated Science (BSE) program, Middle Childhood Education (BSE) program, Earth Science (BSE) program, and Physical Science program (BSE) in the College of EHHS, as well as for the Earth Science (BA) program in the College of A&S.
Reason for Inactivation: This course has not been offered in more than 5 years and was placed 'on hold'. Under RCM, it's past enrollments were not large enough to make it worthwhile to continue offering it.

Curriculum Services Information:	
Approved by EPC:	**Curriculum Bulletin:**
Cross-list Banner Code:	**OBR Course Level:**
OBR Program Code:	**OBR Subsidy Level:**
CIP Code:	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
3/13/2012	Donald R Williams	Approved by URCC 3-13-12.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Mar-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **Graduate Studies**

College **PR - Provost**

Proposal **Establish Policy**

Proposal Name **Standardized Test Score Reports**

Description of proposal:

This proposal is to formalize policy related to the receipt of official GRE and GMAT test scores that are no more than five (5) years old.

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

Fomalizing this policy will result in increased knowledge regarding policies related to the receipt of GRE and GMAT score reports, therefore reducing the confusion, anger and frustration sometimes experienced by applicants, faculty and staff.

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

None.

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

_____ ___/___/___

College Dean (or designee)

Mary Ann Rankin 3/13/12

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Standardized Test Score Reports

Subject Specification:

This proposal is to formalize policy related to the receipt of official GRE and GMAT test scores that are no more than five (5) years old.

Background Information:

The Educational Testing Service (ETS) and the Graduate Management Admission Council (GMAC) publish policies on the release, use and validity of standardized test score reports. Per such policies, GRE and GMAT scores are valid for five years; older scores are outdated and may not adequately represent the current capabilities of the applicants who present them. In addition, to ensure the authenticity of scores, it is recommended that institutions accept only official score reports sent directly by ETS and GMAC.

Graduate Studies has adhered to these policies, but they have never appeared in the catalog, thus causing confusion (as well as anger and frustration) among some applicants, faculty and staff.

There will be no effect on current programs, students or staff, other than increased knowledge regarding policies related to the receipt of GRE scores.

Alternatives and Consequences:

One alternative is to continue to adhere to ETS and GMAC policies without providing written notification to our applicants, faculty and staff, which would continue to cause confusion, anger and frustration among some of these individuals. Another alternative is for Graduate Studies to stop adhering to the policies, which would likely result in inconsistent adherence among individual programs and angry applicants who aren't being treated equally. In addition, there may be applicants who are admitted (partially) based on old test score reports that no longer provide accurate representations of their abilities. Both alternatives and their consequences would hurt Kent State's reputation.

Specific Recommendation and Justification*:*

The specific recommendation is to add the following policy to the University Catalog:

> **Standardized Test Score Reports**
>
> Kent State University only accepts official standardized test score reports sent directly by the testing center; Graduate Record Examination (GRE) scores are sent directly by the Educational Testing Service, and Graduate Management Admission Test (GMAT) test scores are sent directly by the Graduate Management Admission Council. Consistent with the policies of both the Educational Testing Service and the Graduate Management Admission Council, GRE and GMAT scores are valid for five years. Thus, GRE and GMAT scores taken more than five years prior to the date of application to Kent State University will not be accepted.

As stated above, this statement corresponds with ETS and GMAC policy, which Graduate Studies has adhered to for many years. Unfortunately, the policy was never put in the catalog, thus confusing/angering/frustrating some applicants, faculty and staff. Adding the policy to the catalog will ensure that everyone is "on the same page" regarding how GRE and GMAT scores are accepted, therefore reducing many of the negative reactions.

Timetable and Actions Required:

EPC Approval in May 2012 to appear in fall 2012 Catalog

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **22-Jan-12** Curriculum Bulletin _____

Effective Date ~~**Spring 2013**~~ Fall 2012 Approved by EPC _____

Department	**History**
College	**AS - Arts and Sciences**
Degree	**BA - Bachelor of Arts**
Program Name	**Soviet and East European Studies** Program Code **SEES**
Concentration(s)	Concentration(s) Code(s)
Proposal	**Inactivate program**

Description of proposal:

During the current restructuring of the Department of History's curriculum, faculty members have decided to streamline the unit's offerings, inactivating all major and minor programs that have not garnered sufficient student or faculty interest to make them viable. According to RPIE data, no student is currently enrolled in the Bachelor of Arts in Soviet and East European Studies and no student has graduated in this major program during the previous decade. Thus, the department proposes to inactivate SEES, a major program that has already had its admissions temporarily suspended.

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

Current total credit hours: **18** Proposed total credit hours

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

Inactivation of this suspended program will have no adverse impact on students or on the mission of the Department of History.

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

The Department of History has informed the following units who offer "Requirements" for BA SEES: Geography, MCLS.

REQUIRED ENDORSEMENTS

[signature]	1/25/12
Department Chair / School Director	
Mary Ann Haley	2/16/12
~~Campus~~ Dean ~~(for Regional Campuses proposals)~~ College	
	___/___/___
College Dean (or designee)	
	___/___/___
Dean of Graduate Studies (for graduate proposals)	
	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	

HIST 3

Proposal Summary
Inactivate Soviet and East European Studies (BA SEES)

Subject Specification: The Department of History is proposing to inactivate the Bachelor of Arts in Soviet and East European Studies (BA SEES)

Background Information: The Bachelor of Arts in Soviet and East European Studies was established to provide students with a strong understanding of the politics, history, geography and languages of the countries of the former Soviet Union (including the Baltic, Caucasus and Central Asian states) and Eastern Europe. During the ongoing restructuring of the department's curriculum, faculty members have decided to streamline the unit's offerings, inactivating all major and minor programs that have not garnered sufficient student or faculty interest to make them viable. According to RPIE data, no student is currently enrolled in the Bachelor of Arts in Soviet and East European Studies and no student has graduated in this major program during the previous decade. Thus, the Department of History proposes to inactivate SEES, a major program that has already had its admissions temporarily suspended.

Alternatives and Consequences: Continuation of the "suspended" status until Fall Semester 2013 when the College of Arts & Sciences can revisit the matter.

Specific Recommendation and Justification: The following is the specific recommendation proposed by the Department of History:

--Inactivate the Bachelor of Arts in Soviet and East European Studies (BA SEES)

The Department of History proposes inactivation because it no longer employs a specialist in Soviet Studies or East European History on its permanent faculty and because of insufficient interest by students.

Timetable and Actions Required: Review/approval by the A & S Curriculum Committee during the Spring Semester 2012; review/approval by EPC for the proposal to take effect in Spring 2013.

HIST

Kent State University Catalog 2011

Soviet and East European Studies - B.A.

Admission to the program is temporarily suspended and will resume by fall 2013 contingent on university approval procedures.

COLLEGE: College of Arts and Sciences
DEPARTMENT: 105 Bowman Hall
Tel: 330-672-2062
Web: www.kent.edu/cas

DESCRIPTION: The Bachelor of Arts in Soviet and East European Studies provides students with a strong understanding of the politics, history, geography and languages of the countries of the former Soviet Union (including the Baltic, Caucasus and Central Asian states) and Eastern Europe. The major introduces the student to the region's domestic politics, its foreign policy and to the history that shaped its political, economic and social structures. Attention is also paid to geography, environment and the region's cultures. Students are required to learn a language from the region. The major will help prepare the student for work in non-governmental organizations and government agencies and for graduate studies in the field.

CAREER OPPORTUNITIES: Postsecondary teachers held nearly 1.7 million jobs in 2008. The following tabulation shows postsecondary teaching jobs in specialties having 20,000 or more jobs in 2008

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.

STUDY ABROAD/AWAY OPPORTUNITIES: There are many Study Abroad/Away Opportunities, for more information contact the Office of Global Education.

HIST 5

Office Outlook Web Access | Type here to search | This Folder | Address Book | Options | Log Off

Mail
Calendar
Contacts

Deleted Items
Drafts [6]
Inbox (2)
Junk E-mail [1]
Sent Items

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Airline.Miles.personal (149)
Book notices (3)
CCC-Curriculum (44)
CourseSmart/Cengage (18)
Discover.account
FAC (30)
JeffO'Leary.corresp
Rhea.diss.corresp.
Taft.research&pubs (1)
carole.thesis.stuff

Manage Folders...

RE: Inactivation of Major & Minor Programs

KAPLAN, DAVID

Sent: Thursday, January 26, 2012 9:03 AM
To: WUNDERLIN, CLARENCE

Hi Clarence --

Thank you for this. My response indicates that I have received your email about the inactivation of the two programs.

Best,

Dave

David H. Kaplan
Professor
Department of Geography
Kent State University
330-672-3221

-----Original Message-----
From: WUNDERLIN, CLARENCE
Sent: Wednesday, January 25, 2012 10:03 PM
To: KAPLAN, DAVID
Subject: Inactivation of Major & Minor Programs

Dear Professor Kaplan,

The Department of History has decided to inactivate both the Soviet and East European Studies major and the North Atlantic Security Studies minor. I am contacting you in your capacity as Undergraduate Coordinator because your unit is listed as offering courses for these programs; I have attached the paperwork giving the reasons for my department's action. Please acknowledge receipt of this information.

Thanks, in advance, Clarence

Clarence E. Wunderlin, Jr.
Professor of History
Department of History
Kent State University
(330) 672-2882
cwunderl@kent.edu

Connected to Microsoft Exchange

HIST
7

Office Outlook Web Access | Type here to search | This Folder | Address Book | Options | Log Off

Mail
Calendar
Contacts

Deleted Items
Drafts [6]
Inbox (2)
Junk E-mail [1]
Sent Items

Click to view all folders

Airline.Miles.personal (149)
Book notices (3)
CCC-Curriculum (44)
CourseSmart/Cengage (18)
Discover.account
FAC (30)
JeffO'Leary.corresp
Rhea.diss.corresp.
Taft.research&pubs (1)
carole.thesis.stuff

Manage Folders...

RE: Inactivation of Major & Minor Programs

CARDUNER, JESSIE

Sent: Wednesday, January 25, 2012 11:15 PM
To: WUNDERLIN, CLARENCE

Hello Clarence,

I sent along a message to my chair, who is in Classics, and to our Russian faculty to see if they have any comments. I will send you their feedback if I receive some, but it looks like from the paperwork that this would have no impact on us given that the programs have not been actively enrolling students for quite some time.

On behalf of MCLS, thank you, for sending along the paperwork.

Jessie C.

From: WUNDERLIN, CLARENCE
Sent: Wednesday, January 25, 2012 9:35 PM
To: CARDUNER, JESSIE
Subject: FW: Inactivation of Major & Minor Programs

Hi Jesse,

The History Department is beginning the process of inactivating the Soviet and East European Studies major and the Hellenic Studies minor. I am contacting you, as CCC representative from MCLS, because your unit is listed as offering courses for these programs. The paperwork for both is attached. Please acknowledge receipt of this information (and feel free to offer any advice if I'm doing something incorrectly). I tried to follow what you had done in the inactivation of the BA LATIN; looking over that paperwork helped considerably.

Thanks in advance, Clarence

Clarence E. Wunderlin, Jr.
Professor of History
Department of History
Kent State University
(330) 672-2882
cwunderl@kent.edu

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Mar-12** Curriculum Bulletin _____

Effective Date **Fall ~~2012~~** 2013 Approved by EPC _____

Department **Business Interdisciplinary**

College **BU - Business Administration**

Degree minor

Program Name **International Business ~~Minor~~ for Non-Business Students** Program Code **IBNB**

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

Proposal **Revise program**

International Business (IBUS) minor inactivated

Description of proposal:

Revise international business minor and rename it International Business minor for Non-Business majors.

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

Current total credit hours: Proposed total credit hours **24-35**

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

None

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

MCLS Department, all College of Business departments

REQUIRED ENDORSEMENTS

Elizabeth A. Sinclair 3/19/2012

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Elizabeth A. Sinclair 3/12/2012

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
International Business Minor for Non-Business majors

Subject Specification: *Revise International Business minor and rename it International Business minor for Non-Business majors*

Background Information: *This proposal adds language to the minor that allows students to take two semesters of two foreign languages rather than just 11 credits for one foreign language. This recommendation came from the MCLS faculty because having only 11 credit hours in one foreign language would not make a student fluent necessarily. Having two foreign languages could be just as beneficial. Also, this proposal calls for eliminating the long list of choices under electives and narrowing choices to a course recommended by the MCLS faculty, (MCLS 20000 Global Literacy & Cultural Awareness), study abroad or an additional language. To attract Business majors to this minor, there is a desire to create two minors so that courses Business majors take for the degree are not listed as part of the minor. Paper work has been submitted to create a new IB minor Business majors. In doing this, the current minor name must be revised to IB minor for Non-Business majors.*

Alternatives and Consequences: *We could continue to have just one minor. However, it will not be as attractive to Business majors because the appearance is more hours are required than actually are. We could ignore the advice of the MCLS faculty and offer a minor that is not as responsive to the changing world in which we live.*

Specific Recommendation and Justification: *Revise minor as requested and rename the minor "International Business minor for Non-Business majors."*

Timetable and Actions Required: *Revise for Fall 2012*

fall 2013
Proposal received more than two months past deadline for fall 2012 curriculum changes

SINCLAIR-COLANDO, ELIZABETH

From: CARDUNER, JESSIE
Sent: Thursday, March 15, 2012 1:38 PM
To: SINCLAIR-COLANDO, ELIZABETH
Cc: LARSON, JENNIFER
Subject: RE: international business minor

Hi Liz,

I consulted with our chairperson, Jennifer Larson. She has given approval, so MCLS endorses these changes to the International Business Minors. Thank you for consulting with us. We are available for any students needing advice about which language choices they should make and for placement assistance. Please let us know if you need information about the new online placement system for languages. Placement screening is available to all Kent State Students through the placement channel when they log on to Flashline. On my screen it shows up on the far right when I log in. I will be demonstrating the placement screening survey at the April 5, DKS training for academic advisors.

Sincerely,

Jessie Carduner,
MCLS Curriculum Committee Convener

From: SINCLAIR-COLANDO, ELIZABETH
Sent: Thursday, March 15, 2012 10:29 AM
To: CARDUNER, JESSIE
Cc: SINCLAIR-COLANDO, ELIZABETH
Subject: international business minor

Jessie,

I want to run the attached by you and your faculty. We are revising our international business minor and want to include your course - MCLS 20000, as a choice for their elective. I imagine there will be more interest in your course than the other options since taking on an additional foreign language is usually not a priority and most won't do an international study experience.

I also want to point out that we have revised the foreign language requirement based on your recommendation when you met with us. We are requiring 3 courses from a single foreign language (or two courses in two foreign languages) or competency as determined by someone from your area and ours.

Let me know if you have any questions. If not, would you mind sending me an email with your support for these changes? One last note - we are proposing two minors: one for business majors and one for non-business majors more from a marketing standpoint. For a business student, there is no need to list the basic business courses that are prerequisites to the ones listed in the IB minor because they take these courses as part of the BBA degree.

I look forward to hearing from you.

Liz Sinclair

International Business Minor for Non-Business Minors

Kent State University Catalog 2011 > Colleges and Programs > College of Business Administration > Minors > International Business

College of Business Administration
Academic Advising Office
Room 107, Business Administration Building
Tel: 330-672-2872
Web: www.kent.edu/business

Global business is fast becoming an important part of the U.S. economy. The world that college graduates are facing will essentially be ~~a triad of powers (the United States and, perhaps, Canada and Latin America; Europe; and Japan and its Asian neighbors) and~~ a borderless world. This suggests a need to be trained for employment that will have international implications. Whether students take a major in business, fashion design and merchandising, the hard sciences, English or education, some training in global outreach, cultural diversity and "business cultures" will be necessary. The International Business minor introduces students to cultural issues of a broad, global nature. Students are encouraged to participate in study-abroad programs to complement their studies.

BUSINESS MINOR REQUIREMENTS (24-35 credits)			
Course		**Title**	**Credits**
Courses on a single foreign language (or two courses in two foreign languages) or ILR Level One competency as determined by an international business faculty advisor in consultation with the appropriate language faculty member. Generally, this proficiency can be achieved by completion of the Intermediate I level of a foreign language.)			0-11
Required sophomore- and junior-level business core			
ACCT	23020	Financial Accounting	3
BUS	30234	International Business	3
ECON	22060	Principles of Microeconomics	3
	22061	Principles of Macroeconomics	3
FIN	36053	Business Finance	3
MKTG	25010	Principles of Marketing	3
Major Electives-choose from the following:			3
ECON	42075	International Economic Relations (3)	
FIN	46064	International Business Finance (3)	
MKTG	45060	International Marketing (3)	
Electives-choose from the following:			3
International Study Experience (study abroad)			
OR			
A second foreign language			
OR ***MCLS 20000 Global Literacy and Cultual Awareness (3 credits)***			
~~COMM~~	~~35852~~	~~International Communication (3)~~	-

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~~ECON~~	~~32075~~	~~Introduction to International Trade (3)~~	-
~~GEOG~~	~~17063~~	~~World Geography (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)~~	-
~~HIST~~	~~31140~~	~~Modern Latin America (3)~~	-
-	~~41114~~	~~Economic History of East Asia in Modern Times (3)~~	-
-	~~41116~~	~~History of Japan (3)~~	-
~~POL~~	~~10004~~	~~Comparative Politics (3)~~	-
-	~~10500~~	~~World Politics (3)~~	-
-	~~30511~~	~~Problems of International Organziation (3)~~	-
-	~~30550~~	~~Latin American Politics (3)~~	-
-	~~30551~~	~~U.S.-Latin American Relations (3)~~	-
-	~~30820~~	~~International Organization and Law (3)~~	-
-	~~40930~~	~~U.S. Foreign Policy (3)~~	-
		TOTAL	**24-35**

Requirement to declare the international business minor:

- Minimum 2.50 cumulative GPA; or if new freshman, no established GPA is required.

Requirement to graduate with the international business minor:

- Minimum 2.50 GPA (including all attempts in 30-40000 level courses) is required in the minor courses.

Notes:

1. 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.
2. Students with an interest in this minor are encouraged to take as their social science ~~LER~~ Kent Core at least one of the following courses: GEOG 17063 World Geography, POL 10004 Comparative Politics and/or POL 10500 World Politics.
3. Satisfaction of all course prerequisites is required.

International Business Minor for Non-Business majors (IBNB)

Global business is fast becoming an important part of the U.S. economy. The world that college graduates are facing will essentially be a borderless world. This suggests a need to be trained for employment that will have international implications. Whether students take a major in business, fashion design and merchandising, the hard sciences, English or education, some training in global outreach, cultural diversity and "business cultures" will be necessary. The International Business minor introduces students to cultural issues of a broad, global nature. Students are encouraged to participate in study-abroad programs to complement their studies.

INTERNATIONAL BUSINESS MINOR FOR NON-BUSINESS MAJORS REQUIREMENTS (24-35 credits)			
Course		**Title**	**Credits**
Three courses from a single foreign language (or two courses in two foreign languages) or ILR Level One competency as determined by an international business faculty advisor in consultation with the appropriate language faculty member. Generally, this proficiency can be achieved by completion of the Intermediate I level of a foreign language.			0-11
Required sophomore- and junior-level business core			
ACCT	23020	Financial Accounting	3
BUS	30234	International Business	3
ECON	22060	Principles of Microeconomics	3
	22061	Principles of Macroeconomics	3
FIN	36053	Business Finance	3
MKTG	25010	Principles of Marketing	3
Major Elective-choose one from the following:			3
ECON	42075	International Economic Relations (3)	
FIN	46064	International Business Finance (3)	
MKTG	45060	International Marketing (3)	
Elective-choose one from the following:			3
International Study Experience			
OR			
An additional foreign language			
OR			
MCLS	20000	Global Literacy and Cultural	

		Awareness	
		TOTAL	**24-35**

Requirement to declare the international business minor:

- Minimum 2.50 cumulative GPA; or if new freshman, no established GPA is required.

Requirement to graduate with the international business minor:

- Minimum 2.50 GPA (including all attempts in 30-40000 level courses) is required in the minor courses.

Notes:

1. 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.
2. Students with an interest in this minor are encouraged to take as their social science Kent Core at least one of the following courses: GEOG 17063 World Geography, POL 10004 Comparative Politics and/or POL 10500 World Politics.
3. Satisfaction of all course prerequisites is required.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Mar-12** Curriculum Bulletin _____

Effective Date **Fall ~~2012~~** 2013 Approved by EPC _____

Department **Business Interdisciplinary**

College **BU - Business Administration**

Degree minor

Program Name **International Business ~~Minor~~ for Business Students** Program Code **IBBU**

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

Proposal **Establish program**

Description of proposal:
Create an international business minor for Business majors.

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

Current total credit hours: Proposed total credit hours **12-23**

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

Units consulted (other departments, programs or campuses affected by this proposal):
MCLS Department, all College of Business departments

REQUIRED ENDORSEMENTS

Elizabeth A. Sinclair — 3/19/2012
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

Elizabeth A. Sinclair — 3/19/2012
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary

Subject Specification: *Create an International Business minor for Business majors*

Background Information: *The College of Business offers an international business minor. This minor requires students to complete 24 to 35 credit hours. A student would need as few as 24 credit hours if he/she is found to have ILR Level One competency in a foreign language. Of the 24 non-language credit hours, 12 credit hours are courses that are required in the Bachelor of Business Administration degree. This means all business majors will take ACCT 23020, ECON 22060, ECON 22061 and MKTG 25010 with or without the international business minor. To make this minor more marketable to business majors, this proposal calls for dropping the aforementioned four courses as part of the minor for Business majors.*

Alternatives and Consequences: *We could continue to list ACCT 23020, ECON 22060, ECON 22061 and MKTG 25010 but then the minor will not be as attractive to Business majors because the appearance is more hours are required than actually are.*

Specific Recommendation and Justification*: Revise minor as requested in document to revise the overall minor and create a new minor called "International Business minor for Business majors."*

Timetable and Actions Required: *Revise for Fall 2012*

approved for fall 2013

SINCLAIR-COLANDO, ELIZABETH

From: CARDUNER, JESSIE
Sent: Thursday, March 15, 2012 1:38 PM
To: SINCLAIR-COLANDO, ELIZABETH
Cc: LARSON, JENNIFER
Subject: RE: international business minor

Hi Liz,

I consulted with our chairperson, Jennifer Larson. She has given approval, so MCLS endorses these changes to the International Business Minors. Thank you for consulting with us. We are available for any students needing advice about which language choices they should make and for placement assistance. Please let us know if you need information about the new online placement system for languages. Placement screening is available to all Kent State Students through the placement channel when they log on to Flashline. On my screen it shows up on the far right when I log in. I will be demonstrating the placement screening survey at the April 5, DKS training for academic advisors.

Sincerely,

Jessie Carduner,
MCLS Curriculum Committee Convener

From: SINCLAIR-COLANDO, ELIZABETH
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To: CARDUNER, JESSIE
Cc: SINCLAIR-COLANDO, ELIZABETH
Subject: international business minor

Jessie,

I want to run the attached by you and your faculty. We are revising our international business minor and want to include your course - MCLS 20000, as a choice for their elective. I imagine there will be more interest in your course than the other options since taking on an additional foreign language is usually not a priority and most won't do an international study experience.

I also want to point out that we have revised the foreign language requirement based on your recommendation when you met with us. We are requiring 3 courses from a single foreign language (or two courses in two foreign languages) or competency as determined by someone from your area and ours.

Let me know if you have any questions. If not, would you mind sending me an email with your support for these changes? One last note - we are proposing two minors: one for business majors and one for non-business majors more from a marketing standpoint. For a business student, there is no need to list the basic business courses that are prerequisites to the ones listed in the IB minor because they take these courses as part of the BBA degree.

I look forward to hearing from you.

Liz Sinclair

International Business Minor for Business majors (IBBU)

Global business is fast becoming an important part of the U.S. economy. The world that college graduates are facing will essentially be a borderless world. This suggests a need to be trained for employment that will have international implications. Whether students take a major in business, fashion design and merchandising, the hard sciences, English or education, some training in global outreach, cultural diversity and "business cultures" will be necessary. The International Business minor introduces students to cultural issues of a broad, global nature. Students are encouraged to participate in study-abroad programs to complement their studies.

INTERNATIONAL BUSINESS MINOR FOR BUSINESS MAJORS REQUIREMENTS (12-23 credits)			
Course		**Title**	**Credits**
Three courses from a single foreign language (or two courses in two foreign languages) or ILR Level One competency as determined by an international business faculty advisor in consultation with the appropriate language faculty member. Generally, this proficiency can be achieved by completion of the Intermediate I level of a foreign language.			0-11
Required junior-level business core			
BUS	30234	International Business	3
Major Elective-choose one from the following:			3
ECON	42075	International Economic Relations (3)	
FIN	46064	International Business Finance (3)	
MKTG	45060	International Marketing (3)	
Elective-choose one from the following:			3
International Study Experience (Study abroad)			
OR			
A n additional foreign language			
OR			
MCLS	20000	Global Literacy and Cultural Awareness	3
		TOTAL	**12-23**

Requirement to declare the international business minor:

- Minimum 2.50 cumulative GPA; or if new freshman, no established GPA is required.

Requirement to graduate with the international business minor:

- Minimum 2.50 GPA (including all attempts in 30-40000 level courses) is required in the minor courses.

Notes:

1. 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.
2. Students with an interest in this minor are encouraged to take as their social science Kent Core at least one of the following courses: GEOG 17063 World Geography, POL 10004 Comparative Politics and/or POL 10500 World Politics.
3. Satisfaction of all course prerequisites is required.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **17-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **Foundations, Leadership and Administration**

College **EH - Education, Health and Human Services**

Degree **Minor (non degree)**

Program Name **Event Planning** Program Code **TBD** EVPL

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

Proposal **Establish program**

Description of proposal:

Development of Event Planning Minor

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

Current total credit hours: Proposed total credit hours **22-24**

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

This minor will have a positive impact on SPAD, RPTM, and HM. This minor is in demand and will offer students in these programs (and others) a chance to minor in this growing field.

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

RPTM, SPAD, HSPM

REQUIRED ENDORSEMENTS

_____ 12 / 1 / 11

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

Joanne Arhar _____ 12/21/11

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

TRANSMITTAL MEMO

The title of the new minor will be "Event Planning" which is a new minor in the School of Foundations, Leadership and Administration. The purpose of this action is to create a new minor, titled Event Planning.

The rationale for initiating this action is in response to: (a) student and industry demands for greater breadth and depth of academic study of event planning, (b) a more competitive educational market, which has seen significant curricular changes, and (c) the need for students seeking employment in the field to be better educated regarding a formalized and effective coordination of the event planning management process.

The event planning curriculum should prepare students to assume leadership roles within the industry. Through innovation, research, knowledge dissemination, and the enhancement of educational and practical opportunities, this new program will afford students the opportunity to collectively enroll in a variety of courses across disciplines to procure knowledge and practical skills pertaining to the process of event planning. The new minor is outlined as follows:

EVENT PLANNING MINOR **23-25**

Required Courses (14-16)

Must take each of the following:

HM	33070	International Cuisine*	4
SPAD	45022	Event Planning and Production*	3
RPTM	36075	Program Design and Evaluation *	3
HM	23030	Lodging Operations	3

Choose one of the listed practicum:

HM 43092, or RPTM 36092 or, SPAD 25092 or SPAD 35092 1-3

(Practicum may be repeated up to 3 credit hours with advisor approval)

* Students must see a Faculty Advisor in HM, RPTM or SPAD concerning course prerequisites and fees.

Electives (9 credit hours)

Non majors and non minors in Hospitality Management (HM), Recreation, Park & Tourism (RPTM) or Sport Administration (SPAD) must select at least one approved course each from HM, RPTM and SPAD. HM, RPTM and SPAD majors/minors must take 6 of their elective hours as follows:

- HM majors/minors must take 1 course from SPAD and 1 course from RPTM
- RPTM majors/minors must take 1 course from SPAD and 1 course from HM
- SPAD majors/minors must take 1 course from HM and 1 course from RPTM

Hospitality Management – Approved Courses

HM	33040	Hotel Convention Group Sales and Services	3
HM	43043	Hospitality Meetings Management*	3
HM	41095	Special Topics (with advisor approval)	3

Recreation, Park & Tourism – Approved Courses

RPTM 26030	Recreation Group Leadership*	3
RPTM 26060	Introduction to Global Tourism	3
RPTM 36040	Inclusion of People with Disabilities in Leisure Services*	3
RPTM 36060	Commercial Recreation and Tourism*	3
RPTM 46000	Tourism and Recreational Travel*	3
RPTM 46095	Special Topics (with advisor approval)	3

Sport Administration – Approved Courses

SPAD 35025	Facility Management*	3
SPAD 45023	Sport Marketing*	3
SPAD 45027	Public Relations and Promotion in Sport*	3
SPAD 46080	Legal Issues in Sport and Recreation*	3
SPAD 45024	Sport in Global Perspective*	3
SPAD 45026	Sport and the Media*	3
SPAD 45030	Sport Enterprise*	3
SPAD 46095	Special Topics (with advisor approval)	3

Requirement to graduate with an Event Planning minor:

Minimum 2.50 GPA (including all attempts) in the minor courses

PROPOSAL SUMMARY

TITLE
Minor in Event Planning

SUBJECT SPECIFCATION
This proposal creates a minor in Event Planning.

BACKGROUND INFORMATION
The term corporate event as defined in Wiley's International Dictionary of Event Management refers to an event sponsored by a corporation for the purpose of achieving specific goals and objectives such as entertaining customers, introducing and promoting new products or services, providing incentives or training for employees, as well as other activities. The industry arose out of the needs of a changing society in general and changing business practices in particular. The field of event management is a rapidly expanding industry in its adolescent phase. Everyday, trade shows, training, marketing, human resource development, sport and athletic, recreation and other corporate events are held throughout the world that require a formalized and effective coordination of the event planning management process . Two modern trends associated with these events include the drive for professionalism in response to internal and external forces and the convergence of corporate and public events e.g. The Olympics. In today's environment successful event management often requires the integration of systematic methods for researching, planning, designing, coordinating and evaluating event strategies.

Event planning has been housed within FLA, and formerly SELS, for well over a decade. However, recent industry demands and growth has precipitated the development of formal interdisciplinary (SPAD, HM, RPTM) minor. The proposed minor affords the student the opportunity to collectively enroll in a variety of courses across disciplines to procure knowledge and practical skills pertaining to the process of event planning.

The minor is being developed using current University courses offered in SPAD, HM, and RPTM. Currently staffing levels can support the offering of this minor, therefore, expenses for implementing the program will be minimal.

ALTERNATIVES AND CONSEQUENCES
There currently are no alternatives for this minor. If the program is not approved Kent State University will not be able to attract quality non-traditional students and will be unable to meet undergraduate student demands for event planning education.

SPECIFIC RECOMMENDATION AND JUSTIFICATION
The preferred action for this proposal is immediate approval throughout the process. As mentioned above, this program addresses demand in a growing field and would allow Kent State University to be one of the first universities to have a minor in Event Planning.

TIME TABLE
Our target is to meet approval deadlines for Fall 2012 catalog.

CATALOG COPY

EVENT PLANNING MINOR **23-25**

Required Courses (14-16)

Must take each of the following:

HM	33070	International Cuisine*	4
SPAD	45022	Event Planning and Production*	3
RPTM	36075	Program Design and Evaluation *	3
HM	23030	Lodging Operations	3

Choose one of the listed practicum:

HM 43092, or RPTM 36092 or, SPAD 25092 or SPAD 35092 1-3

(Practicum may be repeated up to 3 credit hours with advisor approval)

* Students must see a Faculty Advisor in HM, RPTM or SPAD concerning course prerequisites and fees.

Electives (9 credit hours)

Non majors and non minors in Hospitality Management (HM), Recreation, Park & Tourism (RPTM) or Sport Administration (SPAD) must select at least one approved course each from HM, RPTM and SPAD. HM, RPTM and SPAD majors/minors must take 6 of their elective hours from the Approved Courses as follows:

- HM majors/minors must take 1 course from SPAD and 1 course from RPTM
- RPTM majors/minors must take 1 course from SPAD and 1 course from HM
- SPAD majors/minors must take 1 course from HM and 1 course from RPTM

Hospitality Management – Approved Courses

HM	33040	Hotel Convention Group Sales and Services	3
HM	43043	Hospitality Meetings Management*	3
HM	41095	Special Topics (with advisor approval)	3

Recreation, Park & Tourism – Approved Courses

RPTM	26030	Recreation Group Leadership*	3
RPTM	26060	Introduction to Global Tourism	3
RPTM	36040	Inclusion of People with Disabilities in Leisure Services*	3
RPTM	36060	Commercial Recreation and Tourism*	3
RPTM	46000	Tourism and Recreational Travel*	3
RPTM	46095	Special Topics (with advisor approval)	3

Sport Administration – Approved Courses

SPAD	35025	Facility Management*	3
SPAD	45023	Sport Marketing*	3
SPAD	45027	Public Relations and Promotion in Sport*	3
SPAD	46080	Legal Issues in Sport and Recreation*	3
SPAD	45024	Sport in Global Perspective*	3
SPAD	45026	Sport and the Media*	3
SPAD	45030	Sport Enterprise*	3
SPAD	46095	Special Topics (with advisor approval)	3

Requirement to graduate with an Event Planning minor:

Minimum 2.50 GPA ~~(including all attempts)~~ in the minor courses

GRADUATION REQUIREMENT SHEET: EVENT PLANNING MINOR

EVENT PLANNING MINOR **23-25**

Required Courses (14-16)

Must take each of the following:

HM	33070	International Cuisine*	4
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HM	23030	Lodging Operations	3

Choose one of the listed practicum:

HM 43092, or RPTM 36092 or, SPAD 25092 or SPAD 35092 1-3

(Practicum may be repeated up to 3 credit hours with advisor approval)

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Electives (9 credit hours)

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- HM majors/minors must take 1 course from SPAD and 1 course from RPTM
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- SPAD majors/minors must take 1 course from HM and 1 course from RPTM

Hospitality Management – Approved Courses

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HM	43043	Hospitality Meetings Management*	3
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Recreation, Park & Tourism – Approved Courses

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RPTM	46000	Tourism and Recreational Travel*	3
RPTM	46095	Special Topics (with advisor approval)	3

Sport Administration – Approved Courses

SPAD	35025	Facility Management*	3
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SPAD	45027	Public Relations and Promotion in Sport*	3
SPAD	46080	Legal Issues in Sport and Recreation*	3
SPAD	45024	Sport in Global Perspective*	3
SPAD	45026	Sport and the Media*	3
SPAD	45030	Sport Enterprise*	3
SPAD	46095	Special Topics (with advisor approval)	3

Requirement to graduate with an Event Planning minor:

Minimum 2.50 GPA ~~(including all attempts)~~ in the minor courses

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **24-Mar-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **PH - Public Health**

Proposal **Establish Academic Unit**

Proposal Name **Establishment of academic departments**

Description of proposal:

This proposal represents the next step in the development and accreditation of the College of Public Health: establishment of academic departments. The college will establish the academic departments of (1) Epidemiology,and Biostatistics, (2) Social and Behavioral Sciences (3) Environmental Health Sciences (4) Health Policy and Management.

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

There is no impact on other programs, policies or procedures. This is a restructuring of existing faculty and courses into administrative subunits that were previously at the college level.

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

N/A This restructuring has been approved by the College Advisory Committee.

REQUIRED ENDORSEMENTS

_____ ___/___/___

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuses proposals)

_____ 3 /24/ 12

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary to Establish or Revise an Academic Administrative Structure

Establishment of Academic Departments within the College of Public Health

1. The quality of the faculty, students and programs

This proposal represents the next step in the development and accreditation of the College of Public Health: establishment of academic departments. The college will reorganize existing faculty, courses and academic degree programs at the College of Public Health level into the academic departments of (1) Epidemiology and Biostatistics, (2) Social and Behavioral Sciences (3) Environmental Health Sciences, and (4) Health Policy and Management.

There is no impact on current faculty, students and programs, other than their interactions will be at the department versus the college level.

2. Centrality and coherence to the mission and strategic directions of the university and other academic units

The establishment of administrative units is a requirement for accreditation from the Council on Education for Public Health, according to school of public health accreditation criteria 1.4 (below):

1.4 Organization and Administration. The school shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the school's public health mission. The organizational structure shall effectively support the work of the school's constituents.

Interpretation. *Organization of the school should enhance the potential for fulfillment of its stated mission and goals. The administrative structure and resources should allow the school to carry out its instructional, research and service functions. The environment must be characterized by commitment to the integrity of the school, including high ethical standards in operations, equity in its dealings with all constituents, support for the pursuit and dissemination of knowledge and accountability to its constituencies (page 6, Accreditation Criteria, Schools of Public Health, CEPH).*

3. Comparative advantage versus other structures

The College of Public Health, as a newly formed college, has been functioning as a "college of the whole" for its first two years. While this administrative structure was functional at first, the college has grown rapidly and now requires a more formal administrative structure.

4. What makes the unit particularly appropriate for Kent State University

There is no alternative to the proposed structure that is reasonable within the Kent State University policies.

5. Demand for the unit and for the graduates of the unit

N/A The units exist currently as programs and are growing rapidly. These growing programs require the more formal structure of a department.

6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region

N/A. The original plan for the College of Public Health was to establish departments as soon as the college established all degree programs at the undergraduate and graduate levels.

7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources

The new structure will leverage existing resources and provide an administrative structure to more rapidly to expand the college operations.

8. Administrative reporting structure

See ATTACHMENT ONE: PROPOSED ORGANIZATIONAL CHART, COLLEGE OF PUBLIC HEALTH

9. Space and capital budget needs

N/A The existing space of the units will be used.

10. A proposed operating budget with any one-time resource needs

The only budgetary impact of the proposed reorganization is the establishment of four department chair positions and one additional administrative assistant. Existing senior faculty within the College of Public Health have been identified to serve as department chairs; therefore, the additional resources require summer salaries for these faculty members.

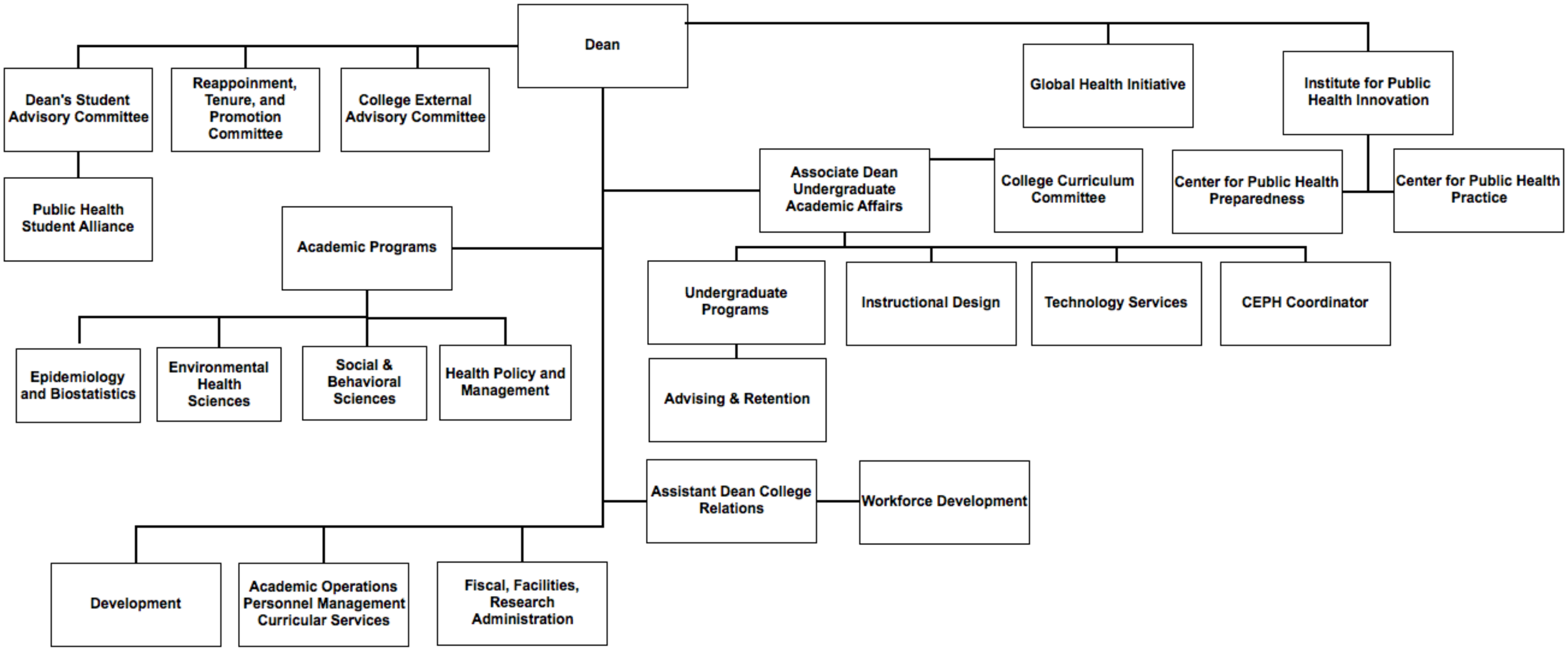
11. Evaluation procedures including academic assessment procedures

There will be no change in the assessment procedures in moving from programs to departments.

12. A timetable for proposal implementation

This administrative structure will begin July 1, 2012 with the start of the new fiscal year.

College of Public Health Organizational Structure



KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: Ohio Board of Regents decision rules for remedial/developmental* coursework

DATE: 10 April 2012

In the Ohio Revised Code 3345.061 *Sunset for State Operating Subsidy for Remedial Courses*, approved in 2007 and amended in 2011, a directive was given that uniform statewide standards will be adopted for academic developmental courses at state institutions (see appendix A, section E[2]).

Well, that day has arrived.

For the past year, the Ohio Board of Regents has been working with institutions to come to an agreement on defining courses that should be classified as development, technical, general and baccalaureate. This information determines the funding model for the courses when calculating expenditure per full-time equivalent (FTE) enrollment and State Share of Instruction.

A draft proposal of the decision rules was recently published. For the purposes here, I want to focus on developmental courses.

Presently, the state restricts developmental education subsidy to basic skills courses in reading, writing, mathematics and study skills. Effective summer 2012, the state will now include statistics and English as a second language courses in the developmental classification.

Below is a draft outline of the proposed definitions of developmental courses as classified by the state:

Subject	Description
Developmental English	Below-college-level courses that cover topics in reading and writing to prepare students for college-level English and composition courses.
Developmental Reading	Below-college-level courses that cover topics in reading and reading comprehension.
Developmental Writing	Below-college-level courses that cover topics in writing skills.
Developmental Mathematics – Computational Skills/ Geometry/ Algebra	Below-college-level courses in math that cover topics in arithmetic operations, geometry and algebra.
Developmental Mathematics – Statistics ***NEW***	Below-college-level courses that cover topics in statistics and probability.
English as a Second Language ***NEW***	A program that focuses on the development of proficiencies in reading, writing, and speaking a language or languages, other than the mother tongue, that are needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts.
Study Skills	Courses designed to improve study skills, time management and other topics that aid in the transition to college. Note: Not all study skills courses must be classified as developmental. The designation of developmental depends on whether or not the course credits can be applied towards degree or certificate requirements.
Other Developmental Courses	As appropriate

* In this document, the words “developmental” and “remedial” are used interchangeably.

At Kent State, we loosely classify developmental courses as falling into two groups: those that do not generate credit toward graduation, and those that do. This conflicts with the Ohio Board of Regents' definition of a developmental course.

Kent Sate University: Developmental Coursework

Six courses that may be prescribed or recommended through placement testing—MATH 10006, MATH 10020, MATH 10021, MATH 10022, US 10003 and US 10006—do not generate credit toward graduation. Although these courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation. Other prescribed courses—including ENG 11001, MATH 10007, MATH 10023 and MATH 10024—do count as credit toward graduation, but toward general elective hours only. None of the prescribed courses may be taken pass/fail. †
(Source: www.kent.edu/catalog/2011/Policies/all-policies.cfm)

Ohio Board of Regents: Developmental Coursework

"Developmental course" means a course which is below college level and cannot be applied toward the requirements for a certificate or degree program.
(Source: Ohio Administrative Code 3333-1-02, section B[4], approved 19-Nov-10)

Kent State presently does not classify ESL courses as remedial.

I plan to work with the departments of English and Mathematical Sciences to ensure that appropriate courses are designated as developmental following three guidelines:

1. The course aligns with the Ohio Board of Regents description of the developmental subject.
2. The course will not generate credit toward a certificate or degree.
3. The course will be reported to the state for subsidy purposes as developmental with the state-assigned level and Classification of Instructional Program (CIP) code.

In order to be clear, transparent and consistent to the Kent State University community, I would like the Educational Policies Council to consider a motion that, upon approval, will accomplish the following:

1. **Adopt the Ohio Board of Regents definition of developmental coursework and have it published in the University Catalog.**
2. **Renumber Kent State developmental courses to start with "0" (e.g., MATH 10020 would be renumbered to MATH 00020).**

Most state institutions (25 out of 36) in Ohio use this 0xxx numbering system to identify developmental courses (some use a course subject such as "DEV"; others put an "R" after the course number).

† **Courses that do not count toward graduation:**
MATH 10006 Basic Algebra I and II
MATH 10020 Pre-Algebra
MATH 10021 Basic Algebra I
MATH 10022 Basic Algebra II
US 10003 Reading Strategies for College Success
US 10006 Study Strategies for College Success

Courses that count toward graduation:
ENG 11001 Introduction to College Writing–Stretch
MATH 10007 Basic Algebra III and IV
MATH 10023 Basic Algebra III
MATH 10024 Basic Algebra IV

3345.061 Sunset for state operating subsidies for remedial courses.

(A) Ohio's two-year institutions of higher education are respected points of entry for students embarking on post-secondary careers and courses completed at those institutions are transferable to state universities in accordance with articulation and transfer agreements developed under sections 3333.16, 3333.161, and 3333.162 of the Revised Code.

(B) Beginning with undergraduate students who commence undergraduate studies in the 2014-2015 academic year, no state university listed in section 3345.011 of the Revised Code, except Central state university, Shawnee state university, and Youngstown state university, shall receive any state operating subsidies for any academic remedial or developmental courses for undergraduate students, including courses prescribed in the Ohio core curriculum for high school graduation under division (C) of section 3313.603 of the Revised Code, offered at its main campus, except as provided in divisions (B)(1) to (4) of this section.

(1) In the 2014-2015 and 2015-2016 academic years, a state university may receive state operating subsidies for academic remedial or developmental courses for not more than three per cent of the total undergraduate credit hours provided by the university at its main campus.

(2) In the 2016-2017 academic year, a state university may receive state operating subsidies for academic remedial or developmental courses for not more than fifteen per cent of the first-year students who have graduated from high school within the previous twelve months and who are enrolled in the university at its main campus, as calculated on a full-time-equivalent basis.

(3) In the 2017-2018 academic year, a state university may receive state operating subsidies for academic remedial or developmental courses for not more than ten per cent of the first-year students who have graduated from high school within the previous twelve months and who are enrolled in the university at its main campus, as calculated on a full-time-equivalent basis.

(4) In the 2018-2019 academic year, a state university may receive state operating subsidies for academic remedial or developmental courses for not more than five per cent of the first-year students who have graduated from high school within the previous twelve months and who are enrolled in the university at its main campus, as calculated on a full-time-equivalent basis.

Each state university may continue to offer academic remedial and developmental courses at its main campus beyond the extent for which state operating subsidies may be paid under this division and may continue to offer such courses beyond the 2018-2019 academic year. However, the university shall not receive any state operating subsidies for such courses above the maximum amounts permitted in this division.

(C) Except as otherwise provided in division (B) of this section, beginning with students who commence undergraduate studies in the 2014-2015 academic year, state operating subsidies for academic remedial or developmental courses offered by state institutions of higher education may be paid only to Central state university, Shawnee state university, Youngstown state university, any university branch, any community college, any state community college, or any technical college.

(D) Each state university shall grant credit for academic remedial or developmental courses successfully completed at an institution described in division (C) of this section pursuant to any applicable articulation and transfer agreements the university has entered into in accordance with policies and procedures adopted under section 3333.16, 3333.161, or 3333.162 of the Revised Code.

(E) The chancellor of the Ohio board of regents shall do all of the following:

(1) Withhold state operating subsidies for academic remedial or developmental courses provided by a state university as required in order to conform to divisions (B) and (C) of this section;

(2) Adopt uniform statewide standards for academic remedial and developmental courses offered by all state institutions of higher education;

(3) Encourage and assist in the design and establishment of academic remedial and developmental courses by institutions of higher education;

(4) Define "academic year" for purposes of this section and section 3345.06 of the Revised Code;

(5) Encourage and assist in the development of articulation and transfer agreements between state universities and other institutions of higher education in accordance with policies and procedures adopted under sections 3333.16, 3333.161, and 3333.162 of the Revised Code.

(F) Not later than December 31, 2012, the presidents, or equivalent position, of all state institutions of higher education, or their designees, jointly shall establish uniform statewide standards in mathematics, science, reading, and writing each student enrolled in a state institution of higher education must meet to be considered in remediation-free status. The presidents also shall establish assessments, if they deem necessary, to determine if a student meets the standards adopted under this division. Each institution is responsible for assessing the needs of its enrolled students in the manner adopted by the presidents. The board of trustees or managing authority of each state institution of higher education shall adopt the remediation-free status standard, and any related assessments, into the institution's policies.

The chancellor shall assist in coordinating the work of the presidents under this division.

(G) Each year, not later than a date established by the chancellor, each state institution of higher education shall report to the governor, the general assembly, the chancellor, and the superintendent of public instruction all of the following for the prior academic year:

(1) The institution's aggregate costs for providing academic remedial or developmental courses;

(2) The amount of those costs disaggregated according to the city, local, or exempted village school districts from which the students taking those courses received their high school diplomas;

(3) Any other information with respect to academic remedial and developmental courses that the chancellor considers appropriate.

(H) Not later than December 31, 2011, and the thirty-first day of each December thereafter, the chancellor and the superintendent of public instruction shall issue a report recommending policies and strategies for reducing the need for academic remediation and developmental courses at state institutions of higher education.

(I) As used in this section, "state institution of higher education" has the same meaning as in section 3345.011 of the Revised Code.

Amended by 129th General Assembly File No. 28, HB 153, § 101.01, eff. 9/29/2011.

Effective Date: 04-04-2007

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Jan-12 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	BS - Bachelor of Science
Program Name	**Human Development and Family Studies** Program Code **HDFS**
Concentration(s)	Family Life Education Concentration(s) Code(s) FLE
Proposal	Establish articulation agreement

Description of proposal:

This articulation agreement will faciliate the student admissions and transfer of courses between Stark State College, Associate of Applied Science in Human and Social Service, and the Bachelor of Science, Human Development and Family Studies, Family Life Education.

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):

Not Applicable

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

Not Applicable

REQUIRED ENDORSEMENTS

H. Dellmann-Jenkins 2 / 3 / 2012

Department Chair / School Director

_____ ___/___/___

Campus Dean (for Regional Campuse proposals)

Joanne Arhar 3 / 13 / 12

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Transmittal Memo

Date: January 9, 2012

To: Joanne Arhar, Associate Dean for Student Services, Undergraduate Education

From: Mary Dellmann-Jenkins, LDES School Director

Re: Articulation Agreement Between Stark State College Associate of Applied Science Human and Social Service and Kent State University Bachelor of Science in Human Development and Family Studies, Family Life Education

Proposal to establish an articulation agreement.

Curricular/consultative bodies that have approved this action:

Approved by HDFS program area: December 2, 2012

Approved by LDES curriculum committee: February 1, 2012

Presented to EHHS curriculum committee: February 24, 2012

Presented to EPC: March 19, 2012

ARTICULATION AGREEMENT
By and Between
Stark State College
Associate of Applied Science Human and Social Service
and
Kent State University
Bachelor of Science in Human Development and Family Studies, Family Life Education

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this (day, month and year) (the "Effective Date") by and between Stark State College (the "College"), with an address of Stark State College, 6200 Frank Avenue NW, North Canton, Ohio 44720; 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, 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. 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 Stark State College:
Dr. Dorey Diab
Provost and Chief Academic Officer
6200 Frank Avenue NW
North Canton, Ohio 44720

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.

STARK STATE COLLEGE :

By:_____
Dr. Dorey Diab
Provost and Chief Academic Officer

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
Stark State College and Kent State University

Articulation Criteria and Articulation Benefits

1. *The standard articulation criteria ("Articulation Criteria") are:*

   a. Completion of an Associate of Applied Science in Human and Social Service.

   b. Achieving a minimum overall cumulative grade point average of 2.0.

   c. Submission of an official College transcript.

   d. Students must declare a pre-major in HDFS until they have earned a cumulative GPA of 2.5 or higher in the requirements listed below. Students must receive a cumulative GPA of 3.0 or higher in the three HDFS courses.

ENG 11011, 21011	College Writing I, II	6
PSYC 11762	General Psychology	3
SOC 12050	Intro to Sociology	3
HDFS 14027	Intro to HDFS	2
HDFS 24011	Interpersonal Relationships & Families	3
HDFS 24012	Child Development	3

   Once the student has completed the pre-major in HDFS with a cumulative GPA of 2.5 or higher, including a cumulative GPA of 3.0 or higher in HDFS 14027, 24011, and 24012 are eligible to apply for admission to the HDFS major. The student must initiate a "Request for Change of Undergraduate Program" form at the Kent Stark student services office or the Kent State main campus (EHHS Office of Undergraduate Student Services, 304 White Hall). Students must be admitted into the HDFS major prior to enrollment in junior-level HDFS coursework.

   e. 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 Stark State College, Associate of Applied Science in Human and Social Service, and Kent State, Bachelor of Science, Human Development and Family Studies, Family Life Education, see Appendices 1 and 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 the Associate of Applied Science in Human and Social Service at the College (see Appendix 2) will be admitted into Kent State's Bachelor of Science, Human Development and Family Studies pre-major program with junior status. Please refer to Attachment A, 1(d) for admission procedure.

APPENDIX 1
ARTICULATION AND TRANSFER TABLE

Stark State College: Associate of Applied Science Human and Social Services
Kent State University: Bachelor of Science, Human Development and Family Studies, Family Life Education

EQUIVALENCIES CURRENTLY ON THE TRANFER TABLES (AND U.SELECT)			
Stark State College (SSC)	**Credits**	**KENT STATE UNIVERSITY**	**Credits**
SSC English Composition (3 credits)		**Kent Core Composition (6 credits)**	
ENG 124 College Composition I	3	ENG 11011 College Writing I	3
SSC Mathematics, Statics and Logic (3 credits)		**Kent Core Math/Critical Reasoning (3 credits)**	
Math 222 Statistics	3	Math 10041 Elementary Statistics	3
SSC Social Sciences (6 credits)		**Kent Core Social Sciences (9 credits)**	
PSY 121 General Psychology	3	PSYC 11762 General Psychology	3
SOC 121 Sociology (Elective)	3	SOC 12050 Intro to Sociology	3
SSC Natural and Physical Science (6 credits)		**Kent Core Basic Sciences (6-7 credits)**	
BIO 127 Human Biology	4	BSCI 10001 Human Biology and BSCI 10003 Lab Experience in Biology	4
SSC Additional		**Kent Core Additional (6 credits)**	
COM 121 Effective Speaking	3	COMM 15000 Intro to Human Communication	3
PSC 121 Political Science	3	POL 10100 American Politics	3
Program Requirements		**Program Requirements**	
SOC 123 Dynamics of the Family	3	HDFS 24011 Interpersonal Relationships and Families	3
		GERO 44030 Adult Development and Aging*	3
SOC 225 Cultural Diversity	3	HDFS 34031 Cultural Diversity: Implications for the Helping Professions	3
		HDFS 14027 Intro to Human Development and Family Studies	2
		HDFS 24012 Child Development	3
		HDFS 25512 Management of Family Resources	3
		HDFS 44018 Professional Development in Human Development and Family Studies	3
		HDFS 44020 Adolescent Development	3
		HDFS 44021 Family Intervention Across the Lifespan	3
		HDFS 44022 Changing Roles of Men and Women	3
		HDFS 44023 Building Family Strengths	3
		HDFS 44028 Parent/Child Relationships	3
		HDFS 44029 Family Policy	3
		HDFS 44030 Family Life Education Methodology	3
		HDFS 44092 Practicum in Human Development and Family Studies	3-10
		HED 32544 Human Sexuality	3
		Concentration Electives (see Note 1)	5-6

SWK 127 Group Processes	3	HED 34060 Small Group Processes**	2
SWK 125 Substance Abuse	3	HED 32530 Drug Use and Misuse**	3
		Major Electives (see note 2)	6
GER 121 Intro to Gerontology	3	GERO 14029 Intro to Gerontology	3
		SOC 32210 Researching Society	3
		SOC 32220 Data Analysis	3
		SOC 32221 Data Analysis Lab	1
SWK 124 Methods in Practice	3	HST 21000 Dynamics of Helping Relationships	3
General Electives		**General Electives (25 credits)**	
BCA 120 Business Computer Applications	4	MIS 24053 Computer Applications	4
SWK 121 Introduction to Social Welfare	3	General Elective	3
SWK 224 Poverty in the US	3	General Elective	3
SWK 130 Methods in Practice II	3	General Elective	3
SWK 126 Human behavior in the Social Environment	3	General Elective	3
BUS 122 Basic Economics	3	General elective	3
SWK 225 Victimization and Crisis Intervention	3	General elective	3
SWK 231 HSST Social Service Practicum	3	General elective	3

*A minimum C (2.0) grade must be earned with to fulfill the writing-intensive requirement
** Approved as equivalent by Dr. Kele Ding 10/2011

Note 1: Concentration Electives: Choose from the following (5-6 credit hours):

CACM 11001 Intro to Conflict Management	3	HED 32530 Drug Use and Misuse	3
CACM 38080 Mediation: Theory and Training	3	HED 34060 Small Group Processes	2
ENG 20002 Intro to Technical Writing	3	HED 42041 Health Counseling	3
SPED 23000 Intro to Exceptionalities	3		

Note 2: Major Electives: Choose from the following (6 credit hours):

GERO 14029 Intro to Gerontology	3	GERO 41095 Special Topics in Gerontology	1-4
GERO 44031 Social Policy/Community Resources	3	HDFS 41095 Special Topics in HDFS	1-4
HDFS 24013 Early Adolescence	3	HDFS 41096 Individual Investigation	1-3
HDFS 44019 Intergenerational Experiences	3	HDFS 44032 Nonprofit Fundraising and Grantwriting	3
HDFS 44033 Nonprofit Management I	3	HDFS 44034 Nonprofit Management II	3
HDFS 44035 Assessment and Strategies	3	HDFS 44036 General Case Management Methods	3
HDFS 44037 Positive Youth Development	3	HDFS 44039 Bereavement, Trauma, and Other Losses	3
HED 14020 Medical Terminology	3	HST 21000 Dynamics of Helping Relationship	3
NUTR 23511 Science of Human Nutrition	3		

APPROVED NEW / REVISED EQUIVALENCIES TO BE PUT ON THE TRANFER TABLES (AND U.SELECT)

Stark State College	Credits	KENT STATE UNIVERSITY	Credits
BIO 127 Human Biology	4	BSCI 10001 Human Biology and BSCI 10003 Lab Experience in Biology	4
SOC 123 Dynamics of the Family	3	HDFS 24011 Interpersonal Relationships and Families or SOC 24011	3
SWK125 Substance Abuse	3	HED 32530 Drug Use and Misuse**	3
SWK127 Group Processes	3	HED 34060 Small Group Processes**	3
SWK 124 Methods in Practice	3	HST 21000 Dynamics of Helping Relationships	3

APPENDIX 2
SUGGESTED SEMESTER SEQUENCE

Stark State College : Associate of Applied Science Human and Social Services
Kent State University: Bachelor of Science, Human Development and Family Studies, Family Life Education

Course Subject and Title	Credit Hours	Upper Division	Notes on Transfer Coursework to Kent State
Semester One: [17 Credit Hours] Stark State College			
SWK 121 Introduction to Social Welfare	3		Elective (Lower Division) General
ENG 124 College Composition	3		# Fulfills ENG 11011 College Writing I, Kent Core Composition
SOC 123 Dynamics of the Family	3		Fulfills HDFS 24011, Interpersonal Relationships and Families; will fulfill HDFS pre-major; must earn B or better
COM 121 Effective Speaking	3		# Fulfills COMM 15000 Intro to Human Communication, Kent Core Additional
BCA 120 Business Computer Applications	4		Fulfills MIS 24053 Intro to Computer Applications; fulfills general elective
Semester Two: [19 Credit Hours] Stark State College			
SWK 124 Methods in Practice	3		Fulfills HST 21000 Dynamics of Helping Relationship; HDFS major elective
SWK 224 Poverty in the US	3		Fulfills General Elective
PSY 121 General Psychology	3		# Fulfills PSYC 11762 General Psychology, Kent Core Social Sciences
SOC 225 Cultural Diversity	3	■	Fulfills HDFS 34031, Cultural Diversity
BIO 127 Human Biology	4		#Fulfills BSCI 10001 Human Biology and BSCI 10003 Lab Experience in , Kent Core Basic Science
SOC 121 Sociology (recommended)	3		#Fulfills SOC 12050 Intro to Sociology, Kent Core Social Sciences; required for pre-major in HDFS
Semester Three: [18 Credit Hours] Stark State College			
SWK 130 Methods in Practice II	3		Fulfills general elective
SWK 126 Human Behavior and the Social Environment	3		Fulfills general elective
MTH 222 Statistics	3		Fulfills MATH 10041 Elementary Probability and Statistics Kent Core Math
SWK 125 Substance Abuse	3	■	Fulfills HED 32530 Drug Use and Misuse; concentration elective
SWK 225 Victimization and Crisis Intervention	3		Fulfills JUS 27311 Victimology; general elective
PSC 121 Political Science	3		# Fulfills POL 10100 American Politics, Kent Core
Semester Four: [15 Credit Hours] Stark State College			
BUS 122 Basic Economics	3		Fulfills general elective
SWK 231 HSST Social Service Practicum/Seminar*	3		Fulfills general elective
GER 121 Introduction to Gerontology*	3		Fulfills GERO 14029 Intro to Gerontology
SWK 127 Group Processes	3	■	Fulfills HED 34060 Small Group Processes; concentration elective
PSY 221 Abnormal Psychology (recommended)	3	■	Fulfills PSYC 40111 Abnormal Psychology; upper division elective
65-66 Total Credit Hours to Graduate with the Associate of Human and Social services Degree from Stark State 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			
HDFS 14027 Introduction to Human Development and Family Studies	2		Fulfills HDFS pre-major; must earn a grade of B or better
ENG 21011 College Writing II	3		Fulfills Kent Core Composition and HDFS pre-major
Fine Arts Kent Core course	3		
NUTR 23511 Nutrition Related to Health	3		Fulfills Kent Core Basic Science; major elective
HDFS 24012 Child Development	3		Fulfills HDFS pre-major; must earn a grade of B or better
HED 32544 Human Sexuality	3		
Semester Six: [16 Credit Hours] Kent State University			
HDFS 44020 Adolescent Development	3	■	
HDFS 44022 Changing Roles of Men and Women	3	■	Offered Spring only
SOC 32220 Data Analysis	3	■	
SOC 32221 Data Analysis Lab	1	■	
GERO 44030 Adult Development and Aging	3	■	Fulfills writing-intensive requirement
HDFS 25512 Management of Family Resources	3		
Semester Seven: [15 Credit Hours] Kent State University			
HDFS 44018 Professional Development in Human development and Family Studies	3	■	
HDFS 44028 Parent/Child Relationships	3	■	
HDFS 44023 Building Family Strengths	3	■	
HDFS 44030 Family Life Education Methodology	3	■	Offered Fall only
Kent Core Humanities and Fine Arts course*	3		
COMM 20001 Interpersonal Communication	3		
Semester Eight: [12-15 Credit Hours] Kent State University			
HDFS 44021 Family Intervention Across the Lifespan	3	■	Offered Spring only
HDFS 44029 Family Policy	3	■	
HDFS 44092 Practicum in Human Development and Family Studies	3-6	■	
SOC 32210 Researching Society	3	■	
Kent Core Humanities and Fine Arts course*			
121 Total Credit Hours to Graduate with the Bachelor of Science in Human Development and Family Studies, Family Life Education including transfer coursework, from Kent State University			

Course will fulfill Kent State University's Kent Core (general education) requirement.
*One of these courses must be a global diversity course and one must be within the College of Arts & Sciences.

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Kent Core Hours	Diversity Course Global/Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	39	36	Kent Core or General Elective/ SOC 12050	GERO 44030	2.25	2.00

Note 1: Students must declare a pre-major in Human Development and Family Studies until they have:

1. Earned a minimum 2.50 cumulative GPA in ENG 11011, ENG 21011, PSYC 11762, SOC 12050, HDFS 14027, HDFS 24011 and HDFS 24012 **and**
2. Earned a minimum 3.00 cumulative GPA in HDFS 14027, HDFS 24011 and HDFS 24012; **and**

Note 2: Concentration electives (5-6 credit hours), choose from the following:

CACM 11001 Introduction to Conflict Management	3	HED 34060 Small Group Processes	2
CACM 38080 Mediation: Theory and Training	3	HED 42041 Health Counseling	3
ENG 20002 Introduction to Technical Writing	3	SPED 23000 Introduction to Exceptionalities	3
HED 32530 Drug use and Misuse	3		

Note 3: Major Electives (6 credit hours), choose from the following:

GERO 14029 Intro to Gerontology	3	GERO 41095 Special Topics in Gerontology	1-4
GERO 44031 Social Policy/Community Resources	3	HDFS 41095 Special Topics in HDFS	1-4
HDFS 24013 Early Adolescence	3	HDFS 41096 Individual Investigation	1-3
HDFS 44019 Intergenerational Experiences	3	HDFS 44032 Nonprofit Fundraising and Grantwriting	3
HDFS 44033 Nonprofit Management I	3	HDFS 44034 Nonprofit Management II	3
HDFS 44035 Assessment and Strategies	3	HDFS 44036 General Case Management Methods	3
HDFS 44037 Positive Youth Development	3	HDFS 44039 Bereavement, Trauma, and Other Losses	3
HED 14020 Medical Terminology	3	HST 21000 Dynamics of Helping Relationship	3
NUTR 23511 Science of Human Nutrition	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
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, with 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 a 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 30000-49999) 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-Feb-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department	**Public Health**
College	**PH - Public Health**
Degree	
Program Name	**Public Health** Program Code **PH**
Concentration(s)	**Health Services Administration, Allied Health, Certificate in Public Health** Concentration(s) Code(s) **HVSA, ALHL, C143**
Proposal	**Offer program fully online**

Description of proposal:

This proposal seeks to offer the newly developed Health Services Administration and Allied Health concentrations online, as well as the Certificate in Public Health. Prior to this request the College of Public Health received OBR approval to offer the Bachelor of Science in Public Health fully online with the Health Promotion and Education Concentration.

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., 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

Thomas W. Brewer _____ 2/24/12

Department Chair / School Director

Sonia Alemagno _____ 2/24/12

Campus Dean (for Regional Campuses proposals)

_____ ___/___/___

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

Date: 24 February 2012

To: Educational Policies Council

From: Sonia Alemagno
Dean, College of Public Health

Subject: Online Concentration and Certificate Offerings - College of Public Health

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This proposal seeks to offer the newly developed Health Services Administration and Allied Health concentrations online, as well as the Certificate in Public Health. Prior to this request, the College of Public Health received OBR approval to offer the Bachelor of Science in Public Health fully online with the Health Promotion and Education Concentration, and approval for the new concentrations was approved by this council at the January meeting.

Enclosures

College of Public Health
Lowry Hall • 750 Hilltop Drive • P. O. Box 5190 • Kent, Ohio 44242
330-672-6500 • Fax: 330-672-6505 • publichealth.edu • www.kent.edu/publichealth

Proposal Summary
Online offering

Subject Specification: This proposal seeks to offer the newly developed Health Services Administration and Allied Health concentrations online, as well as the Certificate in Public Health.

Background Information: *a synopsis of the history of the topic and the circumstances that have led to the recommendation; suggested paragraph topics might include:*

a. *Description of action, including its intended effect*
The intended effect of this proposal is to allow students to pursue the Health Services Administration Concentration, Allied Health Concentration and Certificate in Public Health in an online format. It is the belief of the college that there is a need to provide students with online program options to complete their degree or to gain additional kill and expertise in the field of public health.

b. *Conformity of action with mission of sponsoring unit*
The mission of the College of Public Health is "to develop and promote sustainable public health solutions, in collaboration with community organizations, through education, research and service for populations served by Kent State University campuses and beyond". The diverse delivery method of these programs will allow the College of Public Health to reach out beyond our campuses to impact students and to fill a need for public health professionals in the coming years.

c. *Rationale for action*
The rationale behind this action is to continue to develop innovative methods to offer courses to students who are unable to attend classes in a traditional learning environment. This opportunity will continue to bolster enrollment in the college and will allow for partnerships with other institutions.

d. *Effect on current programs, offerings, students, staff*
This will provide students with additional opportunities to learn both on class and online.

e. *Fiscal and staffing impact of action*
There will be a need to hire additional support services in instructional design, advising and faculty if the program is highly successful. This has been accounted for by the budget manager.

f. *Evidence of need and sustainability if establishing*
None

g. *Provisions for phase-out if inactivating*
Not applicable

Alternatives and Consequences: None

Specific Recommendation and Justification: It is the recommendation of the college that the online concentration and certificate offering be approved.

Timetable and Actions Required: The request should be approved and in place for the fall 2012 academic year.

Catalog Copy for Certificate + Minor

Public Health Certificate

The Public Health certificate integrates key aspects of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, communities and individual. The certificate program is aimed at students who are interested in gaining exposure to the field of public health, who do not intend to pursue a bachelor's degree or who already hold a bachelor's or associate degree and wish to broaden their knowledge of public health. Certificate graduates have an understanding of emerging issues in public health, the social and behavioral aspects of preventing disease, environmental health concepts, the changing U.S. health care system, and the monitoring of diseases in the community through applied public health research.

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.

Public Health Minor

The Public Health minor integrates key aspects of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, communities and individual. Students who choose to augment their current baccalaureate major by adding the public health minor increase their awareness of emerging issues in public health, the social and behavioral aspects of preventing disease, environmental health concepts, the changing U.S. health care system, and the monitoring of diseases in the community through applied public health research.

Requirements to declare the public health minor:

- Minimum 2.00 cumulative GPA

Requirement to graduate with a public health minor:

- Minimum 2.00 GPA is required in the minor courses.
- **Note:** To earn a minor within the College of Public Health, students must complete at least six hours in the minor at Kent State University on a graded basis.

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date	3-Mar-12	Curriculum Bulletin
Effective Date	Spring 2013	Approved by EPC

Department	COMT
College	RE - Regional College
Degree	CER1 - Post-Secondary Certificate <1 year
Program Name	Computer Applications Support Program Code ~~TBD~~ C147
Concentration(s)	Concentration(s) Code(s)
Proposal	Establish program

Description of proposal:

To create a new certificate program called Computer Applications Support that will provide students with introductory skills for a wide range of computer applications including: programming languages, office productivity software, web development, database stewardship and project management.

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

Current total credit hours: **NA** Proposed total credit hours **16**

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

None expected; existing courses are being used. No permanent expansion of personnel. Adjuncts might be needed.

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

Business and Community Services at the Tuscarawas Campus

Computer Technology Advisory Board at the Tuscarawas Campus

Tuscarawas Campus Academic Affairs Committee

Tuscarawas Campus Faculty Council

Tuscarawas Campus Dean

Computer Technology Curriculum Committee

Regional College Curriculum Committee

REQUIRED ENDORSEMENTS

Department Chair / School Director	___/___/___
Campus Dean (for Regional Campuses proposals)	3/19/12
College Dean (or designee)	___/___/___
Dean of Graduate Studies (for graduate proposals)	___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)	___/___/___

KENT STATE
UNIVERSITY

Transmittal Memo

TO: Dr. Wanda Thomas, Regional College Dean and
Associate Provost for KSU Systems Integration
Therese Tillett, Director of Curriculum Services

FR: Susan Hoffman, Assistant Professor in Computer Technology

DA: March 15, 2012

RE: Addition of a Computer Applications Support Certificate

In response to an opportunity of attracting a Northwest Ohio based computer/IT company who has expressed an interest to expand their operations to the New Philadelphia, Ohio area, we are asking for your favorable support of a new certificate program in Computer Applications Support. This company plans to hire 200+ individuals who successfully complete this certificate.

A. Summary Statement
The proposal is to create a new certificate program on Computer Applications Support.

The targeted audience is individuals who are interested in learning introductory skills for a wide range of computer applications including: programming languages, office productivity software, web development, database stewardship and project management.

B. Curricular bodies that have reviewed and approve this action are:
- Business and Community Services at the Tuscarawas Campus
- Computer Technology Advisory Board at the Tuscarawas Campus
- Tuscarawas Campus Academic Affairs Committee
- Tuscarawas Campus Faculty Council
- Tuscarawas Campus Dean
- Computer Technology Curriculum Committee
- Regional College Curriculum Committee

Attachments:
Certification of Curriculum Proposal (CCP) (attached)
Notice of intent to offer an educational program form (attached)
Needs analysis and faculty capacity and credentialing (attached)
Supporting Documentation (attached)
Catalog copy, including course, admission and graduation requirements (attached)

Notice Format for Intent to Offer an Educational Program
Computer Applications Support Certificate (C1XX)
Kent State University
Fall 2012

1. **Institution Name:** Kent State University

2. **OPEID: 00305100**

3. **Program name (CIP code):**

4. **Narrative description of how the institution determined the need for the program:**

   Several factors created the need to establish the Computer Applications Support Certificate:

   - Ruralogic, a Northwest Ohio based computer/IT company founded in early 2010, has expressed an interest in expanding their facility to the New Philadelphia, Ohio area. They have indicated that they plan to hire 200+ individuals who successfully complete a for-credit undergraduate certificate that provides students with competencies in programming, office productivity software, database management, web development, and project management. The Computer Applications Support Certificate will provide students with introductory skills in each of these areas.

   - Due to the current economic conditions in Tuscarawas and surrounding counties, many people even with higher education degrees are unemployed or underemployed. This certificate will enable individuals, who may or may not have existing non-IT related degrees, to gain employment in as little as 15 weeks with IT-based companies, such as Ruralogic.

   - The Computer Applications Support Certificate consists of five Computer Technology courses worth 16 credit hours which students can complete in as little one semester. Students who successfully complete this certificate will satisfy the hiring demand of Ruralogic.

   - According to the U.S. Bureau of Labor Statistics, the "Projected growth (2008-2018)" of Computer User Support Specialists will be between 14-19%.This certificate provides students with introductory skills for a wide range of computer applications including: programming languages, office productivity software, web development, database stewardship and project management.

   - The Community Improvement Corporation (CIC) of Tuscarawas County highly supported the development of this certificate to satisfy the demands of Ruralogic. The Kent State at Tuscarawas Computer Technology Advisory Board fully supports this certificate.

5. **Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs:**

   As stated above, the U.S. Bureau of Labor Statistics forecasts that the "Projected growth (2008-2018)" of Computer User Support Specialists will be between 14-19%.

With the unemployment rate high, this certificate was created to meet the hiring needs of Ruralogic, a Northwest Ohio based computer/IT company, who has expressed an interest in expanding their facility to New Philadelphia, Ohio.

Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program:

The national mean wage for Computer Support Specialists is about $22.24/hour. The Ohio mean wage is about $20.18/hour. This area could probably support that Ohio wage, given the nature of the skills that this certificate brings to the student. These skills are transferable to other positions within the state of Ohio and even out of state.

6. **Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).**

The development of the Computer Applications Support Certificate was created in conjunction with Kent State Applied Business Technology faculty, with input from the advisory board, and university administrators. The certificate proceeded through all the curricula committees at the university and achieved approval every step of the way.

No additional resources, including faculty, administration, or facilities need to be utilized to deliver the program.

7. **Date of the first day of class. Include both the first day the program was or will be offered by the institution, and the day you would like to begin disbursing Title IV funds to students enrolled in the program:**

The first day of class will be August 27, 2012 (Fall Semester). For this certificate, the university will begin disbursing Title IV funds to students on this date as well.

PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS

Computer Applications Support Certificate March 2012

1. ESTABLISH A NEED FOR THE PROPOSED PROGRAM

Several factors created the need to establish the Computer Applications Support Certificate:

- Ruralogic, a Northwest Ohio based computer/IT company founded in early 2010, has expressed an interest in expanding their facility to the New Philadelphia, Ohio area. They have indicated that they plan to hire 200+ individuals who successfully complete a for-credit undergraduate certificate that provides students with competencies in programming, office productivity software, database management, web development, and project management. The Computer Applications Support Certificate will provide students with introductory skills in each of these areas.

- Due to the current economic conditions in Tuscarawas and surrounding counties, many people even with higher education degrees are unemployed or underemployed. This certificate will enable individuals, who may or may not have existing non-IT related degrees, to gain employment in as little as 15 weeks with IT-based companies, such as Ruralogic.

- The Computer Applications Support Certificate consists of five Computer Technology courses worth 16 credit hours which students can complete in as little one semester. Students who successfully complete this certificate will satisfy the hiring demand of Ruralogic.

- According to the U.S. Bureau of Labor Statistics, the "Projected growth (2008-2018)" of Computer User Support Specialists will be between 14-19%.This certificate provides students with introductory skills for a wide range of computer applications including: programming languages, office productivity software, web development, database stewardship and project management.

- The Community Improvement Corporation (CIC) of Tuscarawas County highly supported the development of this certificate to satisfy the demands of Ruralogic. The Kent State at Tuscarawas Computer Technology Advisory Board fully supports this certificate.

2. PROJECTED STUDENT AND GRADUATE DATA

Projected student enrollment and graduation will be 75 full-time students per year.

3. COMMUNICATION WITH BUSINESS AND INDUSTRY

The CIC of Tuscarawas County and the Computer Technology Advisory Board encourages and endorses the development of this certificate. Other regional campus faculty were consulted, and the certificate progressed through the university curriculum committees with discussion, review, and approval.

4. FACULTY CREDENTIALS AND CAPACITY

Faculty Credentials

Faculty who teach the courses comprising the certificate are both full time and part time (adjunct). All instructors hold degrees from accredited institutions and have earned at least a Master's degree, a degree that is almost three levels above the level in which they are teaching the courses in this certificate.

Those faculty members teaching technically-oriented courses have demonstrated evidence of practical experience in the field and continue to exhibit evidence of professional development.

Faculty Capacity

Faculty resources are sufficient to meet the needs of the courses for this certificate. The degree program, under which this certificate is listed, has a full-time, tenured faculty member.

From: PORR, DEAN
Sent: Tuesday, September 27, 2011 1:13 PM
To: Fox, Charlene
Subject: New Comp App Support Cert

Charlene,

The Academic Affairs Committee met today and reviewed your request to create a new Computer Applications Support Certificate consisting of five existing COMT courses. With eight of our ten members attending we unanimously approved your request.

Proceed accordingly, let me know if you need any further documentation.

Dean Porr
2011-12 Chair of Academic Affairs Committee

Dean A. Porr, Ph.D.
Assistant Professor
College of Business, M&IS Department
Kent State University Tuscarawas
330-339-3391 47487

Sue,

On Monday, October 10, 2011, the Tuscarawas Faculty Council voted unanimously to approve the proposal for a new Computer Applications Support certificate.

If you need any further information, please do not hesitate to contact me.

Take care,

Beth

****
Dr. Beth-Allyn Osikiewicz
Associate Professor, Mathematics
Chair, Tuscarawas Faculty Council
Kent State University, Tuscarawas
330 University Dr NE
New Philadelphia, OH 44663
330.308.7412
bosikiew@kent.edu
http://www.personal.kent.edu/~bosikiew/
****

Sent: Tuesday, March 13, 2012 4:57 PM
To: HOFFMAN, SUSAN

The Computer Applications Support certificate was approved by the Computer Technology Curriculum Committee via er in the 11/4/2011 COMT Curriculum Committee meeting minutes. Excerpt of the minutes is shown below.

Irene Edge
COMT Curriculum Committee, Co-Chair

Irene Edge
Kent State University
Assistant Professor, Computer Technology
440-964-4332
iedge@kent.edu

From: Edge, Irene
Sent: Monday, October 24, 2011 4:56 PM
To: HOFFMAN, SUSAN
Subject: RE: Computer Applications Support Certificate

Sue,
The Computer Applications Support certificate was approved by RC CC on Friday. I hope that Ruralogic follows through with the plans to locate in your area.

Have a great day!
Irene

Irene E. Edge
Assistant Professor, Computer Technology
Kent State University
iedge@kent.edu
440-964-4332

Computer Applications Support Certificate

Kent State University Catalog 2012 > Colleges and Programs > Regional College > Certificates > Computer Applications Support

Regional College

Tuscarawas Campus
http://www.tusc.kent.edu

This certificate will provide students with introductory skills for a wide range of computer applications including: programming languages, office productivity software, web development, database stewardship and project management.

Students must satisfy the prerequisite, if any, of all courses in the program by either (a) completing the prerequisite courses, or (b) by demonstrating to a computer technology faculty member that they have otherwise met the prerequisites. Students must complete a minimum of 15 hours of the certificate curriculum at Kent State University. Transfer credits may be used as long as letter grade appear on original transcript.

Certificate Requirements (16 credits):			
Course		**Title**	**Credits**
COMT	11003	Selected Programming Languages	4
	11005	Introduction to Operating Systems & Networking Technology	3
	11006	Introduction to Web Site Technology	3
	12000	Personal Productivity Software	3
	20011	Java Programming	3
		Total:	**16**

TO: Educational Policies Council

FROM: Provost and Senior Vice President Todd A. Diacon

SUBJECT: Agenda for Monday, 14 May 2012
3:20 p.m., Kent Student Center, Room 310AB

DATE: 7 May 2012

In the event that any of the action item proposals require corrections or create consequences 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 an information or lesser action item on the agenda to an action or discussion item, please notify Therese E. Tillett, director of curriculum services, by Friday, 11 May 2012, 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 16 April 2012.
   Attachment 1

University Requirements Curriculum Committee *(represented by Co-Chair Donald R. Williams)*

2. Establishment of global diversity designation to ENG 31006 World Englishes, and domestic diversity designation to ENG 41001 Sociolinguistics in Schooling.
   Effective Fall 2013 | Attachment 2: ENG 31006, ENG 41001

3. Establishment of writing-intensive designation to ARCH 40114 Theory and Criticism in Architectural Media.
   Effective Fall 2013 | Attachment 3

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

4. Revision of the Catalog Rights and Exclusion policy to allow students to declare a different catalog for a minor, certificate or second major/degree.
   Effective Fall 2012 | Attachment 4

5. Revision of the Academic Forgiveness, Academic Standing, Course Load, Dismissal and Reinstatement policies to ensure consistency in practice.
   Effective Fall 2012 | Attachment 5

6. Revision of the Credit Testing Eligibility policy to clarify that credit-by-examination (CBE) is for currently enrolled and degree- and certificate-seeking students only, among other changes.
   Effective Fall 2012 | Attachment 6

7. Revision of the Admissions, Residence and other policies to make clear that students in certificate programs are held to similar standards as those in degree programs.
   Effective Fall 2012 | Attachment 7

8. Establishment of a Student Responsibilities statement for the University Catalog.
   Effective Fall 2012 | Attachment 8

Graduate Studies *(represented by Dean Mary Ann Parris Stephens)*

9. Establishment of Leave of Absence and Graduate Student Re-enrollment policies.
   Effective Fall 2012 | Attachment 9

ACTION ITEMS *continued*

College of Arts and Sciences *(represented by Dean Timothy S. Moerland*)

10. Inactivation of the Individualized Major [INDM] major within the Bachelor of Arts [BA] degree.
    Effective Fall 2012 | Attachment 10

11. Inactivation of the Latin American Studies [LAS] major within the Bachelor of Arts [BA] degree. Admission to the major has been suspended since fall 2010.
    Effective Fall 2012 | Attachment 11

12. Inactivation of the Applied Social and Behavioral Research [ASBR] major within the Master of Science [MS] degree. Admission to the major has been suspended since fall 2010.
    Effective Fall 2012 | Attachment 12

College of Business Administration *(represented by Assistant Dean Elizabeth Sinclair-Colando*)

Department of Management and Information Science

13. Inactivation of the Operations Management [OPMG] major within the Bachelor of Business Administration [BBA] degree. Admission to the major has been suspended since spring 2012.
    Effective Fall 2012 | Attachment 13

College of Technology *(represented by Associate Dean I. Richmond Nettey*)

14. Establishment of an Aviation Weather [AVMT] minor. Minimum total credit hours toward program completion are 24.
    Effective Fall 2013 | Attachment 14

INFORMATION ITEMS

Office of the Provost

1. Inclusion in the Curriculum Guidelines definitions of lower- and upper-division undergraduate courses.
   Effective Fall 2012 | Attachment 15

2. Revision of catalog policy and course descriptions to incorporate the Ohio Board of Regents' definition of a developmental course.
   Effective Fall 2012 | Attachment 16

College of Arts and Sciences

Department of Political Science / Center for Applied Conflict Management

3. Program development plan to establish a Master of Applied Conflict Management degree.
   Attachment 17

College of Education, Health and Human Services

School of Lifespan Development and Educational Sciences

4. Establishment of an articulation with Stark State College, whereby eligible graduates of the college's Associate of Applied Science degree in Human and Social Service will, upon admittance, matriculate into their junior year in the Gerontology [GERO] concentration in the Human Development and Family Studies [HDFS] major in the Bachelor of Science [BS] degree.
   Effective Fall 2012 | Attachment 18

School of Teaching, Learning and Curriculum Studies

5. Inactivation of the Athletic Coaching [C606, C819] post-baccalaureate and post-master's certificates.
   Effective Fall 2012 | Attachment 19

School of Digital Sciences

6. Establishment of an Enterprise Architecture [C631] post-baccalaureate certificate. Minimum total credits to program completion are 18.
   Effective Spring 2013 | Attachment 20

LESSER ACTION ITEMS

College of the Arts

School of Music

1. Revision of admission requirements for the Conducting [COND] major within the Master of Music [MM] degree. Removal of portfolio review and GRE if GPA is lower than 3.000.
   Effective Fall 2012
2. Revision of admission requirements for the Ethnomusicology [ETMU] major within the Master of Arts [MA] degree. Removal of interview requirement, and addition of résumé and statement of career goals.
   Effective Fall 2012
3. Revision of admission requirements for the Music Composition [MCMP] major within the Master of Arts [MA] degree. Removal of academic paper written in English, and addition of résumé and statement of career goals.
   Effective Fall 2012
4. Revision of admission requirements for the Music Education [MUED] major within the Master of Music [MM] degree. Removal of GRE if GPA is below 3.0 and interview/portfolio review; addition of prior degree in music education; and clarification that accredited teaching certificate must be from the United States.
   Effective Fall 2012
5. Revision of admission requirements for the Music Theory [MTHY] major within the Master of Arts [MA] degree. Addition of résumé and statement of career goals.
   Effective Fall 2012
6. Revision of admission requirements for the Music Theory–Composition [MTCP] major within the Doctor of Philosophy [PHD] degree. Removal of GRE if GPA is below 3.000; and revision of writing sample to a substantial paper on a theoretical topic or a master's thesis in music theory written in English.
   Effective Fall 2012
7. Revision of admission requirements for the Performance [PERF] major within the Master of Music [MM] degree. Removal of portfolio review and GRE if GPA is lower than 3.000.
   Effective Fall 2012

College of Arts and Sciences

8. Inactivation of the Asian Studies [ASST] minor.
   Effective Fall 2012
9. Inactivation of the Lithuanian Studies [LIST] minor.
   Effective Fall 2012

Department of English

10. Revision of course requirements for the Creative Writing [CRWG] major within the Master of Fine Arts [MFA] degree. Minimum total credit hours to program completion are unchanged at 48.
    Effective Fall 2012

Department of Political Science / Center for Applied Conflict Management

11. Revision of course requirements for the Applied Conflict Management [ACM] major within the Bachelor of Arts [BA] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

Department of Sociology

12. Revision of admission and course requirements for the Sociology [SOC] major in the Doctor of Philosophy [PHD] degree. Minimum total credit hours to program completion are decrease, from 64 to 60.
    Effective Fall 2013

LESSER ACTION ITEMS *continued*

College of Business Administration

13. Revision of admission requirements for the Business Administration [BAD] within the Doctor of Philosophy [PHD] degree. Addition of acceptance of GRE in place of GMAT for all concentrations except Accounting [ACCT]; and revision of letters of recommendation, from two to three, to three.
    Effective Fall 2012

College of Communication and Information

School of Communication Studies

14. Revision of grammar competency requirement and establishment of a policy for students who wish to pursue two concentrations in the Communication Studies [COMM] major within the Bachelor of Arts [BA] degree.
    Effective Fall 2012

School of Journalism and Mass Communication

15. Revision of admission requirements for the Journalism and Mass Communication [JMC] major within the Master of Arts [MA] degree. Addition of résumé or vitae.
    Effective Fall 2012
16. Establishment of a policy for students in any of the following undergraduate majors who are also declaring the Journalism and Mass Communication [JMC] major in the Master of Science [MS] degree to be able to use JMC 60003 in place of JMC 40010 to satisfy their writing-intensive requirement: Electronic Media [ELMD], Journalism [JNL] and Visual Journalism [VJNL] within the Bachelor of Science [BS] degree. This policy was approved by the University Requirements Curriculum Committee.
    Effective Fall 2012

School of Library and Information Science

17. Revision of credit policy in the Health Informatics [C626] post-baccalaureate certificate. The current policy allowing all courses in the certificate to be applied to the master's degree program is revised to "up to 12 credits."
    Effective Fall 2012
18. Revision of credit policy in the multiple degree options for the Master of Library and Information Science [MLIS] degree and the Information Architecture and Knowledge Management [IAKM] major within the Master of Science [MS] degree. The current policy allowing maximum 28 credits to count toward both master's degree programs is decreased to maximum 24 credits.
    Effective Fall 2012

College of Education, Health and Human Services

School of Teaching, Learning and Curriculum Studies

19. Revision of course requirements for the Human Movement Studies [HMS] concentration in the Physical Education Professional [PEP] major within the Bachelor of Science [BS] degree. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013
20. Revision of course requirements for the Sport Administration [SPAD] major within the Bachelor of Science [BS] degree and for the Sport Administration [SPAD] minor. Minimum total credit hours to program completion are unchanged at 121.
    Effective Fall 2013

Regional College

21. Revision of course requirements the Occupational Therapy Assistant Technology [OCAT] major within the Associate of Applied Science [AAS] degree. Minimum total credit hours to program completion increase, from 68 to 69.
    Effective Fall 2013

COURSE CHANGES

Course Changes Effective for Fall 2012

ASBR	60002	Quantitative Methods in Applied Research (4)	Inactive
ASBR	60004	Theory and Methods in Qualitative Research (3)	Inactive
ASBR	62020	Science of Community-Based prevention and Intervention Research I (3)	Inactive
ASBR	62030	Science of Community-Based prevention and Intervention Research II (3)	Inactive
ASBR	63040	Advanced Methods and Analysis for Applied Community-Based Research (3)	Inactive
ASBR	64632	Etiology of Aggression and Violence (3)	Inactive
ASBR	64634	Behavioral Health and Community Structure (3)	Inactive
ASBR	64654	Geo-Spatial Analysis and Violence Prevention (3)	Inactive
ASBR	66195	Special Topics in Violence Research (3)	Inactive
ASBR	66395	Special Topics in Community Behavioral Health (3)	Inactive
ASBR	67496	Individual Investigation in Applied Social and Behavioral Research (1-3)	Inactive
ASBR	68098	Capstone Research Experience in Applied Social and Behavioral Research (1-6)	Inactive
CHDS	68181	Gestalt Therapy (3)	Inactive
ECED	40146	Teaching with Microcomputers: Early Years (3)	Inactive
ECED	50146	Teaching with Microcomputers: Early Years (3)	Inactive
ECED	50151	Guidance of Young Children (3)	Inactive
ECED	60111	Auxiliary Services for Early Childhood Education (2)	Inactive
ECED	60150	Curriculum and Intervention in Early Childhood Services (3)	Inactive
ECED	60154	Practical Applications Birth to Five (4)	Inactive
ECED	60157	Assessment/Teaching Exceptional Infants and Young Children (3)	Inactive
ECED	60162	Practical Applications Five to Eight (3)	Inactive
ECED	60165	Principles of Social Learning Applied to Early Childhood Education (3)	Inactive
ECED	60166	Observational Analysis of Classroom Interactions (3)	Inactive
ECED	60168	Cognitive Development in Early Childhood Education (3)	Inactive
ECED	60192	Early Childhood Services Intervention Education (5)	Inactive
ECED	70111	Auxiliary Services for Early Childhood Education (2)	Inactive
ECED	70154	Practical Applications Birth to Five (4)	Inactive
ECED	70164	Appropriate Assessment in Early Childhood Interactions (3)	Inactive
ECED	70165	Principles of Social Learning Applied to Early Childhood Education (3)	Inactive
ECED	70168	Cognitive Development in Early Childhood Education (3)	Inactive
HIST	31143	The African-Brazilian Experience in Culture and Literature (3) [global diversity]	Inactive
HIST	38997	Colloquium in History (3)	Inactive
HIST	41004	Hellenic Contributions to Western Civilization (3)	Inactive
HIST	51004	Hellenic Contributions to Western Civilization (3)	Inactive
HIST	51051	Politics, Culture and Society of Twentieth-Century Europe (3)	Inactive
HIST	71004	Hellenic Contributions to Western Civilization (3)	Inactive
HIST	71017	17th Century Europe (3)	Inactive

Course Changes Effective for Fall 2012 *continued*

HIST	71051	Politics, Culture and Society of Twentieth-Century Europe (3)	Inactive
MCED	30000	Curriculum and Organization in Middle Childhood (2)	Inactive
MCED	30092	Field Experience II: Middle Childhood (1)	Inactive
MCED	40000	Teaching and Learning in Middle Childhood (2)	Inactive
MCED	40092	Field Experience III: Middle Childhood (1)	Inactive
MCED	42357	Student Teaching Middle Childhood/Gifted Education (5)	Inactive
MCED	60092	Advanced Practicum in Middle Childhood (2-6)	Inactive
MCED	70092	Advanced Practicum in Middle Childhood (2-6)	Inactive
PEB	10001	Adapted Physical Education (1)	Inactive
PEB	10103	International Folk Dance (1)	Inactive
PEB	10106	Downhill Skiing-Specialization (1)	Inactive
PEB	10404	Fencing-Foil Only (1)	Inactive
PEB	11104	Beginning Gymnastics (1)	Inactive
PEB	11203	Horsemanship (1)	Inactive
PEB	12604	Intermediate Fencing (1)	Inactive
PEB	13006	Cross-Country Skiing (1)	Inactive
PEB	13021	Wilderness Route Finding (1)	Inactive
PEP	15013	Development and Analysis of Dance (2)	Inactive
PEP	15014	Development and Analysis of Gymnastic Skills (1)	Inactive
PEP	15017	Fundamentals of Motor Skills (1)	Inactive
PEP	15019	Development and Analysis of Track and Field (1)	Inactive
PEP	25001	Officiating Sport Activities (1-2)	Inactive
PEP	25034	Early Childhood Motor Development (3)	Inactive
PEP	35043	Coaching Gymnastics (2)	Inactive
PEP	35045	Coaching Wrestling (2)	Inactive
PEP	35047	Coaching Tennis and Golf (2)	Inactive
PEP	35052	Educational Dance/Gymnastics (3)	Inactive
PEP	35079	Sport Physiology (3)	Inactive
PEP	43093	Variable Titled Workshop in Exercise, Leisure and Sport (1-3)	Inactive
PEP	43098	Research in Exercise, Leisure and Sport (1-3)	Inactive
PEP	45091	Senior Seminar (1)	Inactive
PEP	45392	Internship in Mainstreamed Physical Activity (1-12)	Inactive
PEP	45490	Internship Seminar (1)	Inactive
PEP	46095	Special Topics in Physical Education (1-3)	Inactive
SEED	53315	Teaching Literature in the Secondary Schools (3)	Inactive
SEED	77232	Secondary School Social Studies (3)	Inactive
SEED	82198	Research in Secondary Education (3)	Inactive
SPED	19201	American Sign Language I (4)	Inactive

Course Changes Effective for Fall 2012 *continued*

SPED	19202	American Sign Language II (4)	Inactive
SPED	29201	American Sign Language III (3)	Inactive
SPED	29202	American Sign Language IV (3)	Inactive
SPED	39201	American Sign Language V (3)	Inactive
SPED	39202	American Sign Language VI (3)	Inactive
SPED	43101	Deaf Culture and Community (3)	Inactive
SPED	43108	American Sign Language Linguistics and Usage (3)	Inactive
SPED	43109	Cued Speech and Oral Interpreting (3)	Inactive
SPED	43316	Preschool Education of the Hearing Impaired (3)	Inactive
SPED	43192	Practicum in Educational Interpreting (1-3)	Inactive
SPED	53109	Cued Speech and Oral Interpreting (3)	Inactive
SPED	60094	College Teaching (3)	Inactive
SPED	63535	Intelligence, Assessment and Evaluation in Gifted Education (3)	Inactive
SPED	64092	Field Experience for Mild/Moderate Intervention Specialist (2-3)	Inactive
SPED	64192	Field Experience for Moderate/Intensive Intervention Specialist (2-3)	Inactive
SPED	73031	Progress Monitoring/Program Evaluation for Behavioral Interventions (3)	Inactive
SPED	73032	Advanced Interventions for Addressing Severe Emotional and Behavioral Disorders (3)	Inactive
SPED	73531	Curriculum Development for Gifted Learners (3)	Inactive
SPED	73532	Gifted Program Design and Administration (3)	Inactive
SPED	73535	Intelligence, Assessment and Evaluation in Gifted Education (3)	Inactive
SPED	73952	Family and Professional Collaboration in Early Childhood (3)	Inactive
SPED	73953	Practical Applications: Birth to Five (3)	Inactive
SPED	73954	Practical Applications: Five to Eight (3)	Inactive
SPED	73955	Typical and Atypical Development in Young Children (3)	Inactive
SPED	73958	Early Childhood Intervention Methods (3)	Inactive
SPED	73959	Medical Aspects of Early Childhood (3)	Inactive
SPED	83956	Biomedical Aspects of Special Education (3)	Inactive

Course Changes Effective for Spring 2013

AERN	25251	Weather Information Systems (3)	New
AERN	25252	Thunderstorms and Severe Weather (3)	New
AERN	35021	Radar and Satellite Weather Information (3)	New
AERN	35022	Weather Strategy for Aircrews (3)	New
ARTC	25300	Textile Arts: Pattern (3)	Revise
ARTC	25400	Ceramics I (3)	Revise
ARTC	25600	Introduction to Glass Working (3)	Revise
ARTC	25700	Introduction to Jewelry Metals I (3)	Revise

Course Changes Effective for Spring 2013 *continued*

ARTC	35300	Textile Arts: Dimensional (3)	Revise
ARTC	35302	Textile Arts: Feltmaking (3)	Revise
ARTC	35303	Textile Arts: Tapestry (3)	Revise
ARTC	35305	Textile Accessories: Design and Production (3)	Revise
ARTC	35350	Textile Arts: Design and Production (3)	Revise
ARTF	24010	Introduction to Fine Art Photography (3)	Revise
ARTH	12001	Art as a World Phenomenon (3) [Kent Core]	Revise
AS	61098	Liberal Studies Essay (3)	Revise
BAD	67093	Workshop in Advanced Business Topics (1-6)	New
CACM	30000	May 4 1970 and Its Aftermath (3)	New
CHDS	88285	Practicum in Counselor Supervision (3)	Inactive
CHEM	10020	Introduction to Chemistry (2)	New
CHEM	10060	General Chemistry I (3)	Revise
JMC	20006	Multimedia Techniques (3)	Revise
JMC	26008	Broadcast Beat Reporting (4)	Revise
JMC	46009	Reporting Public Affairs (4)	Revise
MUS	37113	Piano Skills for the Choral/General Music Educator (2)	Revise
MUS	43241	Marching Band Techniques and Literature (1)	Revise
PEB	12324	Weight Training (1)	Revise
RTT	11004	Therapeutics (6)	Revise
SBS	50030	Seminar in Social and Behavioral Sciences (3)	Revise

Course Changes Effective for Fall 2013

CACM	11001	Introduction to Conflict Management (3) [Kent Core, domestic diversity]	Revise
CACM	21002	Gender, Power and Conflict (3)	Revise
CACM	21010	Cross-Cultural Conflict Management (3) [global diversity]	Revise
CACM	22020	International Conflict Resolution (3) [global diversity]	Revise
CACM	25095	Special Topics (3)	Inactive
CACM	31003	Nonviolence: Theory and Practice (3)	Revise
CACM	31010	Conflict Theory (3)	Revise
CACM	32010	Exploring Careers in Conflict Management (3)	New
CACM	32020	Strategic Planning (3)	Revise
CACM	34040	Negotiation (3)	Revise
CACM	35050	Environmental Conflict Resolution (3)	Revise
CACM	35092	Internship in Conflict Management (3-12)	Revise
CACM	36096	Individual Investigation in Conflict Management (3)	Revise
CACM	38080	Mediation: Theory and Training (3)	Revise
CACM	42020	Qualitative Research in Conflict Management (3) [writing intensive]	Revise

Course Changes Effective for Fall 2013 *continued*

CACM	45093	Variable Topic Workshop in Conflict Management (1-6)	Revise
CACM	49091	Variable Title Seminar in Conflict Management (1-3)	Revise
EDAD HIED	46525	Careers in Higher Education and Student Personnel (3) to:	Revise
ELS ATTR	63094	College Teaching in Exercise, Leisure and Sport (2) to:	Revise
ELS ATTR	73094	College Teaching in Exercise, Leisure and Sport (2) to:	Revise
ENG	22071	Great Books I (3) [Kent Core] to: Great Books to 1700	Revise
ENG	22072	Great Books II (3) [Kent Core] to: Great Books since 1700	Revise
ENG	22073	Major Modern Writers: British and United States (3) [Kent Core]	Revise
ENG	31006	World Englishes (3) [global diversity]	Revise
ENG	40010	Writing Portfolio (2)	Revise
ENG	41001	Sociolinguistics in Schooling (3) [domestic diversity]	Revise
HIST	11050	History of Civilization I (3) [Kent Core, global diversity] to: World History: Ancient and Medieval	Revise
HIST	11051	History of Civilization II (3) [Kent Core, global diversity] to: World History: Modern	Revise
HIST	31040	American History through Popular Music (3)	New
MIS	34054	Using Information Systems for Solving Business Problems (3)	Revise
OCAT	10005	Therapeutic Techniques–Fieldwork 1a (1)	New
OCAT	20000	Therapeutic Techniques II–Physical Dysfunction I (4)	Revise
OCAT	20007	Therapeutic Techniques–Fieldwork 1b (1)	New
PEP SPAD	25059 25000	Sport in Society (3) [domestic diversity] to: Sport in Society	Revise
POL	30350	Environmental Conflict Resolution (3)	Revise
RPTM	26000	Computer Applications in Recreation and Sport (3)	Inactive
RPTM	26080	Introduction to Therapeutic Recreation (3)	Inactive
RPTM	36080	Principles of Therapeutic Recreation (3)	Inactive
RPTM	46040	Therapeutic Recreation Program Techniques (3)	Inactive
RPTM	46041	Advanced Therapeutic Recreation Program Techniques (3)	Inactive
SPAD	25059	Sport in Society (3)	Inactive
SRM	56040	Therapeutic Recreation Program Techniques (3)	Inactive
SRM	56041	Advanced Therapeutic Recreation Program Techniques (3)	Inactive
SRM	65062	Contemporary Issues in Leisure and Recreation (3)	Inactive
SRM	65063	Administrative Problems in Recreation and Leisure Services (3)	Inactive
SRM	65064	Concepts and Techniques in Therapeutic Recreation (3)	Inactive
SRM	65292	Internship in Leisure Studies (3)	Inactive

EDUCATIONAL POLICIES COUNCIL
Minutes of the Meetings
Monday, 16 April 2012

Ex-Officio Members present: Provost Todd A. Diacon; Faculty Senate Chair Paul A. Farrell; Deans Sonia A. Alemagno, James K. Bracken, John R. Crawford, Mary Ann Haley representing Timothy S. Moerland, LuEtt J. Hanson representing Stanley T. Wearden, Mary Ann Stephens, Wanda E. Thomas, Donald R. Williams, Kathryn S. Wilson; Associate Deans Paul Albanese representing Elizabeth A. Sinclar-Colondo, Joanne M. Arhar, Susan Augustine representing Nancy E. Barbour, Thomas W. Brewer, Jonathan P. Fleming, LuEtt J. Hanson, Ralph Lorenz, Barbara F. Schloman, Frederick W. Schroath, John R. Stalvey; School Director Robert A. Walker

Ex-officio Members not present: Deans Laura Cox Dzurec, John Graham, Douglas L. Steidl; Associate Deans Isaac Gail E. Bromley, Richmond Nettey

Faculty Senate-Appointed Representatives present: Richard Feinberg, Thomas Janson, Robin L. Lashley, Michael Mikusa, Jonathan V. Selinger, Linda L. Williams

Faculty Senate-Appointed Representatives not present: Tracy A. Laux, Erica B. Lilly, James A. Tyner, William C. Ward III

Council Representatives present: Paul J. Albanese, Natalie L. Caine-Bish, Jessie Carduner, Pamela K. Evans, Yuko Kurahashi, Eric M. Mintz, John A. Marino, R. Scott Olds, Angela L. Ridgel, Sherry Schofield-Tomschin, Jonathan VanGeest

Council Representatives not present: Gregory M. Blase, Diana L. Fleming, Richard L. Mangrum, Cynthia G. Roller, Adil M. Sharag-Eldin, Timothy D. Smith, John H. Thornton

Observers present: Michael Allen representing Lindsay L. Ayers

Observers not present: Brittinie Jermon

Consultants and Guests present: Stephane E. Booth, Timothy J. Chandler, Lisa N.H. Delaney, Julie A. Gabella, Aaron L. Mulrooney, Jennifer Sandoval, Therese E. Tillett

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Provost Todd A. Diacon called the meeting to order at 3:19 p.m., Monday, 16 April 2012, in room 310AB of the Kent Student Center.

Action Item 1: Approval of the minutes of 27 February 2012.

Provost Todd A. Diacon asked for approval of the minutes, which passed unanimously.

Action Item 2: Revision of the minimum grade-point average for students graduating with university honors.

Associate Professor Linda L. Williams said the proposal was pretty self-explanatory adding that she is always amazed at how many students receive honors at commencement. She explained that she found most Ohio schools start honors distinctions at a 3.5 grade point average (GPA). She added that the

proposal was brought to Faculty Senate for discussion, and the Senate said to go forward with 3.5 GPA *cum laude*, 3.7 GPA *magna cum laude* and 3.9 GPA *summa cum laude*. She said that the Senate asked that she get more information from the Office of Research, Planning and Institutional Effectiveness (RPIE). Associate Professor Williams said that what is presented is the preliminary proposal for the change. She added that Faculty Senate said to send it to EPC since it is a catalog change.

A member asked if there was any concern raised by the Faculty Senate concerning disproportionate numbers across college. Associate Professor Williams replied in the negative, saying nothing was discussed.

Another member said he would support the change but would ask that caution is employed when the phrase “university honors” is used. He added that university honors is a special designation for students in the Honors College who complete a senior thesis with a certain GPA. He clarified that what is being discussed here is “institutional” or “Latin” honors. He asked that all further communications refer to them as such.

Associate Professor Williams moved for approval of the item, which was seconded by Associate Professor Robin L. Lashley. Provost Diacon asked for a point of clarification that no student under the current catalog would be affected. Director Therese E. Tillett answered that they could be because the policy takes effect for spring 2016 commencement regardless of catalog year. Provost Diacon asked why so far in the future. Associate Professor Williams replied that the policy was calculated for students entering the University in fall 2012 and their normal graduation term would be May 2016. Director Tillett clarified that if the policy were based on catalog year instead of commencement term there would be students with different cut-offs at the same commencement. Senior Associate Provost Timothy J. Chandler asked and received confirmation that the GPA ranges are 3.500-3.999 for *cum laude*, 3.700-3.899 for *magna cum laude*, and 3.900 and above for *summa cum laude*. Director Tillett reminded the Council that for fall 2012, the GPA display will be three numbers past the decimal point. A member asked if the GPA will be truncated and not rounded, which Director Tillett replied in the affirmative.

With no further discussion a vote was called for and passed unanimously.

Action Item 3: Establishment of a policy that the writing-intensive course (WIC) requirement can be satisfied only with courses taken at Kent State University.

Dean and URCC Co-Chair Donald R. Williams explained that the item was requested to be brought forth by the Office of the Provost to address the issue of transfer courses to fulfill the WIC requirement. The URCC committee’s conversation was that the intent was that the WIC be a Kent State course, it was never stated but that is how advisors have been advising. He stated that the item adds a statement that will appear in the *University Catalog* that says only a Kent State course may be used. Dean Williams moved for approval of the item, which was seconded by Associate Professor. Williams.

A member said that there is currently a writing-intensive course in the Architectural Studies major that is taught by a faculty member at Cleveland State University; and asked how this policy affects the situation. Dean Williams replied that for a small number exceptions could be made because this is an unusual case. Another member suggested that another writing-intensive course might fulfill the requirement. The previous member stated that particular writing-intensive course is also the experiential learning requirement (ELR) for the program.

Provost Diacon asked the intent of the policy. A member said that there are a lot of students in her discipline who would prefer to take their WIC at the University of Akron because it is much easier. The Provost replied that he is uneasy to solve this problem with a general rule. Dean Williams said the URCC felt that Kent State has a particular set of requirements associated with the WIC, but the idea was to maintain the general standard. A member asked why the transfer course would not be equivalent. Another member explained that the WIC is designed to cover content in the major and provides intensive writing instruction for that major. She added that it is difficult to evaluate whether it meets Kent State standards; to look at every course that is being transferred in would be a burden on the Transfer Center. Another member suggested that the exceptions be departmentally approved. Provost Diacon said he is

nervous about creating a bottleneck. Another member said that an internal review should occur because he knew a lot of faculty members not following the rubric; the university should investigate its own courses meeting the criteria before excluding others. Another member said that a student who has taken a course and feels that it should satisfy the WIC can petition the department. Dean Williams replied that it could be argued that that is what is happening now.

In response to one member asking if any writing-intensive courses are the Ohio Transfer Module, it was determined the answer is no as writing-intensive courses are all upper-division courses.

Provost Diacon said that he understand that what is desired is to practice quality control, but this may not be the right way to do it. He posed the question to flip the policy, what if another university won't accept Kent State's WIC. He added that he believed there were other measures that could be taken. Professor Paul A. Farrell said that surely it is expected that students will take junior and senior level coursework at Kent State. He said that he would amend the proposal to read "…normally must be taken here, and under extreme circumstances may petition the department." Provost Diacon asked Professor Farrell if in his opinion the university has the worst of both worlds because some people on campus thinks students can transfer it in and others do not. Dean Williams explained that the general operating procedure across campus is that transfer courses cannot fulfill the WIC. However, there have been some cases that came up in the Office of the Provost where people were allowing the exceptions so the URCC was asked to decide if that was a rule.

A member asked the purpose of the rule, or more importantly the WIC. If there were more dependence on outcomes assessment then faculty would be able to say the student met the objectives.

A member said that the advisors are the ones that are approving the transfer course, not the Transfer Center. She explained in her program, four writing-intensive courses are required. She added that she believed it would be hard to implement.

Dean Williams asked if post-undergraduates are expected to fulfill the WIC. A member replied that the WIC is discipline-specific so there shouldn't be a problem with the WIC requirement in that instance. Dean Williams said that in response to a previous statement regarding self-evaluation, the URCC is in the process of reevaluating the WIC requirement.

A member said that Kent State requires that the WIC be taught at the junior and senior level, however the state requires that sometimes courses taught at the lower division at one institution are equated at to the junior and senior level at the receiving institution. She said this is sometimes granted because the title is the same and no one has asked if the content is the same. She added that a transfer evaluator can review the course's content but not evaluation; one of Kent State's criteria for a WIC is maximum 25 students in the course, but at another institution the course could have enrollment of 100 or more.

Another member pointed out that writing in the discipline is not necessarily required because a student can take a WIC in another department. He added that as with all university requirements, he feels once a student has a bachelor's degree, the student should not have to complete them.

Provost Diacon said that he is worried about dealing with a problem course in one department by writing a rule that affects all departments. A member asked since URCC is doing a review does action need to be taken today. Dean Williams said that could certainly be done, however he was going to suggest a middle ground, making the language "normally, with the possibility of exceptions." He added that he did not know URCCs timeline for the review. He asked Director Tillett if the language could wait. Director Tillett said that there a number of requests about whether or not transfer work can be accepted. A member agreed that answer is needed.

Professor Richard Feinberg requested an amendment stating that students may petition for acceptance of a course that satisfies the requirements of the WIC from another university. A member asked who would be petitioned. Senior Associate Provost Chandler replied that the Office of the Provost would. Provost Diacon said that the amendment says to him that "you have to take it here, unless you don't"; he said if someone wishes to second the amendment further discussion could ensue that the WIC has to be taken

here unless the Provost's Office is petitioned and approves. A member pointed out that the amendment is reflecting current practice rather than changing, he added that it is not as clear cut as evaluating content. Another member said that each course would need to be evaluated twice, once to see if it satisfies the content in the major and once to see if it satisfies the WIC. She added it would have to be reviewed at the content level by the department then again by the Provost's Office or URCC.

Associate Professor Pamela K. Evans called the question for the amendment. Provost Diacon said that the original language would be kept but a parenthetical statement would be added about student's ability to petition. After a vote, the motion to approve the amendment failed.

A member said that a student may petition the Provost's Office on anything. Director Tillett affirmed that any requirement can be appealed. Provost Diacon called for a vote.

The item passed, with 21 for and 13 against.

Action Item 4: Removal of Kent Core designation for PHY 24001 Astronomy, which is being inactivated.

Dean Williams explained the Department of Physics is inactivating the course, and so the designation should be removed. Dean Williams moved for approval of the item, which was seconded by Assistant Dean Mary Ann Haley and passed unanimously.

Action Item 5: Formalization of policy related to the receipt of official scores for the Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT) that are no more than five years old.

Dean Mary Ann Stephens explained that this issue is one that has been put in practice but never formally stated. The publishers of the tests show that test scores are valid for about five years, and they do not release them after five years; Kent State's policy is to take test scores from the publisher only. The university is following the policy; therefore, it should be in the catalog. A member suggested that the policy read "five *calendar* years." Dean Stephens agreed adding that the publisher means five calendar years. Dean Stephens moved for approval of the item with the addition of five calendar years, which was seconded by Associate Dean John R. Stalvey and passed unanimously.

Action Item 6: Inactivation of the Soviet and East European Studies [SEES] major within the Bachelor of Arts [BA] degree. Admission to the program was suspended in 2012.

Assistant Dean Haley stated that the program had been inactive for quite some time, and courses have been inactivated by other departments involved in the program. She added that if had formally been suspended several years ago. Assistant Dean Haley moved for approval of the item, which was seconded by Associate Professor Williams and passed unanimously.

Action Item 7: Establishment of two minors—International Business for Business majors [IBBU] and International Business for Non-Business majors [IBNB]—to replace the International Business [IBUS] minor, which will be inactivated. minimum total credit hours to program completion are 12-23 for the business majors and 24-35 for non-business majors.

Associate Professor Paul A. Albanese explained the change is because business majors have already taken four courses that are part of the minor; and now they will see 12-22 hours instead of 24-35. He added that there was an ancillary change to the foreign language requirements and to make the course in global literacy the only option instead of a choose-from elective. Associate Professor Albanese moved for approval, which was seconded by Associate Professor John A. Marino. A member asked what would happen if a student changed majors out of the College of Business Administration. Associate Professor Albanese answered that it would need to be worked out in the college office, but requirements are essentially the same for both minors, the presentation in the catalog is different. He added that students should be able to go back and forth regardless of major. With no further discussion the item passed unanimously.

Action Item 8: Establishment of an Event Planning [EVPL] minor. Minimum total credit hours to program completion are 22.

Associate Dean Joanne M. Arhar explained that the Event Planning minor had come before EPC in February and it was decided to take it off the table to reevaluate it. She said that it is back to discuss the changes that were made. Associate Professor Aaron L. Mulrooney said that the faculty tried to identify courses that would cut across all types of events, events within events and event courses. He said that the practicum is important for students to get out in the field and what they want to do with the minor is dependent upon the practicum experience. Associate Dean Arhar moved for approval of the item, which was seconded by Associate Professor Michael Mikusa.

A member pointed out that there are no courses from Public Relations or Communications Studies, and there is a concern from the College of Communication and Information because there was supposed to have been a meeting between the two colleges to discuss. Associate Professor Mulrooney said that not all events need PR, he said one thing done to address the concern was to remove the requirement that students had to take all courses from the one department in the College of Education, Health and Human Services. The member asked if there were conversations between the two colleges. Associate Professor Mulrooney replied in the negative and added that students courses can be approved on a case-by-case basis. The member said that the proposal is acceptable as is, but would be better with public relations and communications courses. Another member voiced a concern about a hidden prerequisite. Associate Professor Mulrooney responded that Curriculum Services would fix the proposal to show the prerequisite. Director Tillett explained that asterisks would be added at the bottom of the program saying that some courses may have prerequisites.

The item passed, with one dissention.

Action Item 9: Reorganization of the College of Public Health's faculty and courses into four departments: (1) Environmental Health Sciences [EHS], (2) Epidemiology and Biostatistics [EPBS], (3) Health Policy and Management [HPM], and (4) Social and Behavioral Sciences [SBS].

Dean Sonia A. Alemagno explained there are 25 full-time and 25 part-time faculty in the college, and the college is submitting for accreditation so it is the logical time for a reorganization into four departments. Dean Alemagno moved for approval of the item, which was seconded by Dean Stephens.

A member asked if the newly established departments will include advisory committees and undertake the promotion and tenure review process. Another member asked about the number of faculty in each proposed department. Dean Alemagno replied that there will be some departments without full professors, and this has been discussed with Associate Provost Sue Averill. She added that there will be a borrowing policy in place between departments. A member asked if there was a size limit on the advisory committees. Dean Alemagno responded that each unit will decide that on their own once they are established.

With no further discussion, the item passed unanimously.

Information Item 1: Clarification of the definition of developmental (remedial) courses at Ohio public institutions.

Director Tillett explained that on the last page of the attachment is a request for EPC to consider making this an action item. She explained that this falls under the sunset clause for subsidy as published in the Ohio Revised Code. The governor is saying that universities do not need to eliminate remedial courses from their main campuses, but subsidy will be reduced every year. One of the charges is to bring consistency between intuitions to determine remedial courses. One change is that English as a Second Language (ESL) is now considered remedial. The state's definition is a course that is below college level and cannot be applied to a certificate or degree program. She said that Kent State currently counts some developmental courses toward graduation. She added that she will be working with the departments of English and Mathematical Sciences to confirm that courses are aligning with the state definitions. While ELS is now considered remedial, not all of Kent State's ESL courses will fall under this definition. She

asked EPC to consider, for clarity and transparency, that the university renumber remedial course numbers to begin with 0. She said that 25 out of 35 state universities and colleges in Ohio all start their remedial coursework with 0. She said this would affect between six and 12 courses if ESL is included. Kent State would also adopt the OBR definition and publish it in the catalog.

Provost Diacon asked how it would be worded. Director Tillett said that the catalog would include OBRs definition with a list of our courses beneath it. School Director Robert A. Walker moved to make the item an action Item, which was seconded by Dean Williams.

A member asked if Banner could handle the 0 starting number. Director Tillett said that Excel may strip the first 0, but Banner won't. A member asked if subsidy would be received on the regional campuses. Associate Provost Stephane E. Booth answered in the affirmative. Another member pointed out that a lot of other states do no allow developmental courses at universities, they are required to be taken at the community colleges.

The motion to make the information item and action item passed. Director Tillett said that the number change would not go into effect until spring 2013.

A member said that there are three certificates that include ESL courses. The certificates were devised to give international students a place on campus as they improved their English proficiency. He asked if courses could be found that would count. Director Tillett replied in the affirmative listing several courses that may fit the bill. A member said that this seems to refer to day-to-day proficiency, not things above that shouldn't count. ESL is just like Math and English in that there are many courses beyond remedial.

A vote was called for and the action item passed unanimously.

With no further business or discussion the meeting adjourned at 4:38 p.m.

Respectfully submitted,

Lisa N.H. Delaney
Academic Program Coordinator, Curriculum Services
Office of the Provost

Name: Mary Ann Haley

Submission Date: 4/11/2012

Organization: Dean Arts & Sciences

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information:

STU0004

Reference Number: CCU003934

Date: 07-MAR-12

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:

Requested Effective Term: 201380

Campus: Kent

College: AS-Arts and Sciences

Department: ENG-English

Course Subject: ENG-English

New Course Subject:

Course Number: 31006

New Course Number:

Course Title: WORLD ENGLISHES

Title Abbreviation: WORLD ENGLISHES

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: Explores English varieties in the context of world languages, examining language politics with a focus on first/second language education and literacy in an electronic age. Prerequisite: ENG 21011 or HONR 10297.

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
3	Language beliefs
3	consequences of literacy
3	language learning and loss
6	Bilingual- multilingual language teaching and learning
9	linguistic and dialect variation
6	language planning and policy
3	exclusionary practices such as English-Only Movements
6	linguistic imperialism
3	english in a global electronic age

3	project presentations

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Recent texts have included: Kachru, Y. & Smith, L.E. (2008). Cultures, contexts, and World Englishes. Sharifian, F. (Ed.). (2009). English as an international language: Perspectives and pedagogical issues.

Writing Expectations: This is a writing intensive course. Writing includes reading responses and other text types valued in applied linguistics including annotated bibliographies, written reports, analytic essays, persuasive essays.

Instructor(s) expected to teach: Rilling

Instructor(s) contributing to content: Rilling

Proposal Summary

Explain the purpose for this proposal:

This proposal adds global diversity status to this course.

Explain how this proposal affects program requirements and students in your unit:

This may help students meet the diversity requirement needs.

Explain how this proposal affects courses, program requirements and student in other units:

No effect anticipated: the course already deals extensively with language in world perspective.

Explain how this proposal affects enrollment and staffing:

none anticipated

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

none

Revisions made to form (if applicable):

☑ Course Content	☐ Number
☐ Credit by Exam	☐ Prerequisites
☐ Credit Hours	☐ Schedule Type
☐ Cross-Listed / Slash	☐ Subject
☐ Description	☐ Title
☑ Diversity Global	☐ 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: 14	**OBR Subsidy Code:** 08
CIP Code: 239999	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
4/11/2012	Mary Ann Haley	This is a Writing Intensive Course requesting Diversity status. Relevant materials have been sent to URCC for review.

History:

Date	User	Status
4/11/2012	Mary Ann Haley	Approved
3/8/2012	Robert W Trogdon	Approved
3/7/2012	Sarah E Rilling	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: ENGLISH

Course Number: 36001 **Credit Hours:** 3

Course Title: World Englishes

Diversity Category: Global

Prerequisite(s): ENG 21011 or HONR 10297

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.

   In this course, students apply principles of linguistics to the study of English worldwide in order to understand better the wide range of English varieties actively used around the world. For example, students learn how allophones function as alternates of the same phonemic system and how these systematically vary across English varieties (so for example, how the sound /l/ at the end of words like 'call' for Americans can be rendered as /o/ by many British speakers of so-called Estuary English). By understanding how these linguistic differences are systematic, learners will better understand how to communicate with a wide variety of English speakers, from Hong Kong to Cameroon. Students additionally consider issues of language planning and policy which affect government policies (e.g., English as language of instruction in multilingual contexts, such as Singapore or Zambia, and No Child Left Behind in the US). Issues of linguistic diversity, intelligibility, contact languages and others are addressed in the course and enable students to reflect on local and global production of English in order to view English as a global, not just a local phenomenon. Specifically, the course promotes a better understanding of English structure and use, especially in global perspective.

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?

   This course was devised as one of two Writing Intensive Courses for students in the BA TESL program. Other students have also enrolled in the course from Education (INLA) and English. It has been taught three times on the Kent Campus, each time focusing on linguistic issues of language diversity as well as related language policy and planning debates. Samples of international varieties of English provide students with understanding of language in cultural and schooling contexts, and it prepares them better to be good intercultural communicators with other English speakers around the world.

3. For what audience would this be a particularly good diversity course? Explain.

 ENG 41 (revised)

This course fits the needs of Education, English, and TESL majors to see language as diverse but socially constructed for maximum intelligibility.

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.

   Rilling (TT, English) on the Kent Campus has taught this course two times, and a third time she team taught the course with Howard (NTT, English). Faculty wishing to teach the course would need to meet course goals of both linguistic variation (dialect varieties) as well as planning and policy to meet the needs of the TESL majors. Rilling has a presentation and publication record related to language variation and ensuing curricular planning.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

   The course caps at 24 students and is taught every other year in the fall. The first two times the course was taught, it drew about 12 students each time; the most recent course had 24 students enrolled (Fall, 2011). Should the BA TESL program continue to increase in enrollment, the course would need to be offered every year, not every other year.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   Writing projects and one or more presentations by each individual student focus on diversity in terms of linguistic and social variation inherent in different varieties of English. Students have the chance to revise written products, and students receive extended instructor feedback on their writing and the individual presentations.

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   This course does both since domestic varieties (e.g., Chicano English) and global varieties of English (e.g., Estuary English, Singlish, and India English) are considered. The broader focus of the class is on global diversity with English as a language of international and intercultural communications.

Name of person preparing form: Rilling Submission date: March 26, 2012

Robert W. Taylor 26 Mar 2012

Signature of chair/director verifying curriculum committee approval Date

ENG 42 (revised)

College of Arts and Sciences, Kent State University, Fall 2011

Eng 31006 World Englishes TR 12:30-1:45, SFH 117

Instructor: Contact:

Office Hours: and by email or appointment

Purpose

This course explores different varieties of English while considering issues of language planning and policy. We will discuss English use worldwide and investigate how Englishes continue to be shaped by local use. Educational policy in relation to English varieties will be examined in domestic and international contexts.

We will:

- Study English varieties in different genres, written and oral;
- Analyze linguistic elements of English varieties synchronically and diachronically;
- Discuss issues of standards, standardization processes, language maintenance and loss;
- Explore issues and arguments related to English as a *lingua franca*;

Because this course is a writing intensive course, special attention will be paid to written texts valued by applied linguists, including descriptive and argumentative essays, oral presentations, and written and oral reports supported by appropriate texts and media.

Course Media

A Vista Course is available for uploading assignments (preferably in MS Word or .rtf format), for grading, and as a calendar of due dates. Your instructor will also link useful tools for completing course assignments. While our classroom is only equipped with a computer for presentations, feel free to bring your laptop for note-taking or research. Wireless is available. Classroom etiquette demands that students not engage in email or other social media during class time. If you need assistance with PowerPoint for your presentation, go to the University Library's ???

Required Textbooks

Kachru, Y. & Smith, L.E. (2008). Cultures, contexts, and World Englishes. NY, NY: Routledge. ISBN: 978-0-8058-4733-8 – also available as a Kindle book.

Sharifian, F. (Ed.). (2009). English as an international language: Perspectives and pedagogical issues. Buffalo, NY: Multilingual Matters. ISBN: 978-1-84769-122-4

Grading Scheme (A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83, etc.)

Ten Reading Responses @ 5	50
Presentation	10
Library Module	10
Final Project Discussions	10
Final Annotated Bibliograhy	10
Online and Class Participation	10

Reading Responses

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Students write ten response essays in which they demonstrate command of the readings including field-specific concepts and terminology. Students should make critical arguments supported (or refuted) by the class readings. Synthesis of ideas integrating all class readings may support student essays.

Presentation
Students give one presentation on a variety of English using some sort of audio-visual support linked to a PowerPoint presentation. These presentations are meant to inform the instructor and classmates about a variety of English – where it is spoken, what other languages are at play, what some of the key linguistic features are within the cultural context, etc. PowerPoint is required to facilitate fast retrieval/linking to external websites, etc.

Library Module Students will complete online instruction in conducting academic research prepared especially for this class by Kent State University library staff. The library tutorials guide students through the research process, from identifying topics and using key words to locating print (books), electronic (journals and e-books), and audio-visual (video) resources. Quizzes at the end of several of the tutorials will be used to assess your participation. The tutorials can be repeated as needed. This learning module should better prepare you for the Final Annotated Bibliography. See Vista.

Final Project Discussions
During the final 2.5 weeks of the course, students will be responsible for presenting information and updates on research of their Final Annotated Bibliography. Class time will be devoted to discussing topics that students encounter in their independent readings. Active participation both in presenting your own readings and in discussing your classmates' readings is expected. Some time may also be devoted to peer review.

Final Annotated Bibliography The annotated bibliography will include eight or more entries on a cohesive topic. Quantity alone will not determine the grade; quality of annotation will be paramount. The Final Annotated Bibliography will include reviews of book chapters or journal articles (each roughly 20+ pages). Students should prepare a one to two page (single spaced) overview tying the articles together to serve as introduction to the Annotated Bibliography. Each annotation should review and respond to the reading. Annotations are typically approximately three-fourths to one and a half pages (single spaced) in length, including reference. Annotations summarize/highlight the chapter/article and include personal comments connecting the reading to other readings or professional experience. Use APA referencing style throughout. Sample annotations are available on Vista.

Note about your writing:
Please submit documents using APA style. Instructor assessment is based on sophistication of language use in oral and written texts, development of the writing/presentation as appropriate to the assignment, original argumentation, and clarity and relevance of content.

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Schedule: **Readings and Assignments**

Week	Topics	T	R
1 8/30- 9/1	Language and Culture		Sharifian, Chpt 13 by Sharifian
2 9/6 -9/8	World Englishes and Interaction	K&S, pp 1-7 and 15-17	K&S, Chpt 1 RR 1
3 9/13 – 9/15	Culture and US Varieties	K&S, Chpt 2	Varieties Presentation
4 9/20 – 9/22	Politeness and Intelligibility	K&S, Chpt 3	K&S, Chpt 4 RR 2
5 9/27 – 9/29	Prosodics and Syntax	K&S, Chpt 5	K&S, Chpt 6 RR 3
6 10/4 – 10/6	Semantics, Collocations, and Text Types	K&S, Chpt 7	K&S, Part III RR 4
7 10/11 – 10/13	Conversation and Writing	K&S, Chpt 8	K&S, Chpt 9 RR 5
8 10/18 – 10/20	World Literatures	K&S, Chpt 10	Puddinhead Wilson?? RR 6
9 10/25 – 10/27	English as Legacy? English as *Lingua Franca*?	K&S, Conclusion	Sharifian, Chpt 2 by Holliday RR 7
10 11/1 – 11/3	Native/Non-Native Speaker Attitudes and Identities	Sharifian, Chpt 5 by Li to pg 97	Sharifian, Chpt 5 by Li, pp 97-118 RR 8
11 11/8 – 11/10	Imperialism in Language Testing Pragmatics and English as an International Language Pedagogy	Sharifian, Chpt 10 by Khan	Sharifian, Chpt 12 by McKay RR 9
12 11/15 – 11/17	Language and Standards	Sharifian, Chpt 15 by Anchimbe	RR 10
13 11/22 – 11/24	Project Preparations	Student Reading Discussions	Thanksgiving
14 11/29 – 12/1	Project Preparations	Student Reading Discussions	Student Reading Discussions
15 12/6 – 12/8	Project Preparations	Student Reading Discussions	Student Reading Discussions
12/16	11:45-3:00	Final Annotated Bibliography	

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Instructor Policies

1. Regular attendance is expected; grades will be lowered in the case of excessive absence. By completing readings prior to class students will be better informed for discussion. The instructor reserves the right to include pop quizzes.
2. Late work is only allowed in the most extraordinary of circumstances.

Administrative Policies

1. **Statement of ACADEMIC INTEGRITY**

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/chap3/3-01-8.cfm and/or ask. Since this is a Writing Intensive Class, we will discuss this policy statement, highlighting instructor and student rights and responsibilities.

2. **Registration Requirement**

The official registration deadline for this course is Sept 13, ?? (Add/Drop deadline). 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.
The last day to withdraw is November 8, 2009.

3. **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).

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Modified : 9:05 on 29th January, 2010

qe906ssi Student Survey of Instruction

KENT STATE UNIVERSITY

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ENGLISH - FALL 2009

INSTRUCTOR REPORT

01-29-2010

INSTRUCTOR	CALL#	DEPT	COURSE TITLE	BLDG	ROOM	TIME	DAYS	ENROLLED	SURVEYS	NORMING GROUP
:	19905	ENG	31006 WORLD ENGLISHES	SFH	00220	0215PM	T R	11	8	Soph/Junior/Senior C

STUDENT ITEMS

1 I am taking this course for:	MAJOR 100.0%	MINOR	LER	ELECTIVE	OTHER	OMITTED
2 How many classes did you miss?	0 12.5%	1-2 62.5%	3-5 25.0%	6-8	9+	
3 The grade I expect to receive in this course	A 87.5%	B 12.5%	C	D	F	
4 What is your current KSU Grade Point Average?	0.0-1.9	2.0-2.5 12.5%	2.6-3.0 37.5%	3.1-3.6 37.5%	3.7-4.0 12.5%	

	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%	50.0%					4.50	0.50	4.17	0.73
6 I learned valuable information/skills from this course.	62.5%	37.5%					4.63	0.48	4.16	0.91
INSTRUCTOR ITEMS										
COURSE ORGANIZATION										
7 Expectations were clear to me throughout the course.	75.0%	25.0%					4.75	0.43	4.20	0.97
8 The structure/organization of the course helped me learn.	62.5%	37.5%					4.63	0.48	4.04	1.05
9 The course materials/activities helped me learn.	62.5%	37.5%					4.63	0.48	4.13	0.97
EVALUATION PRACTICES										
10 The assignments and tests allowed me to demonstrate what I learned.	62.5%	25.0%	12.5%				4.50	0.71	4.09	0.99
11 I received feedback about my progress throughout the course.	50.0%	50.0%					4.50	0.50	3.99	1.07
INSTRUCTOR CHARACTERISTICS										
12 The instructor gave clear written/oral explanations.	62.5%	25.0%	12.5%				4.50	0.71	4.14	1.01
13 The instructor motivated me to think about the subject.	75.0%	12.5%	12.5%				4.63	0.70	4.30	0.96
14 The instructor demonstrated knowledge of the subject matter.	75.0%	25.0%					4.75	0.43	4.62	0.67
15 The instructor showed respect for students.	87.5%	12.5%					4.88	0.33	4.43	0.91
16 The instructor was available for individual consultation.	75.0%	25.0%					4.75	0.43	4.29	0.87
**Total of Instructor Items 7-16	68.8%	27.5%	3.8%				4.65	0.55	4.22	0.97

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	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.	50.0%	37.5%		12.5%			4.25	0.97	4.00	0.87
18 Equipment and technology used supported the learning activities in this course.	62.5%	25.0%		12.5%			4.38	0.99	3.94	0.90

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR					
SUMMARY QUESTION										
19 Overall, how would you rate your learning experience in this course?	50.0%	37.5%		12.5%			4.25	0.97	3.89	1.20

ENG 498

Name: Mary Ann Haley

Submission Date: 4/11/2012

Organization: Dean Arts & Sciences

Course Catalog Update

<< Return to Search Results

Course Catalog Update Information:

STU0004

Reference Number: CCU003935

Date: 07-MAR-12

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:

Requested Effective Term: 201380

Campus: Kent

College: AS-Arts and Sciences

Department: ENG-English

Course Subject: ENG-English

New Course Subject:

Course Number: 41001

New Course Number:

Course Title: SOCIOLINGUISTICS IN SCHOOLING

Title Abbreviation: SOCIOLINGUISTICS IN SCHOOLING

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: N-Credit by exam-not approved

Prerequisites & Descriptions

Current Prerequisite/Corequisite/Catalog Description: Examines the interactions between society and language. Explores pedagogical implications of language variation. Prerequisite: ENG 21011 or HONR 10297.

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
12	Dialect variation including social and regional dialects
9	dialect diversity in the US
6	educational planning, policy, implementation (e.g., No Child Left Behind)
9	exclusionary practices (such as high stakes testing)
3	speech communities
6	register variation

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: recent texts include Adger, Wolfram, and Christian (2007) Dialect in schools and communities (second ed) and Garcia, Skutnabb-Kangas, and Torres-Guzman (2006) Imagining multilingual schools

Writing Expectations: This is a writing intensive course. In addition to regular reading response esssays, students will write in the genres of the field: annotated bibliographies, reports, expository and persuasive essays.

Instructor(s) expected to teach: Rilling

Instructor(s) contributing to content: Rilling

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to gain domestic diversity status for this course. The course encourages future teachers to recognize and value diversity within school settings predominantly in the US.

Explain how this proposal affects program requirements and students in your unit:

This will add a diversity option for students.

Explain how this proposal affects courses, program requirements and student in other units:

none anticipated

Explain how this proposal affects enrollment and staffing:

none anticipated

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

none

Revisions made to form (if applicable):

- [x] Course Content
- [ ] Credit by Exam
- [ ] Credit Hours
- [ ] Cross-Listed / Slash
- [ ] Description
- [x] Diversity Domestic
- [ ] 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: 14	**OBR Subsidy Code:** 08
CIP Code: 230101	**Term Start:**
	Term End:

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
4/11/2012	Mary Ann Haley	This is a Writing Intensive Course requesting Diversity status. The relevant materials are being sent to URCC.

History:

Date	User	Status
4/11/2012	Mary Ann Haley	Approved
3/8/2012	Robert W Trogdon	Approved
3/7/2012	Sarah E Rilling	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: ENGLISH

Course Number: 41001 **Credit Hours:** 3

Course Title: Sociolinguistics in Schooling

Diversity Category: Domestic (U.S.)

Prerequisite(s): ENG 21011 or HONR 10297

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.

   In this course, students apply principles of linguistics to the study of English varieties in the US, especially as it relates to the schooling of children who speak a second dialect or a second language. The course seeks to demonstrate how second language and second dialect speakers have been disadvantaged, and how for teachers there are special challenges for teaching standard language while still valuing other dialects and languages. The course also considers language planning and policy, especially in relation to the role of standard English. Dialect awareness and issues of language stability of indigenous languages in the U.S. are addressed and enable students to reflect on the role of English and home languages in culture and cultural identity, and how standardized testing practices can disadvantage, and therefore 'leave behind' many learners. The course further explores how our own views of 'correctness' in standard English can create communication barriers that focus on 'error' rather than 'difference.'

2. Describe the history of previous course offerings. Attach a summary of student course evaluations. To what extent, if any, has this course been modified to meet the objectives and criteria of the diversity requirement?

   This course was devised as one of two Writing Intensive Courses for students in the BA TESL program and was planned as a course to address diversity issues with second language and dialect and bilingual education within the U.S. Most students who enroll in the course are TESL majors, but many from Education (INLA) are also drawn to the course. It has been taught three times on the Kent Campus, each time focusing on linguistic issues of language diversity as well as related language policy and planning debates, especially as they shape schooling experiences. Samples of domestic varieties of English provide students with understanding of language in cultural and schooling contexts and help broaden students' awareness of language diversity in the U.S. and the values of multilingual societies.

3. For what audience would this be a particularly good diversity course? Explain.

   This course fits the needs of Education, English, and TESL majors to see language as diverse

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but socially constructed for maximum intelligibility. Students interested in educational policy issues are also especially well served. The course considers systematic differences in dialects and second languages, so students interested in learning more about how linguistic tools, such as phonology, morphology, and syntax can be applied, especially to language teaching, will be served. It should be noted that the BA TESL is increasingly drawing a diverse student body that are well served by having their second dialects/second languages validated as well.

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.

   Rilling (TT, English) on the Kent Campus has taught this course two times, and a third time she team-taught the course with Precht-Byrd (TT, English). Faculty wishing to teach the course would need to meet course goals of both linguistic variation (dialect and language varieties) as well as planning and policy to meet the needs of the TESL majors. Rilling has a presentation and publication record related to language variation and curricular planning.

5. What maximum student enrollment per section do you propose? How many sections per year do you anticipate offering with current resources? What additional resources, if any, will you need?

   The course caps at 24 students as a WIC course in English. The first three times the course was taught, it drew 12-15 students. No additional resources are needed.

6. How will the teaching and learning be evaluated? How will the effectiveness of the course, specifically its diversity aspect, be assessed?

   Writing projects and one or more presentations by each individual student focus on diversity in terms of linguistic and social variation inherent in different varieties of English and apparent in second language speakers use of English. Students have the chance to revise written products, and students receive extended instructor feedback on their writing and presentations. In terms of diversity,

7. Does this course address primarily domestic (U.S.) diversity issues or global diversity issues, or both? Explain.

   This course focuses on domestic varieties (e.g., African American Vernacular English, Chicano English, and second language speaker varieties) of English and their roles in society and schooling.

Name of person preparing form: Rilling Submission date: March 26, 2012

Robert W. Frogda

Signature of chair/director verifying curriculum committee approval

26 Mar 2012

Date

ENG
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Kent State University College of Arts and Sciences Department of English
ENG 41001 **Sociolinguistics in Schooling** (WIC) MW 11:00-12:15 SFH 102
Instructor: Fall 2010
Office: SFH Office Hours: MW: 12:15-2:00 and by appointment (330-672-

Course Goals

- Study dialect and register variation and its relation to schooling.
- Compare vernacular and academic varieties of English with implications for educational policy, including assessment.
- Consider bi- and multilingual literacy and pedagogy in US and international contexts.
- Practice writing as an applied linguist. (This course may be used to satisfy the University's 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.)

Course Texts

Adger, C.T., Wolfram, W. & Christian, D. (2007). *Dialects in Schools and Communities (2nd Ed)*. Mahwah, NJ: Lawrence Erlbaum Associates.

Garcia, O., Skutnabb-Kangas, T., Torres-Guzmán, M. E. (2006). *Imagining Multilingual Schools: Languages in Education and Glocalization*. Clevedon, UK: Multilingual Matters.

Course Requirements & Grades

Oral and Written Summary of a Dialect from *American Voices*	10
Reading Response Essays	50
Discussion Leadership	10
Final Research Paper	30

A = 94-100; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83, etc.

Assignment Notes

✓ Each student will select and read about a dialect from Wolfram and Ward's edited collection of descriptions of American dialects, *American Voices, How dialects differ from coast to coast* (2006). Students will highlight peculiarities of the dialect and provide critical reflections in a one -page (single-spaced) essay. Oral reports may be supported by very brief AV support (website with sound bites, CD with language samples, information on a handout such as vocabulary or other features). The oral report should be planned for 5-10 minutes only, so plan well (we'll take a few minutes thereafter to discuss).

✓ Students will write 10 reading response essays (1-3 single-spaced pages), each worth five points. In the reading response essays, the main focus should be to demonstrate understanding of course readings assigned that week. Additionally, students may compare/contrast the week's readings with previous readings. Students may also pose questions and hypothesize responses. Use quotes from readings as appropriate to support arguments.

✓ Students will prepare questions and lead discussion on one reading during the semester from the Garcia, Skutnabb-Kangas, and Torres-Guzman book.

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✓ Students will prepare a Research Paper summarizing an educational context involving immigrant or language/literacy program(s), domestically or internationally. Discuss political/educational/language planning histories, realities and possibilities for the particular context. Papers should be 4-6 single-spaced pages and must include citations and references.

Writing Tips: Properly cite and reference sources. Applied Linguists prefer APA Style. Spell check. Use the University Writing Center.

Planned Course Schedule ** indicates due dates for reading responses

Week	Topics	Monday	Wednesday
1 Aug 30 & Sept 1	Language Variation		AWC 1
2 Sept 6 & 8	Dialects	Labor Day -- Holiday	AWC 2**
3 Sept 13 & 15	Interaction	AWC 3	Dialect Presentation
4 Sept 20 & 22	Language Difference	Dialect Presentation	AWC 4 **
5 Sept 27 & 29	Dialect in Schools	AWC 5	AWC 6 **
6 Oct 4 & 6	Dialect and Reading	AWC 7	
7 Oct 11 & 13	Dialect Awareness	AWC 8	AWC Appendix**
8 Oct 18 & 20	Multiliteracy & NCLB	Cummins	Hornberger * *
9 Oct 25 & 27	Native Americans & France	McCarty et al	Helot & Young
10 Nov 1 & 3	Spain & Parents	Etxeberria-Sagast.**	Edwards & New.
11 Nov 8 & 10	Mexico and Policy	Ogulnick **	Shohamy
12 Nov 15 & 17	US & Botswana Latin Amer. & India	Escamilla; Lopez **	Nyati-Ramahobo; Mohanty
13 Nov 22 & 24	Africa; English as *lingua franca* OR *lingua frankenstein*?	Huegh Online	Phillipson online
14 Nov 29 & Dec 1	Multilingual Canada; Doing Anthropological Linguistics	Taylor Online	Review of DVD DVD 0779 on reserve Audio Visual (330 Library): "The Linguists" Form online
15 Dec 6 & 8	Peer Review	Form Online	
Finals	Paper Due Monday Dec. 13 Midnight	Happy Winter Break!	Congratulations to Graduating Seniors!

University Policies

1. All students must be enrolled in the course to attend and receive credit.
2. If you have a documentable need for accommodations to obtain equal access to this course, verify your eligibility through the Office of Student Accessibility Services in the

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Michael Swartz Student Services Center (330-672-3391), and contact the instructor as soon as possible.

3. '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. For complete University policy and procedure on cheating and plagiarism, go to www.kent.edu/policyregister 3342-3-01.8. Students are encouraged to understand their own rights and responsibilities in this and other regards.

Attendance and Other Instructor Policies

1. Regular attendance is expected and excessive absences will result in a lowered final grade.
2. Late work is not allowed except under exceptional circumstances.

Modified : . .15 on 17th June, 2009

qe906ssi Student Survey of Instruction

KENT STATE UNIVERSITY

ENGLISH - SPRING 2009

INSTRUCTOR REPORT

06-17-2009

INSTRUCTOR	CALL#	DEPT	COURSE TITLE	BLDG	ROOM	TIME	DAYS	ENROLLED	SURVEYS	NORMING GROUP
	19467	ENG	41001 SOCIOLINGUISTICS IN SCHOOLING	SFH	00104	1100AM	T R	13	9	Not Normed

STUDENT ITEMS

1 I am taking this course for:	MAJOR 88.9%	MINOR	LER	ELECTIVE 11.1%	OTHER	OMITTED
2 How many classes did you miss?	0 11.1%	1-2 66.7%	3-5 22.2%	6-8	9+	
3 The grade I expect to receive in this course	A 55.6%	B 44.4%	C	D	F	
4 What is your current KSU Grade Point Average?	0.0-1.9	2.0-2.5 11.1%	2.6-3.0 22.2%	3.1-3.6 66.7%	3.7-4.0	

	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.	22.2%	77.8%					4.22	0.42		
6 I learned valuable information/skills from this course.	55.6%	44.4%					4.56	0.50		
INSTRUCTOR ITEMS										
COURSE ORGANIZATION										
7 Expectations were clear to me throughout the course.	66.7%	33.3%					4.67	0.47		
8 The structure/organization of the course helped me learn.	55.6%	33.3%	11.1%				4.44	0.68		
9 The course materials/activities helped me learn.	66.7%	33.3%					4.67	0.47		
EVALUATION PRACTICES										
10 The assignments and tests allowed me to demonstrate what I learned.	55.6%	33.3%	11.1%				4.44	0.68		
11 I received feedback about my progress throughout the course.	44.4%	55.6%					4.44	0.50		
INSTRUCTOR CHARACTERISTICS										
12 The instructor gave clear written/oral explanations.	66.7%	33.3%					4.67	0.47		
13 The instructor motivated me to think about the subject.	88.9%	11.1%					4.89	0.31		
14 The instructor demonstrated knowledge of the subject matter.	88.9%	11.1%					4.89	0.31		
15 The instructor showed respect for students.	88.9%	11.1%					4.89	0.31		
16 The instructor was available for individual consultation.	88.9%	11.1%					4.89	0.31		
**Total of Instructor Items 7-16	71.1%	26.7%	2.2%				4.69	0.51		

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	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.	77.8%	22.2%					4.78	0.42		
18 Equipment and technology used supported the learning activities in this course.	88.9%	11.1%					4.89	0.31		

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR					
SUMMARY QUESTION										
19 Overall, how would you rate your learning experience in this course?	88.9%	11.1%					4.89	0.31		

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TRANSMITTAL MEMO

TO: Donald R. Williams, University Requirements Curriculum Committee

FROM: Kathryn Strand, Architectural Studies Director
College of Architecture & Environmental Design

DATE: April 10, 2012

RE: WIC designation for new course in Architectural Studies Program

I am sending you a proposal for the designation of a new WIC Course for Architectural Studies majors. The course, ARCS 40114, was approved by the EPC in January and will provide a second option, in addition to the established WIC course ARCS 30022, for ARCS students to fulfill the WIC requirement in the Architectural Studies curriculum.

New course:
ARCS 40114 Theory and Criticism in Architectural Media, (WIC, 3);

Order of material with this packet:

+ Transmittal memo
+ Copy of Workflow for Course Catalog Update with Basic Course Data (submitted 01/02/2012
+ Writing-Intensive Course (WIC) Information Form
+ Proposed Syllabus

Name: Kathryn E Strand Submission Date: 1/4/2012

Organization: Architecture & Environmental Design

Course Catalog Update

Print

Course Catalog Update Information: **STU0004**

Reference Number: CCU003539 **Date:** 02-JAN-12

Level: 1.00 **of** 3.00 **Currently On The Worklist Of:** Jonathan Fleming, jpflemi1

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: Kathryn Strand

Requested Effective Term: 201280

Campus: Kent

College: AE-Architecture and Environmental Design

Department: ARCH-Architecture

Course Subject: ARCS-Architecture Studies

Course Number: 40114

Course Title: Theory and Criticism in Architectural Media

Title Abbreviation: Theory and Criticism in Arch

Slash Course and Cross-list Information: none

Credit Hours

Minimum Credit/Maximum Credit: 3 to 3

Contact Hours: Lecture - Minimum Hours/Maximum Hours: 45 to 45

Contact Hours: Lab - Minimum Hours/Maximum Hours:

Contact Hours: Other - Minimum Hours/Maximum Hours:

Attributes

Is this course part of the LER, WIC or Diversity requirements: Yes

If yes, course attributes: 1. 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): This course is aimed at investigating the increasingly intertwined issues that link contemporary architectural theory and criticism with the world of media.

Prerequisites (edited): ARCS (Architectural Studies) majors with Junior or Senior Standing or Faculty Permission

Corequisites (edited): none

Registration is by special approval only: No

Content Information

Content Outline:

Content Hours per Course Topic	Topic Description
15	Architectural Theory and Criticism
10	Modes of Architectural Writing, Editing, Publishing, Graphic Presentation, and Production

15	Application of Traditional and New Media Discourse on Architecture
5	Case Studies in Inter-media Analysis and Interpretation (Publishing, Cinematography, and Contemporary Video Production)

Display/Hide Delimited Course Outline

Total Contact Hours: 45

Textbook(s) used in this course: Mario Carpo, Architecture in the Age of Printing: Orality, Writing, Typography, and Printed Images in the History of Architectural Theory and Beatriz Colomina, Privacy and Publicity: Modern Architecture as Mass Media

Writing Expectations: Weekly one-page reading analysis and two essay-length papers.

Instructor(s) expected to teach: Steve Rugare

Instructor(s) contributing to content: Kathryn Strand

Proposal Summary

Explain the purpose for this proposal:

The Bachelor of Arts in Architectural Studies curriculum emphasizes the design of the built environment as a tool to develop critical thinking and problem solving skills valuable in many fields of specialization that interface with design practice. Specifically, this course will fill a gap in the existing curriculum by helping students gain an understanding of both the theoretical premises as well as the practical aspects that today intimately link architectural production to media production.

Explain how this proposal affects program requirements and students in your unit:

This course will become a core requirement for the Architectural Studies major and will replace an existing survey course in non-western architecture. The course has been offered for several years as an upper-level elective in the Florence program, where many students already choose to take the course.

Explain how this proposal affects courses, program requirements and student in other units:

There will be no affect to courses, program requirements and students in other units.

Explain how this proposal affects enrollment and staffing:

This course will be required in place of an existing core studio for Architectural Studies majors and as such will not affect enrollment or staffing for the program.

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

Architecture and Interior Design programs were consulted in the development of this course as students in both programs may be offered the opportunity to take the course for elective credit.

Comments:

Date	User	Comment
1/4/2012	Kathryn E Strand	No comments available.

History:

Date	User	Status
1/4/2012	Douglas L. Steidl	Returned For Edit
1/4/2012	Kathryn E Strand	Submitted

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

You have successfully submitted this Course Catalog Update.

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: ARCS 40114 **Credit Hours:** 3 **Effective Term:** Fall 2012

Course Title: Theory and Criticism in Architectural Media

☒ **New Proposal** ☐ **Revised Proposal** (If revised, attach copy of previous WIC Information Form.)

Attach Basic Data Sheet (BDS), Certification of Curriculum Proposal (CCP) and master syllabus for this course, and your responses to the items below. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

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

A weekly one-page summary or response in response to weekly reading assignments, a question or problem posed by the instructor, and/or a film dealing with the issues raised and the style in which they are presented. Students will collect their weekly assignments in one document for submission with final papers at the end of the semester.

Two essay-length pieces (one 6-8 pages and one 8-10 pages, both double-spaced).

Student work will be published at the end of the semester - all essays must follow the InDesign format provided by the instructor in order to expedite preparation of this publication.

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)

This course will provide students the opportunity to write analysis and develop related visual/graphic presentations, and ultimately a student produced publication that collects the work from the semester.

Weekly responses may take any form desired by the student and there is no word count requirement. In addition to providing students with "talking points" for discussion, responses are intended as a means to be sure students are keeping up with their reading and are able to demonstrate basic understanding of the material.

For Essay 1, students will prepare a presentation essay describing their current studio project in the context of the theoretical and historical concepts explored in the class. The essay will be 1500-2000 words in length (approximately 6-8 pages double-spaced), and will be presented with slides in Powerpoint format, during a class symposium at mid-term. Essays should be provided to the instructor in the provided InDesign format, with illustrations, immediately after said symposium. Select essays will be included in a collection published at the end of the semester. Essays should make reference to at least three (3) class readings or other texts, and four (4) well-known architectural projects either historical or contemporary. These are minimum requirements. Students expecting above-average grades should exceed these requirements. Students may choose to reference their own previous work as well.

For Essay 2, students will write a research paper of essay length (2000-2500 words, approximately 8-10 pages double-spaced) exploring, in detail, a well-known project by an architect active during the time period in question (roughly 1945-Present). Said project should engage the theoretical and historical concepts explored in readings, and the student's essay should make reference to at least three (3) class readings or other texts, two (2) projects by the architect in question, and two (2) projects by other architects. These are minimum requirements. Students expecting above-average grades should exceed these requirements.

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)

This course is aimed at investigating the increasingly intertwined issues that link contemporary architectural research with the world of communication, to such an extent that the media are today very much part of the design activity itself. Class lectures will interpret architectural activity in the 20th century by exploring the relationships between the project and the press, cinema, television, and the Internet. Particular attention will be given to the investigation of the experiences related to the use of video and an introduction to recent modes of architectural writing in theory and new media.

The course will consist of biweekly seminars, the first a lecture by the instructor, the second a discussion dealing with weekly reading assignments or films. Readings will be around thirty to fifty pages per week. Students will be expected to complete weekly reading assignments and come to class prepared for discussion. In groups of two or three, students will conduct research on the reading assignment or film and provide a 20 to 25 minute introduction for the class before each discussion. These presentations will endeavor to make connections between the theories and concepts presented in the reading (and the instructor's lecture) with visual, spatial, sequential, and conceptual elements presented in film and media. Each student must participate in two presentations. Groups will also be responsible for the preparation of a graphic one-page handout for all students and the instructor briefly detailing the concepts and elements contained in their presentation.

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

Drafts of both Essays 1 and 2 must be given to the instructor a minimum of one week prior to the symposium for preliminary review.

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)

Instructor will provide written feedback on a substantial draft, including an outline and brief, for both Essays 1 and 2. In addition, time will be alotted out of class for a one-on-one meeting between stduent and instructor to discuss at least one of the writing assignments.

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

Students work will be evaluated in terms of its critical insight, clarity of argument, validity of information, and successful use of mode of presentation. Endnotes should be used to properly credit source material and direct quotation. Students should use Chicago Style citations and all illustrations must also include properly formatted captions.

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)

60% of the final course grade will be based on writing. Essays 1 and 2 - 25% each and Weekly Writing Response - 10%

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)

20-25 students

9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

The instructor will be given a copy of this form as a guideline for the development of the course.

URCC Use Only

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

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

ARCS 40114

SYLLABUS | Theory and Criticism in Architecture Media (Writing-Intensive Course)

Course Description:

The past century has witnessed the formation of three autonomous literary modes in the discipline, each with its own power and influence: history, theory and criticism. This course aims at an introduction to these recent modes of architectural writing, exposing their tropes and tactics and circumscribing their scope. By extension, the course is aimed at investigating the increasingly intertwined issues that link contemporary architectural research with the world of communication, to such an extent that the media are today very much part of the design activity itself. Class lectures will interpret architectural activity in the 20th century by exploring the relationships between the project and the press, cinema, television, and the Internet. Particular attention will be given to the investigation of the experiences related to the use of video and an introduction to recent modes of architectural writing in theory and new media.

The course will consist of biweekly seminars, the first a lecture by the instructor, the second a discussion dealing with weekly reading assignments or films. Readings will be around thirty to fifty pages per week. Students will be expected to complete weekly reading assignments and come to class prepared for discussion. In groups of two or three, students will conduct research on the reading assignment or film and provide a 20 to 25 minute introduction for the class before each discussion. These presentations will endeavor to make connections between the theories and concepts presented in the reading (and the instructor's lecture) with visual, spatial, sequential, and conceptual elements presented in film and media. Each student must participate in two presentations. Groups will also be responsible for the preparation of a graphic one-page handout for all students and the instructor briefly detailing the concepts and elements contained in their presentation.

Goals and Expectations:

This course will provide the opportunity to write analysis and develop presentations that meet the requirements of a writing intensive course in the ARCS major. Students will be expected to complete weekly reading assignments and come to class prepared for discussion. They will complete a one-page reading analysis each week dealing with the issues raised by the instructor, authors read, and/or a film dealing with the issues raised. In addition to providing students with "talking points" for discussion, responses are intended as a means to be sure students are keeping up with their reading and are able to demonstrate basic understanding of the material.

> *Weekly Writing Assignment:* Each week (consisting of two seminars), students will be required to complete a one page summary or response to reading assignments. Responses should deal with issues raised by the authors and with their style of writing. This may take any form desired by the student, and there is no word count requirement. Mostly, it will serve as a way to take attendance and be sure students are keeping up with their reading.
>
> *Due Wednesday of each week unless otherwise noted.*

During the course of the semester, students will also write two essay-length pieces (one 6-8 pages and one 8-10 pages, both double-spaced) within two different genres, the first about their own work and presented at a mid-semester symposium, the second about a particular work by an architect active during the time period in question (roughly 1945-Present). Drafts of both Essays 1 and 2 must be given to the instructor a minimum of one week prior to the symposium for preliminary review. Instructor will provide written feedback on a substantial draft, including an outline and brief, for

both Essays 1 and 2. In addition, time will be alotted out of class for a one-on-one meeting between stduent and instructor to discuss at least one of the writing assignments. Student work will be published in a collection at the end of the semester. All essays must follow the InDesign format provided by the instructor in order to expedite preparation of this publication.

Essay Assignment 1: Students will prepare a presentation and essay describing their current studio project in the context of the theoretical and historical concepts explored in readings. The essay will be 1500-2000 words in length (approximately 8-10 pages double-spaced), and will be presented, with slides in Powerpoint format, during a class symposium near the middle of the semester. Essays should be provided to the instructor in the provided InDesign format, with illustrations, immediately after said symposium.

As a rule of thumb, essays should make reference to at least three (3) class readings or other texts, and four (4) well-known architectural projects either historical or contemporary. These are minimum requirements. Students expecting above-average grades should exceed these requirements. Students may choose to reference their own previous work as well.

Drafts may be given to the instructor until one week (7 days) prior to the symposium for preliminary review. No essays will be accepted for review after _____.

Essay Assignment 2: Students will write a research paper of essay length (2000-2500 words, approximately 8-10 pages double-spaced) exploring, in detail, a well-known project by an architect active during the time period in question (roughly 1945-Present). Said project should engage the theoretical and historical concepts explored in readings, and the student's essay should make reference to at least three (3) class readings or other texts, two (2) projects by the architect in question, and two (2) projects by other architects. These are minimum requirements. Students expecting above-average grades should exceed these requirements.

Drafts may be given to the instructor until one week (7 days) prior to the due date for preliminary review. No essays will be accepted for review after _____.

Grading: For grade definitions see Kent State University Undergraduate Catalog.

25% Presentation/Paper on Your Work
25% Research Paper
10% Weekly Writing Assignments
40% Class Participation

Schedule and Reading List:

Week 1: Introduction

Week 2: Part 1: Journalistic Criticism: Educating a Public

Why Write?

Dave Hickey, "Air Guitar," from Air Guitar: Essays on Art and Democracy (1999)
Stan Allen, "Introduction: Practice vs. Project," from Practice: Architecture, Technique and Representation (2000)

Creating a Genre

Ada Louise Huxtable, Selections from Will They Ever Finish Bruckner Boulevard? (*New York Times* columns, 1965-1970)
Paul Goldberger, Selections from On the Rise: Architecture and Design in a Postmodern Age (*New York Times* Columns, 1973-1982)
Herbert Muschamp, Selections from Hearts of the City (*New York Times* columns, 1994-2007)

Week 3: Part 1: Journalistic Criticism: Educating a Public (continued)

Lecture by Paul Goldberger, Former *New York Times* Architecture Critic

"Why Architecture Matters," hosted by the Cleveland Museum of Art, student tickets will be distributed by the instructor.

Discussion of Lecture & Readings from Preceding Week

Week 4: Discuss Studio Project Presentation with Instructor and Part 2:
Art Historical Guff: Seeds in Academe

Disciplinary Anxiety

Heinrich Wolfflin, "The Causes of the Change in Style," from Renaissance and Baroque (1888)
Alois Riegl, "The Modern Cult of Monuments" (1903)

Week 5: Part 2: Art Historical Guff: Seeds in Academe (continued)

Historicizing Modernity

Siegfried Giedion, "Introduction," from Space, Time and Architecture (1940) pp. 5-28
Colin Rowe, "The Mathematics of the Ideal Villa," (1947)
Reyner Banham, "Conclusion: Functionalism and Technology," from Theory and Design in the First Machine Age (1960)

Week 6: Part 3: The Architect-Critic: Playing the Field from the Sidelines

Manifesto and Polemic

Le Corbusier, "Architecture or Revolution," from Towards a New Architecture (1923)
Robert Venturi, "A Gentle Manifesto," from Complexity and Contradiction in Architecture (1966)
Robert Venturi and Denise Scott-Brown, "Ugly and Ordinary Buildings," from Architecture Forum (1971) (Later published in Learning from Las Vegas)

Week 7: Part 3: The Architect-Critic: Playing the Field from the Sidelines (continued)

Theory Before Building

Rem Koolhaas, Selections from Delirious New York (1977)
Peter Eisenman, "Notes on Conceptual Architecture," from Perspecta (1978)
Stan Allen, "Field Conditions," from Points + Lines: Diagrams and Projects for the City (1999)
UN Studio (Ben van Berkel & Caroline Bos), "Design Models," from Design Models: Architecture, Urbanism, Infrastructure (2006)

Week 8: Part 3: The Architect-Critic: Playing the Field from the Sidelines (continued)

Writing About Your Work

A two-part symposium featuring student presentations on their studio designs

Week 9: Part 4: The Rise of Theory: Critique Since 1968

Theorizing Postmodernity

Denise Scott-Brown, "Learning from Pop," from Casabella (1971)
Colin Rowe, "Introduction to Five Architects" (1972)
Charles Jencks, Selections from The Language of Postmodern Architecture (1972)

Week 10: Part 4: The Rise of Theory: Critique Since 1968 (continued)

Critical Theory: Density and Exchange

Kenneth Frampton, "Towards a Critical Regionalism," from The Anti-Aesthetic (1982)
K. Michael Hays, "Critical Architecture: Between Culture and Form," from Perspecta (1984)
Catherine Ingraham, "The Burdens of Linearity: Donkey Urbanism," from Strategies in Architectural Thinking (1988)
Sanford Kwinter, "Landscapes of Change," from Assemblage 19 (1992)

Week 11: Part 5: New Variations: Conflating the Field(s)

Post-Criticality: Toward Projective Theory

Michael Speaks, "Design Intelligence," from A + U (2002)
R.E. Somol and Sarah Whiting, "Notes Around the Doppler Effect and Other Moods of Modernism," from Perspecta (2003)
Jeffrey Kipnis, "Is Resistance Futile?" from Log 5 (2004)

Week 12: Discuss Paper Topics with Instructor

Week 13: Part 5: New Variations: Conflating the Field(s) (continued)

Further and Farther Afield

Charles Jencks, "The Evolutionary Tree," from Architecture 2000 (1970)
Wes Jones, "The Nelsons," a series of comics from ANY (1994-2000)
Robert Sumrell and Kazys Varnelis (AUDC), "Reality,'" from Blue Monday (2007)
Michael Meredith, "Notes for those beginning the discipline of architecture" (2007)
R.E. Somol, "Poli Fi," from Journal of Architectural Education (2009)

Week 14: Part 5: New Variations: Conflating the Field(s) (continued)

Concluding Discussion & Viewing of "Alternate Ending 1: The Glittering Noise"

Week 15: Final Paper Collection (in by 5:00 PM)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Mar-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revise the Catalog Rights and Exclusion Policy**

Description of proposal:

Proposal seeks to revise the Catalog Rights and Exclusion policy at Kent State University to allow students to have different catalogs years for declared majors, minors and certificate.

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

Not applicable; revised policy will give more advantages to students to pursue new programs without affecting their catalog in force.

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

Associate and Assistant (A&A) Deans Committee, Registrar's Office

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Revision of the Policy for Students' Catalog Rights and Exclusion
Effective Fall 2012

Subject Specification

Proposal seeks to revise the Catalog Rights and Exclusion policy at Kent State University to allow students to have different catalogs for declared majors, minors and certificate.

Background Information

Current policy does not address the allowance of different catalogs. An unofficial verbal policy did not allow students to have different catalogs for the various programs they may declare. For example, students wanting to declare a recently established minor would be required to update their major catalog to the same term as the new minor. This catalog update could disadvantage students if changes had been made to their major or to university policy since they were admitted to their original catalog.

Banner has the ability to attach different catalog terms to a student's declared programs, even majors within the same degree in the same college. The GPS degree audit is able to accurately read Banner to find the appropriate catalog terms for each program. It is agreed that different catalog terms <u>will not</u> be attached to different concentrations within a major as concentrations are considered a subset of a major and do not stand alone as separate programs.

Alternatives and Consequences

One alternate is to leave the policy as is, which will permit different interpretations to continue and, therefore, create unequal treatment of students. Another alternate is to revise the policy to state that students may have only one catalog term for all declare programs. The consequence of that alternative is less freedom for students to choose newly established programs because declaring them and having to update their catalog term may adversely affect their progress toward graduation.

Specific Recommendation and Justification

It is the recommendation that the changes on the next pages be made to the Catalog Rights and Exclusions policy so as to afford students more opportunity to explore various studies without disadvantaging their graduation status.

In addition, the policy as listed in the Kent State University Policy Register (3342-3-01.1) is outdated, last revised 11 March 1990. Since this policy has been updated several times since 1990, this proposal aligns the policy as written in the Policy Register with the policy as proposed for the fall 2012 University Catalog.

Timetable and Actions Required

Associate and Assistant Deans Committee ..... 10 April 2012
Educational Policies Council ..... 14 May 2012
Faculty Senate ..... 18 July 2012
Effective implementation ..... Fall 2012 University Catalog

UNIVERSITY CATALOG: Catalog Rights and Exclusions

The university has established the following Catalog rights and exclusions relating to degree requirements. While these Catalog rights establish specific degree requirements for students, the exclusions noted ensure that the knowledge and skills acquired by students will be current with the state of knowledge in their fields of study.

Rights

1. Students' academic requirements are based on the Catalog that is in force during their first semester of enrollment at Kent State University.
2. Students may elect to complete an academic ~~a degree~~ program (major, minor, certificate) under a more recent Catalog. When changing Catalog year, students must comply with all of the requirements relevant to their program in the newer Catalog.
3. Students may declare a different Catalog for a minor, certificate or second major/degree. However, all enforced university-level academic policies and procedures are based on the students' Catalog for their primary degree program.

4~~3~~. Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.

Exclusions

1. Students who transfer to another university and return to Kent State are readmitted under the Catalog-in-force at the time of readmission.
2. Undergraduate students who do not satisfactorily complete 12 semester hours at Kent State in two calendar years must satisfy the requirements of the most recent Catalog. Transient work, Credit-By-Examination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count toward completing the 12 hours.
3. Undergraduate students who do not complete degree requirements within six years are required to update to the current Catalog.
4. Dismissed students are reinstated under the Catalog-in-force at the time of reinstatement.
5. Changes in degree requirements will be made to keep programs in compliance with accreditation, certification or licensure standards. Implementation of these standards may require that students update to the current Catalog.
6. Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of degree requirements.

In rare instances, an exception to the above policy may be granted by the college dean.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#catalogrightsandexclusions)

POLICY REGISTER 3342-3-01.1: Administrative policy and procedure regarding academic requirements, course specifications, and course offerings

(A) Policy. The university reserves the right to change academic requirements, course specifications, the time of meetings of a class, and to drop or add any course from the "Schedule of Classes." These actions are normally taken when changes in certification or licensure standards mandate changes in academic requirements or in university programs, or when there is insufficient student demand or resources are unavailable; nevertheless, such changes should not be to the substantial disadvantage of a student during his/her continuous enrollment.

(B) Academic requirements.

(1) University orientation. All students entering with freshman standing (twenty-four semester hours and less) will be required to complete the university orientation course. University orientation begins during freshman week fall semester and just prior to the first week of classes spring semester. Transfer students entering with more than twenty-four semester hours may elect to take university orientation only during their first two semesters at Kent State University. Part-time students must complete university orientation before they attain sophomore standing.

(2) Catalog in force.

(a) ~~Each s~~Student's academic requirements are based on the catalog ~~which~~ that is in force during the student's first semester of enrollment at Kent State University.

(b) Students may elect to complete an academic ~~a degree~~ program (major, minor, certificate) ~~their work~~ under a ~~the~~ most recent catalog. When changing Catalog year, students ~~but~~ must comply with all of the ~~new~~ requirements relevant to their program in the newer Catalog.

(c) Students may declare a different Catalog for a minor, certificate or second major/degree. However, all enforced university-level academic policies and procedures are based on the students' Catalog for their primary degree program.

~~(c) Students who transfer to another college or school within the university must meet the requirements of the catalog in force at the time of transfer.~~

(d) Catalog rights may be granted through inter-institutional curricular agreements. Such rights are subject to the same exclusions noted below.

(e)~~(d)~~ Students who transfer to another university and return to Kent State University are readmitted under the catalog in force at the time of readmission.

(f)~~(e)~~ Undergraduate s~~S~~tudents who do not satisfactorily ~~fail~~ to complete twelve semester hours at Kent State in two calendar years must satisfy the requirements of the most recent catalog. Transient work, Credit-By-Examination and coursework receiving grades of AU, F, NF, SF, IN, NR, W, U or Z will not count toward completing the 12 hours.

(g)~~(f)~~ Dismissed students are readmitted under the catalog in force at the time of reinstatement ~~readmission~~.

(h) Changes in degree requirements will be made to keep programs in compliance with accreditation, certification or licensure standards. Implementation of these standards may require that students update to the current Catalog.

(i) Program changes may be required by financial urgency, unavailability of faculty or unavailability of other instructional resources. In these instances, the dean of the students' college will identify available alternatives for the completion of degree requirements.

(j)~~(g)~~ In rare instances, an exception to the above policy may be granted by the college dean ~~Questions concerning the catalog policy should be directed to the appropriate academic dean~~.

~~(3) Requirements sheets. The academic requirements for each student become binding when the student's requirement sheet has been prepared. If the catalog in force is changed, a new requirement sheet must be filed.~~

(C) Course specifications. Course specifications such as title, credit hours, prerequisites, etc., are based on the current catalog. Changes in course specifications are intended to be instituted at one time. Courses are taught with the assumption that only one set of prerequisites are in effect. In the event that a change in prerequisite, for instance, would substantially disadvantage a continuously-enrolled student by unreasonably adding one or more courses to that student's degree requirements as specified in (B)(2) and/or (B)(3), dean's offices may authorize course substitutions, waiver(s), or some other appropriate alternative.

(Source: www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037706)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Apr-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revise academic policies for consistency**

Description of proposal:

Proposal seeks to revise the following academic policies to ensure there is consistency in regulations and procedures across the board:

- **Academic Forgiveness**
- **Academic Standing**
- **Course Load**
- **Dismissal**
- **Dismissal Appeals**
- **Reinstatement**

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

Revised policies will create less confusion, remove contradictory language, work across policies.

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

Associate and Assistant (A&A) Deans Committee, Registrar's Office, EMSA, advisors

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Revision of the Policies for Academic Forgiveness, Academic Standing, Course Load and Dismissal and Reinstatement
Effective Fall 2012

Subject Specification
The proposed revisions will create consistency across policies for academic forgiveness, academic standing, course load, dismissal and reinstatement

Background Information
The proposed revisions are in response to policy inconsistencies that emerged during the spring 2012 dismissal processing. The concerns were in regard to how the Academic Forgiveness, Academic Standing and Dismissal and Reinstatement policies cross-referenced each other.

In response to this issue, a dismissal committee was charged with conducting a review of these policy inconsistencies. The committee comprised the following:

- Barb Boltz (project director, enrollment management and student affairs)
- Sandra Brown (senior reporting analyst, registrar)
- Susan Cole (technical project director, academic administration and operations)
- LuEtt Hanson (associate dean, communication and information)
- Thomas Hoiles (director, enrollment management and student affairs, Geauga Campus)
- Jennifer Kulics (senior associate athletic director)
- Gail Rebeta (associate university registrar)
- Kristin Reed (assistant athletic director)
- Elizabeth Sinclair-Colando (assistant dean, business administration)
- Sheryl Smith (dean of students and ombuds)
- Charity Snyder (director, university advising)
- Pamela Tontodonato (associate dean, arts and sciences)
- Diane Walker (director, enrollment management and student affairs, Stark Campus)

The review has been completed and attached are the proposed revisions. A summary of the changes are noted below:

- Academic Forgiveness Policy: additional statement that students may take advantage of the Course Repeat Policy during the extension period.
- Academic Standing Policy: clarification of an academic load for students on probation.
- Course Load Policy: reinstatement and revision of language unintentionally removed when the revised overload policy was put into effect in fall 2010.
- Dismissal Policy: additional revised language to make clear to the student how a single term GPA is evaluated when making dismissal decisions, and to consider transfer students admitted on probation to be eligible for dismissal after one semester.
- Dismissal Appeals Policy: additional language to enable students to send an appeal electronically.

Alternatives and Consequences
The alternative is to keep the policies as is and continue unclear, inconsistent or contradictory language in the policies.

Specific Recommendation and Justification
It is the recommendation that the changes on the following pages be made to the policies as published in the University Catalog and in the Policy Register when appropriate.

Timetable and Actions Required
Associate and Assistant Deans Committee ..... 10 April 2012
Educational Policies Council ..... 14 May 2012
Faculty Senate ..... 18 July 2012
Board of Trustees (information item) ..... 14 September 2012
Effective implementation ..... Fall 2012 University Catalog

CATALOG: ACADEMIC FORGIVENESS POLICY

Purpose: The Academic Forgiveness Policy pertains only to former Kent State students returning to the university as undergraduate students after a significant absence and prior to earning any degree at any institution. It provides them an opportunity to have their academic standing reflect 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 any Kent State University student who has not been enrolled for a period of at least one calendar year (12 months).

Procedure: Any student who has not been enrolled at Kent State University for at least 12 consecutive months may request information on the Academic Forgiveness Policy and an Application for Academic Forgiveness form from student's academic advising office. Once the acknowledgement portion of the form is completed, the student's records will be reviewed by the appropriate dean at the conclusion of each subsequent term.

After returning to Kent State, a student must complete a minimum of 12 graded credit hours with a minimum 2.000 GPA to be eligible for academic forgiveness. If the student meets these conditions, has completed the Application for Academic Forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's 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 an associate degree and/or certificate from Kent State University, only courses not used in the completion of an associate degree and/or certificate will be eligible for the application of the Academic Forgiveness Policy.

If the student fails to maintain a minimum 2.000 GPA for the first 12 semester hours of graded coursework following return to the university, the eligibility period shall be extended through the term that encompasses the 24th semester hour of graded coursework. Students are permitted to use the provisions provided by the Course Repeat Policy during the extension period. If after completing 24 graded semester hours, the returning student has not achieved a 2.00 GPA, eligibility for the academic forgiveness will have expired.

Exceptions/Explanations: The Academic Forgiveness Policy is non-selective. It applies to all grades below C (2.000), 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 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. The dean of the college or regional campus or director of the independent school in which the students are enrolled at the time of eligibility for the application of the Academic Forgiveness Policy shall determine all questions as to the eligibility for, and the application of, the Academic Forgiveness Policy. Completed forms are submitted to the University Registrar for validation and application to the students' records.

(Source: November 2012 EPC agenda: www.kent.edu/provost/curriculum/epc/upload/11nov_attach2.pdf)

POLICY REGISTER: 3342-3-01.5 ADMINISTRATIVE POLICY REGARDING ACADEMIC FORGIVENESS

(A) Purpose. The academic forgiveness policy pertains only to former Kent State students returning to the university as undergraduate students after a significant absence and prior to earning any degree at any instituion. It provides them an opportunity to have their academic standing reflect their increased maturity and readiness, and improved level of academic performance gained since the interruption of studies at Kent State. ~~The university adopted a general forgiveness policy on the third of February, 1975, in order to recognize the increased maturity of students who have been out of school for a significant period of time. The university will adjust probation to reflect increased maturity.~~

(B) Eligibility. The Academic Forgiveness Policy is available to any Kent State University student who has not been enrolled for a period of at least one calendar year (12 months). ~~Former university students who have been away from the university for three calendar years or more and who have not attended an accredited institution of higher learning are eligible for this program.~~

(C) Procedure.

(1) Any student who has not been enrolled at Kent State University for at least 12 consecutive months may request information on the Academic Forgiveness Policy as well as the academic forgiveness form from the dean of his/her college or regional campus or director of his/her independent school. Once the acknowledgement portion of the form is completed, the student's records will be reviewed by the appropriate dean at the conclusion of each subsequent term. ~~In order for a returning student to take advantage of the academic forgiveness policy, it will be necessary for the student to make application for the program through the office of the dean of the college at the time of readmission. Established collegial policies for readmission will be followed. The student is not obligated to reenter the university under this program.~~

(2) After returning to Kent State, a student must complete a minimum of 12 graded credit hours with a minimum GPA of 2.000 to be eligible for academic forgiveness. If the student meets these conditions, has completed the Application for Academic Forgiveness form, and requests to have the policy applied, the following steps will be taken with regard to the student's academic record: ~~A diagnostic examination is required of all dismissed students admitted under the terms of this policy. The student will be admitted on the normal probation as established by the college or school. If the student achieves a 2.0 average in either the next fifteen or thirty semester hours attempted, all the "D's" and "F's" in the student's record will be removed from the cumulative average but not from the transcript. Probation, if any, will then be recalculated and the student so notified. The reason for the new cumulative average will appear on the student's transcript.~~

(a) 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.

(b) All cumulative calculations of hours attempted, quality points earned and cumulative GPA also will be adjusted.

(c) If a student has been awarded an associate degree and/or certificate from Kent State University, only courses not used in the completion of an associate degree and/or certificate will be eligible for the application of the academic forgiveness policy.

(3) If the student fails to maintain ~~achieve~~ a 2.000 GPA for the first 12 semester hours of graded coursework following return to the university, the eligibility period shall be extended through the term which encompasses the 24th semester hour of graded coursework. Students are permitted to use the provisions provided by the Course Repeat Policy during the extension period. If after completing 24 graded semester hours, the returning student has not achieved a 2.000 GPA, eligibility for academic forgiveness will have expired ~~in those fifteen or thirty semester hours, all previous work will be included in the student's total cumulative average and the student will be dismissed or continued on probation according to this cumulative average~~.

(D) Supplementary information.

(1) The academic forgiveness policy is non-selective. It applies to all grades below C (2.000), 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 eligibility standard. ~~This policy is intended for mature students who have left the university under dismissal on probation or with a relatively weak, but acceptable, cumulative average. Eligibility for the program will be determined by the dean of the student's college or school.~~

(2) 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. The dean of the college or regional campus or director of the independent school in which the students are enrolled at the time of eligibility for the application of the Academic Forgiveness Policy shall determine all questions as to the eligibility for, and the application of, the Academic Forgiveness Policy. Completed forms are submitted to the University Registrar for validation and application to the students' records. ~~When a student elects the academic forgiveness policy, none of the work at "D" level will be counted in the cumulative hours toward graduation. Only required courses originally taken with a "D" will have to be reearned by enrollment in the course or through credit by examination. On the other hand, should the student and the adviser feel that the subject has been mastered at a reasonable level, the student could attempt a continuation of the courses without having, technically speaking, credit for a prerequisite. The student could add other work towards the total number of hours needed for graduation and not in any sense "make up" "D" level work which had to be removed from the graduation total.~~

(Source: www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037764)

CATALOG: ACADEMIC STANDING

Because students must earn a minimum 2.000 cumulative (counting all work) grade point average (GPA) to graduate from the university, they must maintain that average throughout the undergraduate years. Students whose GPA falls below 2.000 should make a positive effort to improve their academic performance. Such students should devote their entire attention and energies to their studies by improving study habits and concentrating on such basic skills as composition, reading and mathematics.

1. **President's List:** In recognition of an extremely high level of academic excellence, a President's List is compiled each academic semester. To qualify, students must have a 4.000 GPA in the semester and must have completed 15 or more credit hours (all of which must have regular letter grades) by the end of that semester. This notation will be printed on students' official transcripts.
2. **Dean's List for Full-Time Students:** In recognition of academic excellence, a Dean's List is compiled each academic semester. To qualify, students must have a minimum 3.400 GPA in the semester and must have completed 12 or more regular letter-graded credit hours by the end of that semester. This notation will be printed on students' official transcripts.
3. **Dean's List for Part-Time Students:** A Dean's List for Part-Time Students is compiled after spring semester grades are issued. To qualify, students must have a minimum 3.400 GPA in 12 or more regular letter-graded hours taken during the previous summer, fall and spring semesters. Such students must have registered for fewer than 12 hours in each of the semesters under consideration. This notation will be printed on students' official transcripts.
4. **In Good Academic Standing:** Students with a minimum 2.000 GPA are in good academic standing. Students with a cumulative GPA below 2.000 are placed on academic probation. Good academic standing is not the same as eligibility for financial aid or for participation in other activities of the university such as athletics, student organization leadership, extracurricular activities, etc. For information about eligibility standards, students should contact the appropriate office or organization.
5. **Midterm Warning:** Students who earn a midterm GPA of less than 2.000 will be placed on "Midterm Warning."
6. **Semester Warning:** Students with a minimum 2.00 cumulative GPA who earn a semester GPA of less than 2.000 in any given semester will be placed on "Semester Warning."
7. **Selected Academic Program Warning:** If a student's GPA does not meet the standards required for a selective program, the dean may place the student on "Selective Academic Program Warning." The student would be allowed to remain enrolled in the selective major while attempting to improve academic performance.
8. **Not Permitted to Continue:** If a student's GPA does not meet the standards required for a selective program, the dean may decide that the student is "Not Permitted to Continue" in that academic program. Unless the student's cumulative GPA also is below the dismissal standard, the student may continue at the university, but may either be asked to change to a "general" category in the college of the student's major (for exploration of other majors in the college) or be referred to another program (including those on the Regional Campuses) that does not have a graduation standard above the university minimum 2.000 cumulative GPA.
9. **Academic Probation:** Students who fail to maintain a cumulative grade point average of 2.000 will be placed on academic probation. This probation signifies that the cumulative performance is below the minimum university requirement for graduation. Probation is an emphatic warning to the students that the quality of their academic performance must improve if they are to obtain the minimum grades required for graduation. Students on probation must show considerable improvement in their academic work or they will be dismissed from the university. Students on probation must reduce their course load to 15 hours and may receive a prescription from the dean of their college or campus that they further reduce their hours carried until removed from probation ~~as prescribed by the dean~~. The students also should reduce participation in social and extracurricular activities. Students are removed from probation only when they have achieved a minimum 2.000 cumulative GPA. Students on probation will be notified by their dean's office. In addition, the following students will be placed on probation:
   i. Students reinstated to the university after being dismissed because of poor scholarship.
   ii. Transfer students whose cumulative records at all previous institutions do not meet the minimum grade point average requirements of Kent State University.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#academicstanding)

CATALOG: COURSE ~~OVER~~LOAD FOR UNDERGRADUATE STUDENTS

A minimum of 121 semester hours of approved coursework must be satisfactorily completed to receive a baccalaureate; minimum 61 semesters hours for an associate degree. Students expecting to complete this minimum in four or two years, depending on degree, by attending two semesters (usually fall and spring semesters) should average 15 credit hours per semester and a yearly total of 30 hours. Some bachelor's and associate degree programs require more hours than the 121 and 61, respectively.

Eligible undergraduate 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.
- 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 their college or campus that they further reduce the hours carried until removed from probation.

Exceptions to this rule must be approved by the appropriate college dean.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#courseoverload)

CATALOG: DISMISSAL

Undergraduate: Students whose academic performance indicates a limited chance of obtaining the minimum grades required for graduation will be subject to dismissal from the university.

The provost may dismiss:

1. Students on probation if the student's cumulative grade point average (GPA) is within the following ranges*:
   i. 16-29 GPA hours: below 1.500 cumulative GPA
   ii. 30-59 GPA hours: below 1.700 cumulative GPA
   iii. 60-89 GPA hours: below 1.800 cumulative GPA
   iv. 90 or more GPA hours: below 1.900 cumulative GPA
2. A student on probation or a transfer student admitted on probation who receives 9 or more credit hours of any combination of the following grades in the semester under review: F, NF, SF, U. This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA.

3~~2~~. A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, ~~/~~SF or U ~~grades~~).

* The provost may choose not to dismiss a student within the stated ranges if circumstances warrant.

The provost will not dismiss a student on probation if any of the following conditions apply to that student:

1. It is the student's first semester of enrollment at Kent State University (including first-semester freshman or first-semester transfer student).
2. The student has 15 or fewer ~~less~~ GPA hours at Kent State University.
3. The student was in good academic standing at the end of the preceding term of enrollment.
4. ~~The student earned a minimum 2.00 term GPA (unadjusted for recalculation provisions in the course repeat policy).~~

A student who is dismissed should expect to be away from the university for a minimum 12 consecutive months. A dismissed student may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on the student's official transcript.

For further information concerning the conditions of probation and dismissal, students should contact their college or campus advising office. See guidelines for dismissal appeals below.

Graduate: Only work of high quality is approved for graduate credit. Graduate students are expected to maintain a 3.000 average GPA in all work attempted at Kent State. A student who fails to maintain a 3.000 average is subject to dismissal. In addition, in order to qualify for graduation, a 3.000 average must be maintained for all graduate coursework. Grades below C (2.000) are not counted toward completion of requirements for any advanced degree, but are counted in evaluating a student's grade point average. Only graduate course credits count toward a graduate degree.

A graduate student who receives a combination of more than 8 credit hours of B- (2.700) or lower grades, or more than 4 credit hours of grades lower than C (2.000) is subject to dismissal. Dismissal may be recommended by the chair (or director) of the student's department to the college dean, or the college dean may request the action of the department chair, or action may be recommended by the college dean's designee.

When a department has determined that the number of in-progress (IP) or incomplete (IN) grades on a student's record indicates poor progress toward completion of a degree, it may recommend to the college dean dismissal of the student. In certain programs in which professional success depends upon factors other than those measured by normal evaluations in coursework, a department has the right to separate from the program a student who, in the opinion of a duly constituted departmental committee, is not likely to succeed professionally despite earning acceptable grades. Such programs, along with the factors involved, are listed with the college dean. Administrators of these programs will inform the student upon admission of the nature of the assessment and the process by which it is made. A student separated from such a program has the right to appeal the decision. Information on the process of appeal is available in the office of the college dean, appropriate academic offices and student services offices upon request.

CATALOG: DISMISSAL continued

In determining a graduate student's grade point average, all graduate courses attempted by the student while in a Kent State University graduate program are included in the computation. A change by a graduate student from one department or program to another does not eliminate the grades received under the first enrollment, which are computed in the student's grade point average. Graduate (but not undergraduate) courses taken by the student over and above those required for the student's program are included in the grade point average.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#dismissal)

CATALOG: DISMISSAL APPEALS

A student who is dismissed has the right to appeal the decision. Appeals must be made in writing to the college or campus at which the student was enrolled at the time of the dismissal.

The appeal letter must be composed, typed and signed by the student. The appeal letter may be delivered personally or sent by mail, fax or e-mail from the student's kent.edu account, and must include all pertinent ~~original~~ documentation for the appeal to be considered. ~~Appeal letters also may be sent by fax or as an e-mail attachment from the student's Kent State e-mail address, but must be supplemented by submitting original documentation.~~ Appeal letters for ~~a~~ dismissals must be received by the college or campus no later than 14 calendar days after final grades are posted on the student's FlashLine account. Dates when final grades are posted can be found at www.kent.edu/registrar/calendar. ~~made at the end of the fall semester must be received by the Friday before spring semester begins. Appeal letters for a dismissal made at the end of the spring semester must be received by June 15.~~

Appeals must be based on recent circumstances that were beyond the control of the student. Appeal letters must include the following:

1. An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
2. Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the dismissal. These efforts must be documented by course instructors, and their statements must be submitted on university letterhead or sent from each instructor's Kent State e-mail address. If errors have occurred for one or more reported grades, the course instructor must verify that a grade change has been submitted.
3. An explanation of why action such as course withdrawal, complete term withdrawal, request for an incomplete grade, etc., was not taken before the end of the semester.
4. A detailed plan of action for achieving academic success for any future enrollment at Kent State University.
5. The student's full name, Kent State ~~Banner~~ ID number, current and permanent mailing addresses, current and permanent telephone numbers and Kent State e-mail address.

Appeals that do not meet these guidelines will not be reviewed.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#dismissalappeals)

CATALOG: REINSTATEMENT

Undergraduate: Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved. For programs with selective admission requirements, specified certification standards or additional program and graduation requirements, reinstatement may be impossible.

Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus ~~Regional Campus~~ that houses the major program the student wishes to enter. The application should include convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the dean will inform the student of the reinstatement decision.

A student who is reinstated is automatically placed on probation until good academic standing (minimum 2.000 cumulative GPA) is attained. Academic requirements will be determined by the Catalog-in-force at the time the student re-enrolls at the university. ~~If a student under dismissal intends to enroll in coursework elsewhere before applying for reinstatement to Kent State University, advising should first be obtained from the appropriate college or campus advising office. Coursework taken elsewhere may not be applicable to specified Kent State University degree programs, and enrollment may affect the student's potential use of the Academic Forgiveness Policy or limit the advantages of recalculation provisions in the university's Course Repeat Policy.~~ For further information concerning reinstatement, students should consult their college or campus advising office.

Graduate: A graduate student who has been dismissed from a graduate program normally may not be reinstated for work in the student's former program, or readmitted in any other program or coursework. However, after one year as a dismissed student, application for reinstatement or readmission may be made based upon evidence that former academic weaknesses have been appropriately addressed. If the pertinent department and the college dean agree that another opportunity should be provided, conditional admission will be granted.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#reinstatement)

POLICY REGISTER: 3342-3-01.10 ADMINISTRATIVE POLICY REGARDING DISMISSAL OF UNDERGRADUATE STUDENTS FOR ACADEMIC REASONS

(A) Purpose. A student whose academic performance indicates a limited ~~little~~ chance of obtaining the minimum grades required for graduation will be subject to dismissal ~~dismissed~~ from the university.

(B) Eligibility. Specifically, the provost ~~academic dean~~ may dismiss:

(1) A student on probation if the student's cumulative grade point average (GPA) is within the following ranges: ~~work is not improving sufficiently to indicate good likelihood of obtaining the minimum grades required for graduation.~~

(a) 16-29 GPA hours: below 1.5000 cumulative GPA

(b) 30-59 GPA hours: below 1.700 cumulative GPA

(c) 60-89 GPA hours: below 1.800 cumulative GPA

(d) 90 or more GPA hours: below 1.900 cumulative GPA

(2) A student on probation or a transfer student admitted on probation who receives 9 or more credit hours of any combination of the following grades in the semester under review: F, NF, SF, U. This policy applies without regard to whether the designated grades were included or excluded from the student's cumulative GPA. ~~A freshman or first semester transfer student with less than a .50 at the end of the first semester.~~

(3) A student who fails to make adequate progress toward completion of the program of study (including, but not limited to, excessive complete term withdrawals, course withdrawals or grades of NF, SF or U). ~~A freshman at the end of the second semester with less than a 2.00 cumulative grade point average unless the student has maintained a 2.00 average for the prescribed course load during the second semester.~~

(4) The provost may choose not to dismiss a student within the stated ranges above if circumstances warrant. ~~Sophomores and above with less than a 2.00 cumulative grade point average who are not meeting probationary expectations or who are not making prescribed progress in their major program.~~ The provost will not dismiss a student on probation if any of the following conditions apply to that student:

(a) It is the student's first semester of enrollment at Kent State University (including first-semester freshman or first-semester transfer student).

(b) The student has 15 or fewer GPA hours at Kent State University.

(c) The student was in good academic standing at the end of the preceding term of enrollment.

(C) Required absence. Students meeting the above conditions will be subject to academic dismissal and should expect to be away from the university for a minimum of twelve ~~two~~ consecutive months ~~semesters~~. A dismissed student may not register for any coursework at any campus of Kent State University. The notation of academic dismissal will be printed on the student's official transcript. ~~The summer term does not constitute a semester.~~

(D) Reinstatement ~~Readmission~~.

(1) Reinstatement after dismissal from Kent State University is neither automatic nor guaranteed. A student may be reinstated only if the student provides convincing evidence of probable academic success if permitted to return to the university. A dismissed student who has previously accumulated a substantial number of credit hours and/or an excessively low GPA should expect that reinstatement is not likely to be approved. For programs with selective admission requirements, specified certification standards or additional program and graduation requirements, reinstatement may be impossible. Application for reinstatement after the required period of time away from the university should be to the dean of the college or campus that houses the major program the student wishes to enter. ~~Application for readmission may be made through the academic dean of the college from which the student was dismissed or the academic dean of a new college/school to which one wishes to transfer.~~ The ~~Such~~ application should ~~must~~ include convincing evidence of the student's motivation ~~efforts~~ to continue and of the student's specific efforts during the period of dismissal to eliminate previous weaknesses. ~~The dean then assigns the student to the examination aids center for further required testing.~~ After evaluating the application for reinstatement and all supporting materials ~~test results~~, the dean will inform the student of the reinstatement decision ~~whether or not he/she has been reinstated~~.

(2) A student who is reinstated is automatically placed on probation until good academic standing (minimum 2.000 cumulative GPA) is attained ~~the new work at the university can be evaluated~~. Academic requirements will be determined by the Catalog-in-force at the time the student re-enrolls at the university.

(Source: www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037789)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **19-Apr-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revise the Credit Testing Eligibility policy**

Description of proposal:

Proposal seeks to revise the Credit Testing Eligibility policy to clarify that availability of Credit-By-Examination (CBE) is for currently enrolled and degree- and certificate-seeking students only. Revised policy also stipulates a maximum of combined testing credits toward an associate degree degree and certificate, shortens the testing time and incorporates previously approved changes.

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

Revised policy is more aligned with residence policy and will ensure that Kent State credit as well as the resources that go toward awarding Credit-By-Examination (e.g., Registrar's Office processing paperwork, faculty members giving and grading the test) will be done for Kent State students and not for individuals who have no intention of enrolling in an academic program. Those individuals will continue to have the opportunity to take the AP and CLEP for college credit.

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

Office of the Registar, Office of Carer Services, Office of the Provost, Associate and Assistant (A&A) Deans Committee

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Revision of the Policy for Credit Testing Eligibility
Effective Fall 2012

Subject Specification

Revision of the policy to determine eligibility for either the College Level Examination Program (CLEP) or Credit by Examination (CBE). Revisions include clarifying that only degree- or certificate-seeking students may take the CBE, instituting a credit hour limit for associate degrees and certificate, reducing the time allowed to take the CBE, as well as applying revisions approved in 2000 that were never implemented.

Background Information

Whereas the CLEP is a national program to allow a student to earn college credit that may be accepted at the student's admitting college or university, the CBE is a Kent State program, where faculty have agreed that credit for specific courses may be earned through an exam, approved by the appropriate academic unit, administered by Kent State faculty and processed through the Registrar's Office (formerly through the Career Services Office).

Essentially, the CLEP provides a student with college credit, the CBE provides a student Kent State credit. Therefore, eligibility to take CBE should be limited to degree- and certificate-seeking students at Kent State. Conversely, the language in the written policy is silent on this issue, which has allowed high school (PSEOP) students to request the CBE even though there may be no intention to ever apply/be admitted to a Kent State degree or certificate program.

The current policy limits the maximum hours of credit exams (CLEP, AP, CBE) to a combined to 30 hours for a baccalaureate, which is aligned with Kent State's residence policy for a baccalaureate. The policy, however, does not address the associate degree or certificate. For consistency and alignment with the residence policy, the revised credit testing eligibility policy will adopt maximum hours of combined credit exam hours as 15 for the associate degree and 50 percent for the certificate.

With the processing of the CBE application being moved from the Career Services Office to the Registrar's Office, the formal application for CBE approval was updated and a request was made to shorten the allowance time for taking the test, from one calendar year to 60 days.

Other updates to the policy were first proposed to the EPC at its 19 June 2000 meeting, with the changes being unanimously accepted (see attachment A). However, those approved changes were never implemented in the catalog. Hence, these revisions will be considered a housekeeping issue to correct what should have been completed a dozen years ago.

Alternatives and Consequences

The alternate is keep the policy as is, and to allow high school and other non-degree or certificate-seeking students to earn Kent State credit through exams when they have other alternatives available (e.g., AP, CLEP, International Baccalaureate). Without an exam credit limit policy for associate degrees and certificates, the policy becomes inconsistent for undergraduate programs and open to interpretation.

Specific Recommendation and Justification

To reflect current and warranted practices, consistency and transparency, as well as to implement previously approved updates, the following changes on the next page are proposed:

UNIVERSITY CATALOG: CREDIT TESTING ELIGIBILITY

The student's college determines eligibility for testing. The following regulations govern credit through testing:

1. Credit is awarded on a course-by-course basis. Students may be tested for Credit-By-Examination (CBE) only once for any given course. Students may not attempt a course CBE for which they have previously attempted through the College Level Examination Program (CLEP).
2. New students may take the ~~College Level Examination Program (~~CLEP~~)~~ before beginning work at Kent State University. CBE is available to currently enrolled degree- and certificate-seeking Kent State students only.
3. Students ~~who have begun college work~~ are allowed to take CBE only if they are in good standing (i.e., not on probation).
4. Students may not take CLEP or CBE for any course:
   i. In which they have audited
   ii. In which they are currently enrolled
   iii. In which they have previously enrolled and earned a grade, including withdrawal (A-F, AU, IN, IP, NF, NR, S, SF, U, W, Y or Z)
5. In subject fields in which knowledge is sequential or ~~ac~~cumulative (e.g., mathematics and foreign language), courses are structured in prescribed sequences ~~students may receive academic credit through CBE only for the single course commensurate with their level of proficiency as established by the examination~~. Students who ~~already~~ have received credit for, or established proficiency at, one level in such a sequence ~~of courses~~ (either by testing or by enrolling in and completing the course) cannot subsequently earn CLEP or CBE credit for any prior course in the sequence or in any lower level sequence ~~may not receive academic credit by means of CBE or CLEP for a prior course in that sequence or for a course in a lower sequence~~. Students who want to earn CBE for more than one course in such a sequence must complete CBE one course at a time, beginning with the lowest level course for which they want to receive academic CBE credit.
6. Students pursuing a baccalaureate may attempt a maximum of 30 hours CLEP, ~~AP and~~ CBE and Advanced Placement (AP) combined. Students pursuing an associate degree may attempt a maximum of 15 hours CLEP, AP and CBE combined. No more than 50 percent of a certificate's total hours may be earned through CLEP, AP and CBE combined. Students who wish to take more than ~~30 hours~~ the maximum permitted may petition their college dean for a waiver of this limitation. Students who have earned more than ~~30 hours~~ the maximum permitted of AP and/or CLEP credit before attending Kent State University will be granted that credit, provided such credit meets ~~normal~~ Kent State standards.
7. ~~CBE normally is given only during the third through eighth week of each semester.~~ Students approaching graduation must complete all CBE and CLEP credit by at least the semester preceding the semester in which they plan to graduate.
8. Students who sign up for CBE must take the exam within ~~one calendar year~~ 60 days of the payment date of application. If they do not, they forfeit any fees paid and must reapply to take the exam.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#credittestingeligibility)

Timetable and Actions Required

Associate and Assistant Deans Committee ..... 13 December 2011
Educational Policies Council ..... 14 May 2012
Faculty Senate ..... 18 July 2012
Effective implementation ..... Fall 2012 University Catalog

Attachment A

Interoffice Correspondence

To: Lois Muir

Date: May 17, 2000

From: David Baker, Chair, Assistant & Associate Deans

Subject: Actions of A&A Deans

Attached please find the recommendation of the A&A Deans for (1) Modification of the Freshman Rule for Recalculation of GPA and (2) Modification of Credit Testing Eligibility Guidelines. I am available to address any questions you or members of E.P.C. may have. In that these policies have been under consideration for an extended time and there has been some confusion due to catalog misstatement about one of them, we recommend expeditious action.

Thanks in advance for your consideration.

xc: Agnes Swigart
Darrell Turnidge
Mel May
Gary Padak

ASSOCIATE PROVOST
MAY 18 2000

INTERDEPARTMENTAL CORRESPONDENCE
KENT STATE UNIVERSITY
Kent OH 44242

DATE: May 17, 2000

TO: David Baker, Chair
Assistant & Associate Deans

FROM: Darrell R. Turnidge DT

SUBJECT: Credit Testing Eligibility Guidelines

The Assistant and Associate Deans Committee approved a motion at their meeting on March 14, 2000 recommending changes to the Credit Testing Eligibility guidelines listed in the Undergraduate Catalog. Consideration of these revisions was based upon the attached memo dated November 16, 1999 from Harold Fry, Department of Modern and Classical Language Studies.

The subcommittee of A&A Deans convened to consider Dr. Fry's recommendations determined that A&A Deans had prepared recommendations during the 1996-1997 academic year to address the issues raised in Dr. Fry's memo which were not implemented (see the attached memos dated October 25, 1996 and January 29, 1997).

The following revised catalog copy incorporates the changes recommended by A&A Deans in 1997 and has been reviewed with Harold Fry to ensure that the changes address the issues raised in his memo.

Deleted text in the current catalog copy is marked with a ~~double strikethrough~~. New text is marked with a dotted underscore.

Revised catalog copy

The following regulations govern students' eligibility to earn credit through testing:

1. CBE is awarded on a course-by-course basis. Students may be tested for CBE only once for any given course. Students may not attempt a course CBE which they have previously attempted through CLEP.

2. New students may take CLEP and CBE before beginning work at Kent State University. Students who have begun college work are allowed to take CBE only if they are in good standing (not on probation).

3. Students pursuing a baccalaureate degree may attempt up to 30 hours CLEP, APP and CBE combined. Students who wish to take more than 30 hours may petition

their college dean for a waiver of this limitation. Students who have earned more than 30 hours of APP and/or CLEP credit prior to attending Kent State University will be granted that credit, provided such credit meets ~~normal~~ Kent standards.

4. Students may not take any course CLEP or CBE which they have audited or in which they have previously received a grade (A-F, S/U, Y/Z, I, IP or W).

5. In certain subject fields in which knowledge is sequential or ~~a~~cumulative ~~;~~ ~~students may receive academic credit through CBE only for the single course commensurate with their level of proficiency as established by the examination~~ (such as mathematical sciences and foreign language), courses are structured in prescribed sequences. Students who ~~already~~ have received credit for, or established proficiency at, one level in such a sequence ~~of courses~~ (either by testing or by enrolling in and completing the course) cannot subsequently earn CLEP or CBE credit for any prior course in the sequence or in any lower level sequence. ~~may not receive academic credit by means of CBE for a prior course in that sequence or for a course in a lower sequence.~~ Students who want to earn CBE for more than one course in such a sequence must complete CBE one course at a time beginning with the lowest level course for which they want to receive academic credit CBE.

6. ~~CBE is normally given only during the third through eighth week of each semester. It is recommended that CLEP be taken in the same period.~~ Students approaching graduation must complete all CBE and CLEP credit by at least the semester preceding the semester in which they plan to graduate.

7. Students who sign up for CLEP or CBE must take the exam within one calendar year of the date of application. In they do not, they forfeit any fees paid and must reapply to take the exam.

Educational Policies Council Minutes
June 19, 2000
Page 2

Provost Gaston convened the Educational Policies Council at 3:26 p.m. in Room 310 AB of the Kent Student Center. He noted that this was a "transitional" meeting as he thanked Associate Provost Lois Muir for her service to the Educational Policies Council and the University. Dr. Muir is leaving Kent to become Provost at the University of Montana. Dr. Gaston then welcomed Laura Davis who would be serving as Associate Provost for Planning and Academic Resource Management.

Provost Gaston asked for the approval of the minutes of the meeting of April 17, 2000 which was agenda item #1 in the Revised Agenda. Dean Davina Gosnell moved for the approval of the minutes which was seconded by Dean Joseph Danks. The minutes were unanimously approved.

Assistant Dean Nancy Mitchell, representing Assistant Dean David Baker, chair of Assistant and Associate Deans, introduced and moved for the adoption of **Item 2, Revision of the Freshman Rule for Recalculation of the Grade Point Average**. Associate Dean Anderson seconded the motion. Discussion ensued. Dr. Linda Williams suggested a friendly amendment to change the language on page 2-3, line 15 to read, "The course must be repeated for a letter grade, including S/U (not Pass-Fail)." Dean Danks suggested two language changes as well, both accepted as friendly amendments. Language changes included: page 2-3, line 2, removing the word "letter"; and line 28, replacing the word "should" with the word "must." Vice Provost and Dean Kuhn asked if the effective date could be changed to Fall 2000 to provide this opportunity for students entering this fall. With no motion forthcoming, the date was not changed but it was anticipated that there would be no problem granting exceptions for students beginning Fall 2000 until the policy is activated. The motion carried unanimously.

Assistant Dean Mitchell introduced and moved for the adoption of **Item 3, Revision of the Credit Testing Eligibility Guidelines**. Dean George Stevens seconded the motion. Dean Danks asked for a friendly amendment to remove the word "normal" on page 3-3, line 3. The amendment was accepted and the motion carried unanimously.

Moving for the adoption of **Item 4, Revision of the organization of the Physics major [Bachelor of Science] by establishing two concentrations, Physics Concentration [FAA] and the Physics Interdisciplinary Concentration [GAA]. The Physics Concentration [FAA] will include three options: General Physics [FAB], Computer Hardware Systems [FAC] and Applied Physics [FAD]. Previous concentration designations will be inactivated. The Physics Interdisciplinary Concentration [GAA] will include four options: Chemistry [GAB], Biological Science [GAC], Applied Mathematics and Computer Science [GAD], and Mathematics [GAE],** Dean Danks introduced Dr. David Allender, chair of the Department of Physics to answer questions. Assistant Dean Mel Anthony May seconded the motion. Senator Roberto Uribe-Rendon asked Chair Allender if there was a provision to include more options. Chair Allender stated that there would be opportunities for additional options in the future. The motion carried unanimously.

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Feb-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Revise Policy**

Proposal Name **Revise policies relating to certificate programs**

Description of proposal:

Proposed revisions in admissions, residence and other policies attempt to make clear that students in certificate programs are held to similar standards as those in degree programs.

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

Not applicable. Proposal seeks to clarify admission, residence and other requirements for certificates.

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

Office of the Registar, Office of the Provost, Associate and Assistant (A&A) Deans Committee

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Revision of the Admissions and Residence Policies for Certificate Programs
Effective Fall 2012

Subject Specification

The proposed revisions in admissions, residence and other policies attempt to make clear that students in certificate programs are held to similar standards as those in degree programs

Background Information

A formal policy on certificate offerings at Kent State was enacted in 1998. Previously, certificates were established on the regional campuses and in the different colleges on an ad hoc basis. This formal recognition enabled certificate-seeking students to be eligible for federal financial aid benefits. However, the 1998 policy was not specific enough in some requirements—primarily admissions and residence—to enable the university to uphold the academic integrity of a Kent State transcript.

Admissions
Certificate-seeking students are admitted as non-degree, transfer or post-undergraduate students, each an appropriate status. However, the Registrar's Office has seen students complete courses for, and then declare, a certificate as a guest student, neither which are formally admitted to the university. Guest students do not need to present credentials (e.g., transcript) at the time of admissions. In addition to not going through any type of formal admission process, when students are admitted as a guest student, the university does not post any courses transferred in and approved by faculty. In those cases, the credits the student earned for the certificate do not match the required number of hours for the certificate as stated in the catalog.

By revising the guest student admissions policies to clarify that students cannot earn a certificate in this status, a student who was admitted as either but now wants to earn a certificate will have to go through admissions with credentials and apply in the appropriate status, listed earlier.

Residence
Kent State has residence policies for associate and bachelor's degree programs, but not one for certificate programs. A residence policy is deemed necessary as certificate programs are low in credit hours—typically between 16 and 24 hours—and, theoretically, a student could transfer all coursework from another institution(s) to earn a Kent State University certificate. A residence policy is especially imperative for certificates that provide specific, cutting-edge technical skills in a niche area of study. While general studies courses may be dated or transferred, they usually won't affect the performance of job skills in the workplace. That is not the case with technical coursework. If students take the certificate's technical courses at Kent State, taught by Kent State faculty, the university is a better situation to assess and evaluate the students' ability to perform those skills well in the workplace.

By establishing a residence policy that at least 50 percent of the total required coursework toward certificate completion is taken at Kent State, the university will be able to assure employers that these certificate graduates can actually do what the certificate purports they will be able to do.

Alternatives and Consequences

One alternate for the proposed revisions to admissions policy is to create a separate admission category for certificate programs. However, only 127 students applied for certificate programs in fall 2011 on all eight campuses. The consequences to not changing the language for the admission policies in the catalog is allowing the awarding of a certificate to someone who did not submit admission credentials as a guest student.

The consequence of not adding language in the residence policy pertaining to certificate programs is the awarding of a Kent State certificate to a student who transferred all required coursework from another institution and did not take one Kent State course.

Specific Recommendation and Justification

It is the recommendation that the following changes be made the policies as published in the University Catalog:

GUEST STUDENT ADMISSIONS
Admission as a guest student enables students to take a limited number of courses for credit. To be admitted in this category, undergraduate students must have graduated from high school, obtained a GED certificate or achieved the equivalent; and graduate students must have earned a bachelor's degree. Guest students typically take courses for job or personal achievement. Students pursuing a degree at another institution may apply as a guest student.

Guest students may remain in this status until no more than 18 semester hours at the undergraduate level or 6 semester hours at the graduate level of Kent State University credit have been attempted. Students cannot earn a degree or a certificate in this admission status. Guest students who wish to pursue a degree or a certificate program or continue after 18 semester hours (undergraduate) or 6 semester hours (graduate) have been attempted must apply for regular admission. Credit hours taken in this status may apply to a degree or a certificate program with the approval of the college dean. Guest students must meet all prerequisites for courses (or obtain permission of the instructor). Graduate guest students must also obtain approval from the corresponding program coordinator. Individuals who have been denied admission to or are under dismissal from Kent State are not eligible for guest student status. Guest students are not eligible for financial aid.

(Source: http://www.kent.edu/catalog/2011/policies/all-policies.cfm#gueststudentadmissions)

RESIDENCE REQUIREMENT
Undergraduate: 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. For bachelor's degree programs, s~~S~~tudents 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~~)~~. For associate degree programs, students must complete a minimum of 15 passed hours in residence ~~for an associate degree~~. For certificate programs, students must complete a minimum 50 percent of the certificate's total required passed hours in residence. Some certificate programs may require more.

Passed hours comprise graded coursework, including those receiving an S (satisfactory) or Y (pass) grade. Information on specific degree and certificate 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.

Graduate: Residence requirements are determined by the graduate departments. Please consult the appropriate department as to its residence requirement for the degree.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#residencerequirement)

POST-UNDERGRADUATE STUDENT ADMISSIONS
Those who have received a bachelor's degree from an accredited college or university other than Kent State University and who wish to take undergraduate courses at Kent State may apply as post-undergraduate students. Kent State graduates who have taken coursework elsewhere since leaving Kent State are also considered post-undergraduates. Baccalaureate graduates of Kent State University who have not attempted subsequent college work do not need to reapply to the university but do need to declare their intent to the Office of the University Registrar. Typically, post-undergraduate students take undergraduate courses to pursue a certificate or an additional baccalaureate, to prepare for graduate school or to enrich themselves.

A post-undergraduate application form is available online on the Admissions website. Kent State requires a non-refundable application fee and an official transcript from the college or university where the baccalaureate was earned. Students seeking a second undergraduate degree must also submit official transcripts from all colleges and universities attended.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#postundergraduatestudentadmissions)

NON-DEGREE STUDENT ADMISSIONS

Admission as a special non-degree student enables students to take a limited number of courses for credit (either full time or part time). Students in this category are generally not seeking a degree, but wish to earn a certificate or take courses for job achievement, personal enrichment, intellectual curiosity or other personal reasons. Special non-degree students may apply to Kent State for any semester through the Office of Admissions. Undergraduate adult students may apply through the Center for Adult and Veteran Services. A non-refundable application fee is required. Admission is based on the same criteria detailed above for undergraduate, graduate or transfer students, whichever is appropriate. . . .

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#nondegreestudentadmissions)

GRADE POINT AVERAGE (GPA) REQUIREMENT

Undergraduate: All undergraduate students graduating from Kent State University must attain a minimum 2.000 cumulative grade point average (GPA) for all coursework taken at Kent State University. Candidates for the Associate of Applied Business and Associate of Applied Science degrees must attain a minimum 2.000 cumulative GPA in the technical courses. If students are required to take additional coursework to raise the GPA in the technical courses to 2.000, the course(s) must be in the technical area and will be selected in consultation with the program advisor and approved prior to registration. Additionally, some degree and certificate programs have higher minimum GPA requirements.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#gradepointaveragegparequirement)

PASS/FAIL GRADE

Undergraduate students may elect to take certain courses on a pass/fail basis. The purpose of this option is to provide an opportunity for the exploration of a broader range of coursework than is normally included in specific and distributive degree requirements. Students considering this option should be aware that some institutions of higher education do not accept transfer credit taken on a pass/fail basis. In addition, most graduate and professional schools prefer that pass/fail credit be kept to a minimum.

Students electing to take courses under the pass/fail option should consult their advisor for specific instructions and registration procedures. Conditions governing the acceptability of coursework that pertains to all students are:

1. The students must be in good standing. Transfer students admitted on probation and students on academic probation with less than a 2.000 GPA may not elect the pass/fail option.
2. Only one course per semester may be taken under the pass/fail option.
3. The pass/fail option may be used only for non-specific electives; this option is designed to allow students to explore coursework outside their required courses.
4. Courses listed as available to meet the Kent Core may not be taken pass/fail.
5. Courses that may be prescribed or recommended through placement testing may not be taken on a pass/fail basis. Those courses are ENG 11001, MATH 10006, MATH 10007, MATH 10020, MATH 10021, MATH 10022, MATH 10023, MATH 10024, US 10003 and US 10006.
6. Excluded from the pass/fail option are the following:
   i. All courses in students' major department or school
   ii. All courses used to meet requirements in students' major, minor, field of concentration, supporting area or certificate ~~certification~~ program
   iii. All courses used to meet the Kent Core and college general requirements
7. A maximum of 12 hours of pass/fail credit (combined Y-Pass and Z-Fail grades) may be attempted. Courses regularly graded satisfactory/unsatisfactory (S/U) are not counted in this 12-hour maximum; experimental courses that are Y/Z graded are included in the 12-hour limit.
8. Instructors will not be informed of students' election of the pass/fail option. Regular letter grades of A, B, C and D that are reported by the instructor will be converted to a Pass (Y); letter grades of F, NF (Never Attended–Fail) and SF (Stopped Attending–Fail) will be converted to a Fail (Z) grade.
9. Pass/fail grades will not be used in computing grade point averages.
10. Students changing majors will not have "pass" grades changed to regular grades if they have pass/fail credit in that area. The "pass" grades will stand, but all further courses in the program must be for regular grading.
11. No change of pass/fail enrollment status is permitted after the final day of formal registration.

Students should contact their college, department, school or Regional Campuses office for clarification of the pass/fail option and for application of that option to their particular programs.

(Source: www.kent.edu/catalog/2011/policies/all-policies.cfm#passfailgrade)

Timetable and Actions Required

Associate and Assistant Deans Committee ..... 9 August 2011, 14 February 2012
Educational Policies Council ..... 14 May 2012
Faculty Senate ..... 18 July 2012
Effective implementation ..... Fall 2012 University Catalog

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **1-May-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **PR - Provost**

Proposal **Establish Policy**

Proposal Name **Establish statement on student responsibilities**

Description of proposal:

Proposal seeks to establish a statement that specifies the responsbilities of the student in regard to his or her academic success at Kent State, for inclusion in the University Catalog.

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

N/A. This is not a policy.

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

Ombuds, Student Success, Associate and Assistant (A&A) Deans Committee

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REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ____/____/____

Campus Dean (for Regional Campuses proposals)

_____ ____/____/____

College Dean (or designee)

_____ ____/____/____

Dean of Graduate Studies (for graduate proposals)

_____ ____/____/____

Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Establishment of Student Responsibilities Statement
To Be Published in the University Catalog
Effective Fall 2012

Subject Specification
The proposal requests inclusion in the University Catalog of a statement regarding student responsibilities intended to maximize academic success at Kent State, including developing an academic plan; successfully completing their coursework; adhering to university rules, regulations and policies; meeting university, college and program requirements; being familiar with the academic calendar; knowing their academic record; and maintaining current contact information and reading and responding to university communications.

Background Information
Kent State provides numerous tools to support students in becoming responsible citizens. These include, but are not limited to, online course registration, online academic and registration calendars, the GPS degree audit and plan, online student transcript, online University Catalog, GPS website with program roadmaps, FlashLine, Blackboard Vista/Learn, access to professional advisors and tutoring services, and regular e-mail updates from the various student service offices.

Therefore, it the students' responsibility to take not only advantage of these many tools, but also ownership of their academic studies at Kent State. Excuses such as "I didn't know," or "no one told me" when confronted with a missed deadline, an unfulfilled program requirement or violated policy are not acceptable (or are "no longer" acceptable).

Alternatives and Consequences
The alternative is to have no written statement that can be communicated to students when they first arrive. The consequence is lack of a clear and consistent message to students about their academic responsibilities while at Kent State.

Specific Recommendation and Justification
It is recommended that the following statement be published in the 2012 University Catalog:

STUDENT RESPONSIBILITIES

Each Kent State University student is responsible for:

- Pursuing successful completion of all courses for which he or she enrolls.
- Meeting with an advisor to develop an academic plan. However, the final responsibility for following procedures and meeting university, college and program requirements as outlined in the University Catalog rests solely with the student.
- Being familiar with the current academic calendar, including, but not limited to, deadlines for course registration, course withdrawal and application for graduation.
- Knowing his or her academic record, including registration schedule for each semester and academic progress toward program completion.
- Maintaining a current and accurate mailing address, phone number and Kent State e-mail address in FlashLine, and reading and responding promptly to all communications from the university.
- Being familiar with and adhering to the university's rules, regulations and policies.

Timetable and Actions Required
Associate and Assistant Deans Committee ..... 8 May 2012
Educational Policies Council ..... 14 May 2012
Effective implementation ..... Fall 2012 University Catalog

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **23-Apr-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **Graduate Studies**

College **PR - Provost**

Proposal **Establish Policy**

Proposal Name **Proposal to establish a Leave of Absence policy and a Graduate Student Re-Enrollment policy**

Description of proposal:

The purpose of this proposal is to establish two new policies for graduate students to take effect in Fall 2012: a Leave of Absence policy and a Graduate Student Re-Enrollment policy. The result of the new policies would be that graduate students would either take an approved leave of absence and then complete the new graduate re-enrollment form in order to return to their program of study, or leave the university without taking an approved leave of absence and have to apply through Graduate Studies as a new student in order to (potentially) return to their former program of study.

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

Students interested in taking a leave of absence would need to initiate the process with their programs. Students and their advisors would be expected to develop a plan for the students' return. The leave of absence form would need approval by the student's advisor, department chair/school director, college dean, Office of Global Education (for international students) and dean of Graduate Studies. The Registrar's Office would be responsible for changing the student's status code from active to leave of absence. To re-enroll in their former program, students would be responsible for completing the application for graduate re-enrollment form. The form would need approval by the department chair/school director, college dean and dean of Graduate Studies. The Registrar's Office would be responsible for changing the student's status code from leave of absence to active. Graduate Studies would be responsible for 1) contacting students at the end of their leaves to remind them to re-enroll or re-apply for leave; and 2) notifying students whose leaves have expired that they must re-apply to the university in order to return.

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

Graduate Studies Administrative Advisory Committee
Registrar's Office
Bursar's Office
Financial Aid
Office of Global Education
Veterans' Affairs.

REQUIRED ENDORSEMENTS

_____ ____/____/____

Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

_____ ___/___/___
College Dean (or designee)

Mary Ann Hooker _____ 4/26/12
Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Proposal Summary
Proposal to establish a Leave of Absence policy and a Graduate Student Re-enrollment policy

Subject Specification:

Establish policies governing leaves of absence and subsequent re-enrollment for graduate students.

Background Information:

Many universities have in place a leave of absence policy which allows graduate students to take a temporary leave (1-2 semesters) for personal, family, financial, and other compelling reasons. Students who take an approved leave are not penalized in that the time spent on leave is not counted against time limitations for degree completion. In addition, such policies encourage students to develop concrete plans for returning to their studies.

KSU does not have a leave of absence policy in place. Currently, graduate students are able to stop attending at any time. After one year of not being enrolled, Banner changes a student's status to inactive, preventing them from registering in courses. To re-enroll, the student just needs to contact the Registrar's Office (and answer some questions over the phone or complete a re-enrollment form). No communication with faculty or administrators in his/her degree program is required.

This proposal is to create two new policies for graduate students to take effect in Fall 2012. The first is a policy on leaves of absence, and the second (related) policy has to do with student re-enrollment. The result of the new policies would be that graduate students would either take an approved leave of absence and then complete the new graduate re-enrollment form in order to return to their program of study, or leave the university without taking an approved leave of absence and have to apply through Graduate Studies as a new student in order to (potentially) return to their former program of study.

More specifically, a student interested in taking a leave of absence would initiate the process with his/her program. The student and his/her advisor would be expected to develop a plan for the student's return. The leave of absence form would need approval by the student's advisor, department chair/school director, college dean, Office of Global Education (for international students) and dean of Graduate Studies. The Registrar's Office would change the student's status code from active to leave of absence (such a code is currently being developed).

To re-enroll, the student would complete the application for graduate re-enrollment form. The form would need approval by the department chair/school director, college dean and dean of Graduate Studies. The Registrar's Office would change the student's status code from leave of absence to active. Graduate Studies would be responsible for 1) contacting students at the end of the term of their leave to remind them to re-enroll or re-apply for leave; and 2) notifying students whose leaves have expired that they must re-apply to the university in order to return. Cognos reports are being developed to identify such students.

The Graduate Studies Administrative Advisory Committee (comprised of the associate deans for graduate affairs from each academic college) reviewed and endorsed the proposed policies and forms at its November 2011 meeting. Feedback was also sought from the Registrar's Office, the Bursar's Office, Financial Aid, the Office of Global Education and Veterans' Affairs.

Alternatives and Consequences:

The alternative is for KSU to continue to operate absent official policies regarding graduate student

leaves of absence and re-enrollment. Individual programs would continue to handle student leaves informally, leading to the unequal treatment of students, and students would be able to return to their graduate programs without their programs' consultation.

Specific Recommendation and Justification*:*

The specific recommendation is to adopt the Leave of Absence and Graduate Student Re-enrollment policies for publication in the Fall 2012 university catalog. The rationale for establishing these policies is to:
1) encourage students who must leave their degree program to do so with a plan for returning and to follow established university procedures (rather than just dropping out);
2) ensure that such opportunities for leave are practiced uniformly across the university;
3) prevent students from being penalized if they need to take a leave (by not counting the time on leave against their time to degree and by guaranteeing their return to the program at the end of their leave); and
4) allow programs (as well as the university as a whole) to track the status of graduate students.

Timetable and Actions Required:

EPC Approval, May 2012
Effective, Fall 2012

Policy on Leave of Absence

A leave of absence is granted for degree seeking graduate students in active status who must be away from their studies for one or more semesters for personal, family, financial, or other compelling reasons. Prior to applying for a leave of absence, students should consider its potential implications for such matters as funding (including assistantships and veterans benefits), loan repayment, immigration status, health insurance, university housing and time to degree completion.

International students should contact the Office of Global Education before the initiation of a leave of absence and before returning to campus to ensure compliance with SEVIS regulations and visa restrictions.

To be eligible for a leave of absence, a student must be seeking a graduate degree, have completed at least one full term of enrollment prior to the date a leave is to begin, be in good academic standing and be making reasonable progress toward the degree. Leaves will not be granted to students who (1) have completed less than one full term of enrollment; (2) are not in good academic standing; or (3) have received an extension of the degree time limit.

Leaves of absence are normally granted for one to two semesters. The time taken on an approved leave of absence is not included in the time limitations for degree completion and advancement to candidacy.

The Request for Leave of Absence form should be submitted prior to the start of the term for which the leave is requested, when the necessity for leave is foreseeable. If the need for a leave is not foreseeable, the request should be submitted as soon as possible, but no later than the last day of classes in the term during which the leave has been taken. A retroactive leave of absence will not be granted.

When a department/school grants a leave of absence, it implies the program will be willing to re-admit the student. A plan for re-admission, including any conditions that must be met, should be put in writing and clearly understood by all parties prior to the start of the leave.

Students who are registered for courses must drop or withdraw from all courses prior to taking leave. Course withdrawal does not negate a student's financial obligation, and students will be held responsible for all balances due to the university. Any applicable refunds will be processed per University policy 3342-7-06.

Course withdrawal is not permitted after the tenth week of the fall and spring semesters (or the prorated deadline for flexibly scheduled sections and summer terms). Students applying for a leave of absence after the course withdrawal deadline should address grading and course completion issues with their individual instructors. To consider any variation from this rule for reasons of extenuating circumstances, the student must submit a Petition for Academic Record Adjustment to the University Registrar.

Students on a leave of absence are not registered and, therefore, do not have the rights and privileges of registered students, including course pre-registration and access to the libraries, recreational center, and health services. They cannot fulfill any official department or University requirements during the leave period, such as taking qualifying exams or submitting a dissertation/thesis. Students on an approved leave must complete the

DRAFT

Application for Graduate Re-Enrollment form in order to register for classes and have the rights and privileges of registered students.

To receive an extension of an approved leave, students must complete a new Request for Leave of Absence form prior to the expiration of their leave. If a student does not receive an extension and does not return to the graduate program, he or she will be considered as having permanently withdrawn from the University. To be reconsidered for graduate study, students who have permanently withdrawn must formally apply to their program of interest, including the submission of an application, the non-refundable application fee and any necessary application materials.

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Policy on Graduate Student Re-Enrollment

Graduate students shall enroll for at least one term each calendar year to maintain status as a degree-seeking student. Meeting this minimum enrollment requirement does not guarantee you meet the minimum requirements of other programs, offices, or agencies.

Students not meeting the minimum enrollment requirement for maintaining status as a degree-seeking graduate student will be considered as having voluntarily withdrawn from the University. Students who withdrew and wish to have their graduate standing re-instated must follow the same admission procedures as those required of new applicants, including submission of a non-refundable application fee and application materials. Acceptance back into a graduate program is not guaranteed even if the student departed in good standing. Students who apply and are admitted will be re-instated under the catalog-in-force at the time of admission. The program determines how much of the previously completed work may be applied toward the graduate degree program.

Students on an approved leave of absence may return to their program of study by completing the Application for Graduate Re-Enrollment form.

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KENT STATE UNIVERSITY
REQUEST FOR LEAVE OF ABSENCE

A leave of absence is granted for graduate students in active status who must be away from their studies for one or more semesters for personal, family, financial, or other compelling reasons.

The Leave of Absence form should be submitted prior to the start of the term for which the leave is requested, but no later than the last day of classes in the term which the leave is taken. A retroactive leave of absence will not be granted.

Please check one: ☐ Domestic Student ☐ International Student*

**International students must contact the Office of Global Education.*

Name: (Last, First, Middle Initial) *Click here to enter text.*

Kent State ID: *Click here to enter text.*

College: *Click here to enter text.*

School/Department: *Click here to enter text.*

Major: *Click here to enter text.*

I am requesting a leave of absence beginning: ☐ Fall ☐ Spring ☐ Summer **20** *Click here to enter text.*

I will return: ☐ Fall ☐ Spring ☐ Summer **20** *Click here to enter text.*

By signing below, I certify that I understand the following:

1) It is my responsibility to drop or withdraw from all courses that I am registered for during the term of my leave. Course withdrawal does not negate my financial obligations to the university, and I will continue to be responsible for any balances I owe. If the course withdrawal deadline has already occurred, I must address grading and course completion issues with my individual instructors.
2) If my leave is approved, I will not have the rights and privileges of registered students, including course pre-registration and access to the libraries, recreational center, and health services.
3) To receive an extension of my approved leave, I must complete a new Request for Leave of Absence form prior to the expiration of my leave.
4) It is my responsibility to complete the Application for Re-Enrollment and register for courses the semester following my leave. Failing to do so will result in withdrawal from the university.

(Student) *(Date)*

APPROVALS

When a department/school grants a leave of absence, it implies the program will be willing to re-admit the student following the term of the leave. The department/school and student should have a written plan for re-admission that includes any conditions that must be met.

(Office or Global Education, if applicable) *(Date)*

(Student's Advisor) *(Date)*

(Department Chair/School Director) *(Date)*

(Dean of the College) *(Date)*

(Dean of the Graduate School) *(Date)*

OFFICE USE ONLY

Processed by: Click here to enter text.

Status code: Click here to enter text.

Date verified with Registrar: Click here to enter text.

DRAFT

KENT STATE UNIVERSITY
APPLICATION FOR GRADUATE RE-ENROLLMENT

This form should be completed by students on an approved leave of absence from the University who wish to return to their former program of study. Students ***not*** on an approved leave of absence who withdrew from or left the University one or more years ago must formally apply and follow the same admission procedures required of new applicants.

Last term and year enrolled at Kent State: ☐ Fall ☐ Spring ☐ Summer 20 Click here to enter text.

Kent State ID: *Click here to enter text.*
SSN (if Kent State ID is unknown): *Click here to enter text.*
Date: Select date.

Complete Legal Name: (Last, First, Middle Initial) *Click here to enter text.*
Former Name(s) *Click here to enter text.*

Note: Re-enrollment will be processed under your legal name at the time of last attendance.

Permanent Address: *Click here to enter text.*
Email Address: *Click here to enter text.*

City: *Click here to enter text.*
State: *Click here to enter text.*
Zip: *Click here to enter text.*
Telephone Number: *Click here to enter text.*

How long have you lived at the above address? *Click here to enter text.* Years *Click here to enter text.* Months

If *less than one year*, list previous address(es) during the last twelve months.

Address: *Click here to enter text.* From: Select date To: Select date
Address: *Click here to enter text.* From: Select date To: Select date
Address: *Click here to enter text.* From: Select date To: Select date

Note: Form will not be processed without residency information.

Application for re-enrollment in: ☐ Fall ☐ Spring ☐ Summer 20 Click here to enter text.

College: *Click here to enter text.*
School/Department: *Click here to enter text.*
Major: *Click here to enter text.*

Degree: ☐ Master's ☐ Doctorate ☐ Educational Specialist **Advisor:** Click here to enter text.

Are you a U.S. Citizen: ☐ Yes ☐ No *If no, please contact the Office of Global Education.*

Have you been convicted of a criminal offense or do you have charges pending against you at this time, other than a minor traffic violation? ☐ Yes ☐ No

If yes, a written explanation statement must be submitted with this form. The Application for Graduate Re-Enrollment will not be processed until the explanation statement is reviewed.

I certify that the information herein is complete and accurate to the best of my knowledge.

(Student) *(Date)*

APPROVALS

(Office of Global Education, if applicable) *(Date)*

(Department Chair/School Director) *(Date)*

(Dean of the College) *(Date)*

(Dean of Graduate Studies) *(Date)*

Office Use Only

Processed by: Click here to enter text.
Status code: Click here to enter text.
Date verified with Registrar: Click here to enter text.

DRAFT

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Mar-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **AS - Arts and Sciences**

Degree **BA - Bachelor of Arts**

Program Name **Individualized Major** Program Code **INDM**

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

Proposal **Inactivate program**

Description of proposal:
Inactivate the Bachelor of Arts [BA] degree program in the Individualized Major [INDM]

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., 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):
None

REQUIRED ENDORSEMENTS

_____ ___/___/___
~~Department Chair / School Director~~

_____ ___/___/___
~~Campus Dean (for Regional Campuses proposals)~~

Mary Ann Haley 3/30/12
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

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Proposal Summary
Inactivate Bachelor of Arts [BA] Degree Program in the Individualized Major [INDM]

Subject Specification: The College of Arts and Sciences proposes the inactivation of the Bachelor of Arts [BA] degree program in the Individualized Major [INDM].

Background Information:
The Bachelor of Arts [BA] degree program in the Individualized Major was initially developed to give students the opportunity to design a major that didn't exist by combining coursework from a number of disciplines. This occurred at a time when the majors and minors available were far fewer in number and tied quite closed to disciplinary areas. Since that time a number of specific and 'named' degree programs have been developed that meet many of the most popular interdisciplinary goals (e.g., International Relations, Earth Science, to name just a few). This major requires that students meet all the university and college requirements for the Bachelor of Arts degree and have the course selection approved by the college curriculum committee.

Since the establishment of the Individualized Major, College of Arts and Sciences has developed and continued to revise and refine an alternative degree program that meets many of these goals but only requires students to complete the university requirements – the Bachelor of General Studies, recently revised to the Bachelor of Integrative Studies. The BGS/BIS program has continued to grow while interest in the more restrictive Individualized Major has waned. Currently no students are enrolled.

Alternatives and Consequences:
The only other alternative is to keep the degree program 'on the books' even though there is no need or student interest.

Specific Recommendation and Justification:
The College of Arts and Sciences recommends the inactivation of the program.

Timetable and Actions Required:

Spring 2012	A&S CCC/EPC/Faculty Senate approval
Fall 2012	Effective Date

Individualized Major

COLLEGE: College of Arts and Sciences

DEPARTMENT: 105 Bowman Hall
Tel: 330-672-2062
E-mail: mbraey@kent.edu
Web: www.kent.edu/as

DESCRIPTION: The individualized major is designed to allow students to pursue a self-constructed course of study leading to a Bachelor of Arts degree. The major is intended for students with focused educational objectives that cannot be met through standard majors offered by the college.

The program, with a core of related and clearly articulated courses, must be planned in consultation with the dean of the college or the dean's designee; the program must be approved by the Curriculum Committee of the college or its designee. Courses in other colleges in the university may be included in the individualized major, with the limitation that two-thirds of the hours counted for the major must be within the College of Arts and Sciences.

CAREER OPPORTUNITIES: Since the Individualized Major is designed by the student with specific academic and career goals in mind, the career opportunities are limitless.

ADMISSION REQUIREMENTS: Formal application for this major must be made by the beginning of the junior year. Transfer students with junior standing or beyond must make application immediately upon entrance to Kent State University. Revisions in the program after its approval may be made by the dean or the dean's designee.

GRADUATION REQUIREMENTS: The requirements for an individualized major are as follows:

- 121 hours required for graduation.
- 42 hours of upper-division coursework.
- Fulfillment of the General Requirements for the Bachelor of Arts in the College of Arts and Sciences.
- A coherent program of at least 35 credit hours designed to fit students' needs. At least half of this program must be in upper-division coursework. This program must be presented to the Curriculum Committee of the college or its designee for recommendations and final approval.

Students considering the individualized major should seek advice from the college office at the earliest possible time, but in any case well before submitting a proposed program.

All courses taken from the list of major program requirements are used in the calculation of the major GPA.

LANGUAGE REQUIREMENT: Yes

STUDY ABROAD/AWAY OPPORTUNITIES: There are many Study Abroad/Away Opportunities, for more information contact the Office of Global Education.

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Mar-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **AS - Arts and Sciences**

Degree **BA - Bachelor of Arts**

Program Name **Latin American Studies** Program Code **LAS**

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

Proposal **Inactivate program**

Description of proposal:

Inactivate the Bachelor of Arts [BA] degree program in Latin American Studies [LAS]

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., 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):

ANTH, ECON, ENG, GEOG, HIST, MCLS, MUS, PAS, POL, SOC (offer courses listed in the major)

REQUIRED ENDORSEMENTS

_____ ___/___/___

~~Department Chair / School Director~~

_____ ___/___/___

~~Campus Dean (for Regional Campuses proposals)~~

Mary Ann Haley 3/30/12

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

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Proposal Summary
Inactivate Bachelor of Arts [BA] Degree Program in Latin American Studies [LAS]

Subject Specification: The College of Arts and Sciences proposes the inactivation of the Bachelor of Arts [BA] degree program in Latin American Studies [LAS].

Background Information:
The Bachelor of Arts [BA] degree program in Latin American Studies has received very little student interest in recent years. About five years ago the program was revised to require far fewer credit hours in the hopes students would consider the major as either a single major or add it as a double major. This strategy has not worked. No students have enrolled in the program. Admission to the major was suspended in January 2010 when no faculty members came forward to direct the program or develop the online catalog materials and graduation roadmap.

Alternatives and Consequences:
The only other alternative is to keep the degree program 'on the books' even though there is no student interest.

Specific Recommendation and Justification:
The College of Arts and Sciences recommends the inactivation of the program.

Timetable and Actions Required:

Spring 2012	A&S CCC/EPC/Faculty Senate approval
Fall 2012	Effective Date

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Latin American Studies - B.A.

Admission to the program is temporarily suspended and will resume by fall 2013 contingent on university approval procedures.

COLLEGE: College of Arts and Sciences

DEPARTMENT: 105 Bowman Hall
Tel: 330-672-2062
Web: www.kent.edu/las

DESCRIPTION: The Bachelor of Arts in Latin American Studies introduces students to issues facing this vibrant world region. Core courses are taught in history, political science, geography and pan-African studies. Additional elective courses are offered in anthropology, economics, English, justice studies, languages, music and sociology. Graduates of this program are prepared for employment opportunities in governmental and nongovernmental organizations; in business and education (when combined with those programs); and further study in a graduate program.

CAREER OPPORTUNITIES: Postsecondary teachers held nearly 1.7 million jobs in 2008. The following tabulation shows postsecondary teaching jobs in specialties having 20,000 or more jobs in 2008

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 2.50 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 Global Education.

STUDENT ORGANIZATIONS: S.A.L.S.A.

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Kent State University Catalog 2011

Latin American Studies - B.A. Program Requirements

Admission to the program is temporarily suspended and will resume by fall 2013 contingent on university approval procedures.

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 REQUIREMENTS (44 credits)* Courses count in major GPA			
Type	**Course**		**Title**	**Credits**
	MCLS	28404	The Latin American Experience	3
	Choose from the following:			3
	GEOG	37084	Geography of South America	
		37085	Geography of Central American and Mexico (3)	
	Choose from the following:			3
WIC	HIST	45697	Colloquium of South America (3)	
WIC		45797	Colloquium: Comparative Latin American Revolutions (3)	
	Choose from the following:			3
	PAS	33508	Caribbean Social and Political Directions (3)	
		37143	African-Brazilian Experience in Culture and Literature (3)	
	Choose from the following:			3
	POL	30550	Latin American Politics (3)	
		30551	U.S. - Latin America Relations (3)	
	Choose from the following: Language Requirement**			14
	PORT	17201	Elementary Portuguese I (4)	
		17202	Elementary Portuguese II (4)	
		27210	Intensive Portuguese (5)	
		xxxxx	General Elective (1)	
	OR			
	SPAN	18201	Elementary Spanish I (4)	
		18202	Elementary Spanish II (4)	
		28201	Intermediate Spanish I (3)	
		28202	Intermediate Spanish II (3)	
	Choose from the following: Latin American Electives (minimum of 12 upper-division credit hours)***			15
	ANTH	38250	Religion: A Search for Meaning (3)	
		48230	Socio-Cultural Change (3)	
		48420	Archaeology of north America (3)	
		48425	Ancient Mesoamerica (3)	
	ECON	32083	Economics of Poverty (3)	
		42075	International Economic Relations (3)	
	ENG	21001	Introduction to Ethnic Literature of the U.S. (3)	
	GEOG	22061	Human Geography (3)	
	HIST	21140	Modern Latin America (3)	

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		31141	Early Latin America (3)	
		41056	History of Colonial America: 1492-1714 (3)	
	JUS	37311	Minorities in Crime and Justice (3)	
	MCLS	28403	Hispanics in the United States (3)	
	PAS	24407	Caribbean Studies (3)	
		42095	Special Topics in the Literature of Pan-Africa (3)	
	POL	30820	International Organization an Law (3)	
		40840	Comparative Foreign Policy (3)	
		40930	U.S. Foreign Policy (3)	
	PORT	37330	Early Brazilian Literature (3)	
		37331	Recent Brazilian Literature (3)	
		37421	Luso-Brazilian Situation (3)	
	SOC	32569	Minorities in America (3)	
		32610	Birth, Death and Migration (3)	
	SPAN	38334	Early Spanish American Literature (3)	
		38335	Recent Spanish American Literature (3)	
		38424	Culture and Civilization of Latin America (3)	
		48216	Contemporary Hispanic Culture (3)	
		48372	Spanish American Novel I (3)	
		48373	Spanish American Novel II (3)	
		48374	Modern Spanish American Drama (3)	
		48376	Contemporary Spanish American Short Story (3)	
		48378	U.S. Latina/o Writers (3)	

III. ADDITIONAL REQUIREMENTS (76 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
	College General Requirement (must be from Kent Core Basic Sciences)****	3
	College General Requirement (must be from Kent Core Social Sciences)*****	3
	General Electives (upper division)	34
	TOTAL	121

* All courses taken from the list of major program requirements are used in the calculation of the major GPA.

** Student majoring in Latin American Studies must complete either Intermediate Spanish II or Intensive Portuguese. Students who have completed Intensive Portuguese do not need to take Intermediate Spanish II in Semester 4; however, they must take a general elective course of at least 1 credit hour in order to meet the required 121 credit hours required for graduation.

*** Latin American Studies elective courses. Student take any five courses. Students who choose a lower-division course as an LAS elective must make sure that they take sufficient upper-division courses (42 credits) to graduate. Students may also choose from any approved special topics course. Courses listed as core option that are not chosen to satisfy the core requirement may be taken to satisfy the elective course requirement. At least three of the five courses in the elective courses requirement must have different prefixes.

****One additional course taken from the Kent Core Basic Science courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Biological Sciences (BSCI), Chemistry (CHEM), Geography (GEOG), Geology (GEOL) or Physics (PHY). Students may take the courses listed in the "introductory" sequences with the restrictions noted above in the Kent Core Basic Science section. The course may not be from the student's major.

*****One additional course taken from the Kent Core Social Sciences courses in the following Arts and Sciences disciplines: Anthropology (ANTH), Applied Conflict Management (CACM), Geography (GEOG), Criminology and Justice Studies (JUS),

AS
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Political Science (POL), Psychology (PSYC) or Sociology (SOC). The course may not be from the student's major.

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HALEY, MARY ANN

From: HALEY, MARY ANN
Sent: Wednesday, April 04, 2012 3:00 PM
To: Meindl, Richard; Kent, Richard; TROGDON, ROBERT; MUNRO-STASIUK, MANDY; BINDAS, KENNETH; LARSON, JENNIFER; SEACHRIST, DENISE; WILSON-FALL, WENDY; HOOK, STEVEN; SERPE, RICHARD
Subject: Inactivation of the BA in Latin American Studies
Attachments: Sbizhub_75112040413490.pdf

Colleagues,
Attached please find the required curricular documentation (CCP and Proposal Summary) to inactivate the BA in Latin American Studies. Your departments have courses on the requirements list. This inactivation will have no impact on your course enrollments as there are no students declared in the major. If you have any questions please don't hesitate to contact me.
Best regards,
Mary Ann

Mary Ann Haley, Ph.D.
Assistant Dean for Curriculum
College of Arts and Sciences
Kent State University
330-672-8968

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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **30-Mar-12** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department

College **AS - Arts and Sciences**

Degree **MS - Master of Science**

Program Name **Applied Social and Behavioral Research** Program Code **ASBR**

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

Proposal **Inactivate program**

Description of proposal:

Inactivate the Masters of Science [MS] degree program in Applied Social and Behavioral Research [ASBR]

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., 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):

None

REQUIRED ENDORSEMENTS

_____ ___/___/___

~~Department Chair / School Director~~

_____ ___/___/___

~~Campus Dean (for Regional Campuses proposals)~~

Mary Ann Haley 3/30/12

College Dean (or designee)

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs (or designee)

AS
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Proposal Summary
Inactivate Masters of Science [MS] Degree Program in Applied Social and Behavioral Research [ASBR]

Subject Specification: The College of Arts and Sciences proposes the inactivation of the Masters of Science [MS] degree program in Applied Social and Behavioral Research [ASBR].

Background Information:
Several years ago a group of faculty in the Department of Justice Studies developed and received approval to offer a Masters of Science degree program in Applied Social and Behavioral Research [MS ASBR]. It was thought at the time that this program would be the first degree offered by the planned College of Public Health. The faculty moved to the College of Public Health but it soon became clear this program would not be valued by the public health accreditors. As such it was abandoned by the faculty and the College of Public Health (once it was established). Since that time it has sat dormant in the College of Arts and Sciences. The College is seeking to inactivate the program and the courses.

Alternatives and Consequences:
The only other alternative is to keep the degree program 'on the books' even though there is no faculty interested in administering or delivering it.

Specific Recommendation and Justification:
The College of Arts and Sciences recommends the inactivation of the program.

Timetable and Actions Required:

Spring 2012	A&S CCC/EPC/Faculty Senate approval
Fall 2012	Effective Date

A5
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Kent State University Catalog 2011

Applied Social Behavioral Research-M.S.

COLLEGE: College of Arts and Sciences

DESCRIPTION: Admission to the program is temporarily suspended and will resume by fall 2013 contingent on university approval procedures.

A5
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KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Apr-12 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	Management & Information Systems
College	BU - Business Administration
Degree	BBA - Bachelor of Business Administration
Program Name	**Operations Management** Program Code **OMGT**
Concentration(s)	Concentration(s) Code(s)
Proposal	Inactivate Program

Description of proposal:

Inactivate the Operations Management (OMGT) major. The continuing declining enrollment in the major has made the major impractical and unsustainable. The objective of the proposal is to discontinue the major 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 inactivation of the OMGT major has 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

4/9/12

Department Chair / School Director / Campus Dean

5/4/12

College Dean

___/___/___

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: April 9, 2012

SUBJECT: Proposal to Discontinue the Operations Management Major

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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. However, it is becoming ubiquitous and transcends all business specialties, which may have 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.

This proposal was approved by the M&IS Faculty Advisory Committee (FAC) and the whole faculty body.

Proposal Summary

Title: Inactivation of Operations Management (OMGT) major

Subject Specification: [Inactivation of the Operations Management (OMGT) major, in the Bachelor of Business Administration (BBA) degree program, due to unsustainable declining enrollment.]

Background Information: [Enrollment in the Operations Management (OMGT) 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 often as independent investigations or the students are allowed to take other courses in lieu of those in the major. As a consequence, students in the major often come out with different experiences, calling into question the efficacy of the coursework to the major.

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 discontinuation of the OMGT major does not violate this mission as operations is a ubiquitous subject which is integrated across all curricula.

Discontinuation of the OMGT means that the following courses in the major would no longer be taught:

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), enrollment and degree trends in the Operations Management major over the past 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 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.

Furthermore, as can be seen in the table below of the current enrollment in the OPMG major across the KSU 8-campus system, suspension of the major would have no adverse 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.

The discontinuation of the OMGT 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 OMGT faculty resources in other emerging and more relevant areas of business such as supply chain management, healthcare systems management, and the newly revised Business Management (BMGT) major.

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 new students will be admitted into the major with effect from fall 2012.]

Alternatives and Consequences: Other than discontinuation 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 stretching our limited faculty resources.

Specific Recommendation and Justification: The preferred action is the discontinuation of the major as presented in this document. The discontinuation would help the Department leverage its faculty resources for other more viable and timely subject areas such as supply chain management and healthcare systems management.

Timetable and Actions Required: [The timetable for the discontinuation of the major and stop admitting new students is fall 2012. However, students currently in the major will be offered ample opportunity to complete their degree requirements.]

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

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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: 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]					
MATH 11010 Algebra for Calculus	**3**		**C**		**Fulfills Kent Core Mathematics and Critical Reasoning**
BUS 10123 Exploring Business	3				
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	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Two: [15-17 Credit Hours]					
MATH 11012 Intuitive Calculus *or* MATH 12002 Analytic Geometry and Calculus I	**3-5**				**Fulfills Kent Core Additional**
MIS 24053 Introduction to Computer Applications	**3**				
ECON 22060 Principles of Microeconomics	3				Fulfills Kent Core Social Sciences
Kent Core Requirement	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
Semester Three: [15 Credit Hours]					
ACCT 23020 Introduction to Financial Accounting	**3**				
MIS 24056 Fundamentals of Business Statistics	**3**				
ECON 22061 Principles of Macroeconomics	3				Fulfills Kent Core Additional
MIS 24163 Principles of Management	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Four: [15 Credit Hours]					
ACCT 23021 Introduction to Managerial Accounting	**3**				
MIS 34060 Operations Management	**3**	■	**C**		
FIN 26074 Legal Environment of Business	3				
MKTG 25010 Principles of Marketing	3				
Kent Core Requirement	3				See Kent Core Summary on page 2
Semester Five: [15 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	3				See Kent Core Summary on page 2
Kent Core Requirement	3				
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
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

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: 2011-2012

Critical requirements are boldface in shaded areas

Course Subject and Title	Credit Hours	Upper Div.	Min. Grade	Major GPA	Important Notes
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
Composition (6-8 credit hours) *ENG 11002, 11011, 21011; HONR 10197, 10297*	Enrollment based on placement test; a grade of C is required in ENG 21011	6-8
Mathematics and Critical Reasoning (3-5 credit hours)	Fulfilled in this major with MATH 11010.	0
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*	3 credits are fulfilled in this major with ECON 22060; May fulfill diversity requirement	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*	Fulfilled in this major with ECON 22061, COMM 15000 and either MATH 11012 or 12002.	0

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 4 credit hours of physical education activity (PEB) courses and maximum 4 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. 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 toward general 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.

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.

Results and Recommendations of AQIP Assessment Plan:

Throughout their programs, students in the Operations Management (OMGT) major have consistently met or exceeded all AQIP assessment plans. Faculty reviewed, evaluated and scored the students on each of these assessment measures, with a benchmark of a minimum of 70% indicating successful attainment of the measures. The results of the AQIP assessment on the following measures show that more than 70% of students met or superseded the assessment plans:

- Evaluation of case analyses and presentations
- Ability to model business problems quantitatively
- Analyze business case scenarios

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 03/28/2012 Curriculum Bulletin _____

Effective Date Fall 2013 Approved by EPC _____

Department: ~~AERN~~

College: CAEST

Degree: ~~Bachelor of Science Aeronautics~~ minor

Program Name: Aviation Weather Program Code: AVWT

Concentration(s):

Proposal: Create a Minor in Aviation Weather

Description of proposal:

1. Create a Minor in Aviation Weather

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

Current total credit hours: Proposed total credit hours 24

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):

GEOG consulted

REQUIRED ENDORSEMENTS

John C. Duncan 4/30/12

Department Chair / School Director / Campus Dean

John R. Graham 5/1/12

College Dean

___/___/___

Executive Dean of Regional Campuses / Dean of Graduate Studies

___/___/___

Senior Vice President for Academic Affairs and Provost

KENT STATE UNIVERSITY

College of Technology

Transmittal Memo

To: Therese E. Tillet, Director of Curriculum Services

From: Dr. Richard Mangrum, College of Applied Engineering, Sustainability and Technology
Subject: Creation of a Minor in Aviation Weather

Date: April 28,2012

Proposal Summary

Title: Creation of a Minor in Aviation Weather

Subject Specification: The purpose of this proposal is to recommend the creation of a Minor in Aviation Weather. The Minor will be interdisciplinary in nature with GEOG and AERN classes. A total of 9 hours GEOG course work and 15 hours of AERN course work will comprise the 24 hour Minor.

Background Information: The increasing emphasis in the aviation discipline relative to weather and weather related operations as evidenced by the stated requirements of recent Notices of Proposed Rule Making by the Federal Aviation Administration, suggests that an additional area of learning be available to students who wish to advance their knowledge of weather and weather operations. The two largest concentrations in AERN being Air Traffic Control and Flight; both clearly are directly impacted by weather. It is expected that as part of the course work in this minor that students will become Certified Weather Observers and thus gain an employable skill; a skill that could be used at our own airport. Offering a minor in aviation weather will be looked upon favorably by the FAA and the AABI which is an independent accrediting body that accredits all 5 areas of concentration in AERN.

Inasmuch as AERN has faculty able to teach the classes and GEOG is already offering the classes included in this minor there is no anticipated impact on staffing. And being a separate minor there is no effect on current students except the ones deciding to pursue the minor. There is space available in VDN to teach the classes and/or in other buildings and no labs are required. The classes are of such nature that DL sections could be created and it is the intent of AERN to co-create in-class and DL sections. Fiscal impact will be positive due to an anticipated increase in enrollment and DL enrollment.

Alternatives and Consequences: Failure to implement this proposal will leave a gap in the AERN curricula and place it behind leading institutions that have a minor and/or baccalaureate degree offering in Atmospheric Sciences or Aviation Weather. It will ignore the increased emphasis on weather operations and weather education in the industry. And, it will not provide the opportunity for students to gain an employable skill as a Certified Weather Observer.

Specific Recommendation and Justification: See Attachment.

Timetable and Actions Required:
College of Applied Engineering, Sustainability and Technology (Aeronautics) AERN curricular group Approval: April 2012
College of Technology's CCC Approval: April 2012
EPC Approval: September 2012
Activation: August 2013

Curricular Bodies That Have Reviewed and Approved This Action

Approved: April 6, 2012
AERN curricular group

Approved: April 25, 2012
College of Applied Engineering, Sustainability and Technology Curriculum Committee (CCC)

Attachment: Summary of Curriculum Changes

- Establishment of a new Minor in Aviation Weather (24 hours)

- The creation of new courses:
  1. AERN 25251 Weather Information Systems (3)
  2. AERN 25252 Thunderstorms and Severe Weather (3)
  3. AERN 35021 Radar and Satellite Weather Information (3)
  4. AERN 35022 Weather Strategy for Aircrews (3)

- Inclusion of current courses:
  1. AERN 25250 Elements of Aviation Weather (3)
  2. GEOG 31062 Fundamentals of Meteorology (3)
  3. GEOG 31064 Principles of Climatology (3)
  4. GEOG 41066 Climate Change and it's Impacts (3)

Re: Minor in Aviation Weather

MUNRO-STASIUK, MANDY

Sent: Wednesday, April 11, 2012 9:55 AM

To: SCHMIDLIN, THOMAS

Cc: MANGRUM, RICHARD; SHERIDAN, SCOTT; DUNCAN, JOHN

Looks good to me also (other than the issue with the one class).

Cheers

Mandy

Dr. Mandy Munro-Stasiuk
Professor and Chair
Department of Geography
Kent State University
Kent, Ohio
330 672 3225
mmunrost@kent.edu

On Apr 11, 2012, at 8:37 AM, "SCHMIDLIN, THOMAS" <tschmidl@kent.edu> wrote:

> Richard,
> Other than the issue raised by Scott, it looks OK to me.
> Tom
>
> Thomas W. Schmidlin, Ph.D., CCM
> Department of Geography
> Kent State University
> Kent OH 44242
>
> ---
>
> **From:** MANGRUM, RICHARD
> **Sent:** Tuesday, April 10, 2012 10:37 AM
> **To:** SCHMIDLIN, THOMAS; SHERIDAN, SCOTT; MUNRO-STASIUK, MANDY
> **Cc:** DUNCAN, JOHN
> **Subject:** Minor in Aviation Weather
>
> Hello Thom et al,
>
> I can't believe it was 2010 when we first talked about a Minor in Aviation Weather through AERN but it has finally come about. Attached is a summary of the classes, which is what we agreed to during the August 2010 meeting. I just wanted to make sure that this was still ok with your department before submitting it to our CCC and then onward. The BDS' and Transmittal Memo are all done. I thought it most appropriate for a last consult with you before submission.
>
> If all is well then please reply email and I will forward the necessary paperwork on through the system. Please note the only GEOG involvement is classes already taught by GEOG according to the catalog and I presume the only impact will be a slight increase in enrollment in the 3 GEOG classes

required for the minor. Feel free to reply email with any questions and please call 330-212-3468 or 2-1933 if you need to.

Clear Skies and Tailwinds,
Dr. Richard L. Mangrum, ATP
Asst. Professor Aeronautics

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: INFORMATION ITEM: definition of lower- and upper-division undergraduate coursework

DATE: 1 May 2012

There have been instances where I've been requested or required to define the difference between lower- and upper-division undergraduate coursework (outside of lower-division is numbered 10000 to 29999, and upper-division is numbered 30000 to 49999). We have no written definition, and I would like to include one in the curriculum guidelines. This isn't policy, just informative.

> Lower-division (10000, 20000) courses are for freshmen, sophomores and others with little or no background in the discipline. Generally, these courses provide the understanding, foundation and preparation for more advanced study (although a pathway for more advanced study is not always required, and they may be ends in themselves).
>
> Upper-division (30000, 40000) credit should be awarded for courses that are major related with the specialization, breadth and depth in a particular field. These courses typically have prerequisites because it is understood that it is advanced study, and students need the proper knowledge before taking the course.

CURRICULUM GUIDELINES: COURSE NUMBERING

The definition of levels and numbering of courses at Kent State University is intended to provide a clear distinction among lower-division, upper-division and graduate courses. Ideally, course numbers should also clarify course sequencing where that is intended. In general, levels of courses differ with regard to the breadth and depth of their content, the perspective from which the subject is viewed, the degree to which particular intellectual skills are emphasized and the degree of responsibility expected of students as they study the subject. Course numbers usually correspond to the classification of students as freshmen, sophomores, juniors, seniors, master's and doctoral students.

Some digits of the course number are intended to convey a university-wide meaning and must be used consistently across all disciplines. The first digit identifies the level of instruction:

10000	freshman	undergraduate courses	50000	master's	graduate courses
20000	sophomore		60000	master's	
30000	junior		70000	doctoral	
40000	senior		80000	doctoral	

The second and third digits of the course number may be assigned at the discretion of the department. The fourth and fifth digits of the course number may be assigned at the discretion of the department, except for the numbers from xxx86 through xxx90, which are restricted for future expansion, and the numbers xxx91 through xxx99, which have the following prescribed meanings:

xxx91	Variable Content Seminar	xxx98	Research or Master's Project
xxx92	Field Experience/Practicum/Internship	4xx99	Senior Project
xxx93	Variable Topic Workshop	6x199	Thesis I
xxx94	College Teaching	6x299	Thesis II
xxx95	Special Topics	8x199	Dissertation I
xxx96	Individual Investigation	8x299	Dissertation II
xxx97	Variable Topic Colloquium		

(Source: www.kent.edu/provost/curriculum/guidelines/upload/Curriculum-Guidelines-2009.pdf)

KENT STATE UNIVERSITY

TO: Educational Policies Council

FROM: Therese E. Tillett, Director of Curriculum Services

SUBJECT: INFORMATION ITEM: follow-up to adoption of Ohio Board of Regents decision rules for remedial/developmental coursework

DATE: 1 May 2012 UPDATED 10 May 2012

Following EPC's approval at it 16 April 2012 meeting to adopt the Ohio Board of Regents' definition of development coursework and have it published in the University Catalog, the following changes will be made:

2011 UNIVERSITY CATALOG

Six courses that may be prescribed or recommended through placement testing—MATH 10006, MATH 10020, MATH 10021, MATH 10022, US 10003 and US 10006—do not generate credit toward graduation. Although these courses will count toward the courseload for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation. Other prescribed courses—including ENG 11001, MATH 10007, MATH 10023 and MATH 10024—do count as credit toward graduation, but toward general elective hours only. None of the prescribed courses may be taken pass/fail. (Source: www.kent.edu/catalog/2011/Policies/all-policies.cfm)

PROPOSED CHANGES

"Developmental course" means a course that is below college level and cannot be applied toward a certificate or degree program. ~~Six courses that may be~~ At Kent State, the following courses are designated as developmental and may be prescribed or recommended through placement testing: CHEM 10020, ENG 11001, ENG 12001–12007, ENG 12101–12107, ENG 12201–12207, ENG 12301–12307, ENG 12401–12407, ENG 12500, MATH 10006, MATH 10007, MATH 10020–10024, ~~MATH 10021, MATH 10022,~~ US 10003 and US 10006~~—do not generate credit toward graduation~~. Although these courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation. ~~Other prescribed courses—including ENG 11001, MATH 10007, MATH 10023 and MATH 10024—do count as credit toward graduation, but toward general elective hours only.~~ None of these ~~prescribed~~ courses may be taken pass/fail.

PROPOSED 2012 UNIVERSITY CATALOG

"Developmental course" means a course that is below college level and cannot be applied toward a certificate or degree program. At Kent State, the following courses are designated as developmental and may be prescribed or recommended through placement testing: CHEM 10020, ENG 11001, ENG 12001–12007, ENG 12101–12107, ENG 12201–12207, ENG 12301–12307, ENG 12401–12407, ENG 12500, MATH 10006, MATH 10007, MATH 10020–10024, US 10003 and US 10006. Although these courses will count toward the course load for financial aid and other purposes, hours taken in these courses will be subtracted from the students' total before graduation. None of these courses may be taken pass/fail.

PROPOSED FALL 2012 COURSE DESCRIPTIONS

ENG 11001 INTRODUCTION TO COLLEGE WRITING–STRETCH
Introduces the instruction and experiences necessary for students to acquire college-level literacy, with an emphasis on reading and writing college level texts. Course does not count toward graduation.
Prerequisite: ACT English score 1-16; or SAT writing score 200-420; or COMPASS writing score of 0-68.

ENG 12001 ESL WRITING LEVEL I
Introduction to the writing process. Review of basic syntactic and morphological patterns and sentence and paragraph organization. Support of vocabulary development. Students are placed in appropriate course based on test score. Course does not count toward graduation. Prerequisite: special approval.

ENG 12002 ESL WRITING LEVEL II
Introduction to basic knowledge of sentence structure and development of ability to write with more sentence variety. Practice of standard paragraph format. Course does not count toward graduation. Prerequisite: minimum grade of C- (1.7) in ENG 12001; and special approval.

ENG 12003 ESL WRITING LEVEL III
Review and practice of writing narrative and descriptive paragraphs. Analysis and self-correction; support of vocabulary expansion and practice of syntax of statements in paragraphs through relevant topics. Course does not count toward graduation. Prerequisite: minimum grade of C- (1.7) in ENG 12002; and special approval.

ENG 12004 ESL WRITING LEVEL IV
Development of narrative, descriptive and explanatory paragraphs into essays; practice of prewriting activities. Support of vocabulary expansion and focus on transitioning from simple to complex sentences in paragraphs. Course does not count toward graduation. Prerequisite: minimum grade of C- (1.7) in ENG 12003; and special approval.

ENG 12005 ESL WRITING LEVEL V
Introduction to the purpose, format and structure of an essay. Practice of narrative and explanatory essays. Course does not count toward graduation. Prerequisite: minimum grade of C- (1.7) in ENG 12004; and special approval.

ENG 12006 ESL WRITING LEVEL VI
Review and practice of the purpose, format and structure of an essay. Focus on response essays; practice of parallel constructions, quotations, and the use of outside sources. Course does not count toward graduation. Prerequisite: minimum grade of C- (1.7) in ENG 12005; and special approval.

ENG 12007 ESL WRITING LEVEL VII
Review of formatting and structuring essays. Practice of explanatory essays; focus on outlining, summarizing and citations; review of selected text-type specific grammatical features. Course does not count toward graduation. Prerequisite: minimum grade of C- (1.7) in ENG 12006.

ENG 12101 ESL READING LEVEL I
Introduction to basic reading strategies such as recognizing and differentiating between main and supporting ideas; skimming and scanning and making inferences. Support of vocabulary development. Students will be placed in the appropriate course based on test score. Course does not count toward graduation. Prerequisite: special approval.

ENG 12102 ESL READING LEVEL II
Practice in basic reading strategies and development. Support of vocabulary development. Course does not count toward graduation. Prerequisite: minimum grade of C- in ENG 12101; and special approval.

ENG 12103 ESL READING LEVEL III
Practice in reading strategies such as recognizing and differentiating between main and supporting ideas of paragraphs and entire texts; skimming and scanning and making inferences. Support of vocabulary development. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12103; and special approval.

ENG 12104 ESL READING LEVEL IV
Practice of reading and summarizing strategies; skimming and scanning texts; support of vocabulary development. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12103; and special approval.

ENG 12105 ESL READING LEVEL V
Practice of reading strategies; skimming and scanning; focus on inferences from background information and culturally specific references. Support of vocabulary development. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12104; and special approval.

ENG 12106 ESL READING LEVEL VI
Practice of reading strategies; skimming and scanning texts; inferences in non-explicit contexts using background information. Culturally specific references and cultural schemata. Support of vocabulary development; strengthening awareness of word-formation. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12107; and special approval.

ENG 12107 ESL READING LEVEL VII
Practice identifying communicative functions of texts; reading strategies such as recognizing and differentiating between main and supporting ideas; skimming and scanning. Support of vocabulary development. Course does not count toward graduation. Prerequisite: minimum grade of C- (1.7) in ENG 12106; and special approval.

ENG 12201 ESL LISTENING LEVEL I
Practice in basic listening strategies, including listening for detail and gist, key words, names, formal and informal forms of address, greetings and conversation endings, acceptance and refusals, etc. Students are place in the appropriate course based on test scores. Course does not count toward graduation. Prerequisite: special approval.

ENG 12202 ESL LISTENING LEVEL II
Practice in basic listening strategies, including listening for detail and gist, key words, locations, numbers, acceptances and refusals, opinions, etc. as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12201; and special approval.

ENG 12203 ESL LISTENING LEVEL III
Practice in listening strategies through predicting, using background knowledge and contextual information in order to listen for detail and gist, key words, connecting themes; comparing and summarizing as well as note-taking as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12202; and special approval.

ENG 12204 ESL LISTENING LEVEL IV
Practice in listening strategies through predicting, using background knowledge and contextual information in order to listen for detail and gist, key words, emphasis, stance and speaker's feelings; comparing and summarizing as well as note-taking as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12203; and special approval.

ENG 12205 ESL LISTENING LEVEL V
Practice in listening strategies through predicting, using background knowledge and contextual information in order to listen for detail and gist, key words; comparing and summarizing as well as note-taking as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7); and special approval.

ENG 12206 ESL LISTENING LEVEL VI
Practice in listening strategies through predicting, using background knowledge and contextual information; focus on detail and gist, key words, and meanings from stress, rhythm and intonation. Includes colloquial English. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12205; and special approval.

ENG 12207 ESL LISTENING LEVEL VII
Practice in listening strategies through predicting, using background knowledge and contextual information; focus on detail and gist, key words, stance and speaker's feelings; comparing and summarizing as well as note-taking as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12206; and special approval.

ENG 12301 ESL SPEAKING LEVEL I
Development of basic speaking skills while processing verbal and nonverbal information in both formal and informal contexts. Focus on fluency building using simple sentences. Support of vocabulary building when receiving and producing oral messages. Students are enrolled in the appropriate course based on test score. Course does not count toward graduation. Prerequisite: special approval.

ENG 12302 ESL SPEAKING LEVEL II
Practice of basic speaking skills while processing verbal and nonverbal information in both formal and informal contexts. Focus on fluency building using simple sentences. Support of vocabulary building when receiving and producing oral messages as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12301; and special approval.

ENG 12303 ESL SPEAKING LEVEL III
Practices basic speaking skills while processing verbal and nonverbal information in both formal and informal contexts. Focus on fluency building using more complex sentences. Support of vocabulary building when receiving and producing oral messages as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12302; and special approval.

ENG 12304 ESL SPEAKING LEVEL IV
Practice of speaking skills while processing verbal and nonverbal information in both formal and informal contexts. Focus on fluency building using more complex sentences. Support of vocabulary building when receiving and producing oral messages as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12303; and special approval.

ENG 12305 ESL SPEAKING LEVEL V
Practice of speaking skills while processing verbal and nonverbal information in both formal and informal contexts. Focus on fluency building using more complex sentences and improvement in accuracy. Support of vocabulary building when receiving and producing oral messages as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12304; and special approval.

ENG 12306 ESL SPEAKING LEVEL VI
Practice of speaking skills while processing verbal and nonverbal information in both formal and informal contexts. Focus on fluency building using more complex sentences and improvement in accuracy. Support of vocabulary building when receiving and producing oral messages as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12305; and special approval.

ENG 12307 ESL SPEAKING LEVEL VII
Practice of speaking skills while processing verbal and nonverbal information in both formal and informal contexts. Focus on fluency building using more complex sentences and improvement in accuracy. Support of vocabulary building when receiving and producing oral messages as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12306; and special approval.

ENG 12401 ESL GRAMMAR LEVEL I
Introduction to word classes, especially verbs (including regular and irregular forms, tense and aspect, imperative), statement and question syntax, positive and negative clauses. Students are placed in appropriate course based on test score. Course does not count toward graduation. Prerequisite: special approval.

ENG 12402 ESL GRAMMAR LEVEL II
Application of word classes, especially verbs (including tense and aspect), modal verbs, gerunds and infinitives, nouns (count and non-count), adjectives and adverbs (comparison), statement and question syntax, positive and negative clauses. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12401; and special approval.

ENG 12403 ESL GRAMMAR LEVEL III
Application of word classes, especially verbs and phrasal verbs (tense and aspect), present and future modal verbs, nouns, and pronouns as well as statement and question syntax, positive and negative clauses at appropriate level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12402; and special approval.

ENG 12404 ESL GRAMMAR LEVEL IV
Application of word classes, especially verbs and phrasal verbs (tense and aspect), gerunds and infinitives, nouns, articles, adjectives, adverbs, statement and question syntax, positive and negative clauses at appropriate level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12403; and special approval.

ENG 12405 ESL GRAMMAR LEVEL V
Application of word classes, especially verbs (tense and aspect), causal and phrasal verb syntax, verbal nouns, conjoiners as well as statement and question syntax, positive and negative clauses, and question tags as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12404; and special approval.

ENG 12406 ESL GRAMMAR LEVEL VI
Application of verb tenses and aspects, modality, passive voice as well as clause structures and functions (noun clauses, adjective clauses) as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12405; and special approval.

ENG 12407 ESL GRAMMAR LEVEL VII
Application of verb tenses and aspects, passive voice, modal verbs, noun phrases, subject-verb agreement, clause structures and functions (interrogative clauses, noun clauses, adjective clauses) as appropriate to level. Course does not count toward graduation. Prerequisites: minimum grade of C- (1.7) in ENG 12406; and special approval.

ENG 12500 ESL PRONUNCIATION
(Repeatable for a maximum of 2 credit hours) Study of English pronunciation with practice in segmental and suprasegmental features (sounds, sound combinations, syllables, stress, rhythm, and intonation). Students are placed in the appropriate course based on test score. Course does not count toward graduation. Prerequisite: special approval.

MATH 10006 BASIC ALGEBRA I AND II
Covers exactly the same topics as MATH 10021 and 10022 combined. Not offered on every campus. ~~Hours do~~ Course does not count toward graduation. Prerequisite: none.

MATH 10007 BASIC ALGEBRA III AND IV
Covers exactly the same topics as MATH 10023 and 10024 combined. Not offered on all campuses. Course does not count toward graduation. Prerequisite or corequisite: minimum C (2.0) grade in MATH 10006 or in MATH 10022.

MATH 10020 PRE-ALGEBRA
Properties of whole numbers, fractions, decimals, percents, signed numbers and order of operations. Mental math and elementary algebraic thinking skills are emphasized and use of calculators is not allowed. ~~Hours do~~ Course does not count toward graduation. Prerequisite: ALEKS math single assessment score of 0-9.

MATH 10021 BASIC ALGEBRA I
Includes operations on integers, fractions, decimals and percents, properties of real numbers. Introduction to variables, first degree equations and problem-solving with formulas. Equations and inequalities in one variable, linear equations, rate of change and slope, graphing in the cartesian plane. ~~Hours do~~ Course does not count toward graduation. Pre/corequisite: minimum C (2.0) in MATH 10020; or ALEKS math lower-level minimum score of 17; or ALEKS math single assessment minimum score of 10.

MATH 10022 BASIC ALGEBRA II
Introduction to functions, systems of linear equations, exponents, plynomial operations, scientific notation. Factoring polynomials, solving quadratics by factoring, radicals and rational exponents. Course does ~~Hours do~~ not count toward graduation. Prerequisite or corequisite: minimum C (2.0) grade in MATH 10021; or ALEKS math lower-level minimum score of 30; or ALEKS math single assessment minimum score of 25.

MATH 10023 BASIC ALGEBRA III
Zeros of functions, rational expressions and equations, problem-solving with rational expressions, intermediate factoring techniques. Quadratics: functions, graphs, equations, inequalities, "quadratic type" equations and problem-solving. Course does not count toward graduation. Prerequisite or corequisite: minimum C (2.0) grade in MATH 10006 or 10022; or ALEKS math lower-level minimum score 40; or ALEKS math upper-level minimum score of 15; or ALEKS math single assessment minimum score of 35.

MATH 10024 BASIC ALGEBRA IV
Advanced factoring techniques, rational functions, radical equations, absolute value equations and inequalities. Exponential and logarithmic functions: introduction, graphing, problem-solving. Course does not count toward graduation. Prerequisite or corequisite: minimum C (2.0) grade in MATH 10023; or ALEKS math upper-level minimum score of 30; or ALEKS math single assessment minimum score of 45.

US 10003 READING STRATEGIES FOR COLLEGE SUCCESS
Development of reading strategies necessary for successful completion of college coursework. Emphasis on improving reading comprehension. ~~Hours do~~ Course does not count toward graduation. Prerequisite: assessment testing.

US 10006 STUDY STRATEGIES FOR COLLEGE SUCCESS
Development and application of content area reading and study strategies for successful completion of college coursework. Emphasis on application of study strategies. ~~Hours do~~ Course does not count toward graduation. Prerequisite: special approval.

PROPOSED SPRING 2013 COURSE DESCRIPTION

CHEM 10020 INTRODUCTION TO CHEMISTRY
Problem-based introduction to the fundamentals of chemistry including significant figures, unit conversions, measurement, structure of matter, energy, composition of matter, atomic structure, the periodic table, introduction to bonding, and the formulas and names of both ionic and covalent compounds. This course may not count toward any major requirements. Course does not count toward graduation. Prerequisite: Math ACT score of 18; or ALEKS math upper level score of 30; or ALEKS math single assessment score of 45; or minimum C (2.0) grade in MATH 10023 or higher.

KENT STATE
UNIVERSITY

CENTER FOR APPLIED CONFLICT MANAGEMENT
POLITICAL SCIENCE DEPARTMENT

Interdepartmental Correspondence

TO: Mary Ann Haley, Associate Dean of Curriculum
College of Arts and Sciences

FROM: Patrick Coy, Professor and Director
Center for Applied Conflict Management

DATE: March 31, 2012

SUBJECT: Program Development Plan for professional degree, Master's in Applied Conflict Management (MACM)

The Center for Applied Conflict Management seeks endorsement from the College Curriculum Committee of the accompanying Program Development Plan for a professional degree, Master's in Applied Conflict Management.

Creating such a Master's degree was recommended by the Graduate Studies Committee of the Department of Political Science in the fall of 2011. This PDP was subsequently passed by unanimous vote at the faculty meeting of the Department of Political Science on 3/30/12.

Appendices
Program Development Plan for MACM
Plan of Study for MACM student
MACM Course model
MACM Course descriptions
Press release re' ACM degree's 35th anniversary and enrollment of 1000+ students per year
Applied Conflict Management undergraduate course enrollment graph

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Program Development Plan——Master of Applied Conflict Management

1 Designation & Rationale for Program

We propose creating a Master of Applied Conflict Management (MACM) as a professional degree situated in the larger field of Peace and Conflict Studies, which examines the causes and consequences of violence, develops methods for resolving conflicts, and analyzes the values and institutions of peace. Applied Conflict Management, as taught and practiced at KSU's 41-year old Center for Applied Conflict Management (CACM), is embedded within a paradigm of "reflective practice."[1] Theoretical knowledge and practical skills development are brought together to create a pedagogical fusion of theory, research and action about constructive conflict management. The goal of the program is to graduate professionals equipped to assist others in creating more effective structures, healthier relationships, and more productive decision-making and change processes in families, non-profit agencies, businesses, governments, and communities. The training of reflective conflict management professionals who have the necessary theoretical foundation and applied skills serves both the development of our discipline and societal needs for successful means of resolving our differences and creating community cohesion in a time of increasing incivility, rancor, and conflict.

2 Description of Proposed Curriculum

The MACM degree has a 36-unit curriculum designed around three components: a core, a skills (praxis) requirement, and electives focusing on conflict management at individual, group or institutional levels. An immersion experience of either an internship/practicum or a thesis follows, with both being followed by a synthesizing capstone course.

Core Courses: The core consists of three courses that provide a foundation for the study and informed practice of conflict management. Two theory courses, *Conflict Theories* and *Conflict Intervention and Management*, examine the multiple origins of human conflict, its dynamic processes, and methods of intervention. The final course in the core will alternate each year between the newly-created *Qualitative Research Methods in Conflict Management*, and the Department of Political Science's *Qualitative Research Methods.*

Praxis Courses: Our praxis courses impart the skills students need to become effective conflict management professionals. They are designed along a continuum to meet students at their level of expertise as they enter the program. Praxis courses begin with a basic *Negotiation* course and a basic *Mediation: Theory and Training* for those without prior experience (these are "slash" courses from our undergraduate degree). For those with prior experience, we offer *Advanced Mediation, Dispute Systems Design,* and *Facilitation & Training: Design & Practice.* Students will be required to take 6 units (two courses) from this praxis section, only one of which can be a slash course.[2]

[1] The Center was created in 1971 as KSU's "living memorial" to the Kent State students killed by the Ohio National Guard on May 4, 1970, during a demonstration against the US war in Vietnam and Cambodia.

[2] More praxis courses may be taken as electives.

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Electives: Electives will assist students in focusing on conflict at their intended level of professional practice. This will be accomplished in three ways.

First, we are developing several electives, including *Interpersonal Conflict*, *Organizational Conflict*, *Ethnic and Racial Conflict*, and *Peacebuilding & Community Development*. Second, we will assign CACM numbers to three courses already taught by CACM faculty in the Political Science doctoral program: *Conflict & Consensus in the Public Sector*; *Conflict Transformation & Reconciliation*; and *Community & Domestic Violence*. Third, we will accept as electives some courses from Political Science, Public Administration, Public Health, Sociology, and others.

Immersion and Integration: Since the field of conflict management is in part focused on helping people work together to solve shared problems, and since building networking capacity is integral to the field, this professional degree capitalizes on the shared experience of a cohort of students who enter the program together. Whether a student chooses an internship or a thesis at the end of the program, they will still be immersed in and working on a particular problem on their own. The capstone experience brings all the students back together to share and profit from their individual experiences in internships and theses research and to glean additional meanings from the same, even as it facilitates the integration and synthesis of these experiences into the previous coursework. Here students integrate theory and praxis, place themselves within the best practices debates in the field, and develop a plan for entering the profession.

3 Administrative Arrangements

The Center already exists as an administrative unit with adequate resources for managing courses, budgets and student advising for our undergraduate major and minor in Applied Conflict Management. Please see Point 8 below for more detailed information.

4 Evidence of Need

The field of Peace and Conflict Studies has been undergoing sustained growth over the past decade. Since the early 1980s, more than thirty graduate programs in Peace and Conflict Studies have been founded in the US and Canada, with many others cropping up in Europe, Asia, Africa and Latin America. A survey we conducted of applications and enrollments of 30 MA programs in the US in 2009 found that there were more than 1,300 applications for approximately 650 available slots. More recently, *US News and World Reports* indicated that more than 100 institutions in the US offer graduate degrees or certificates in peace and justice, conflict analysis or dispute resolution, with no plateau in sight.[3] Much of this growth in programs and enrollments has been driven by student demand and recognition by employers that conflict management skills and abilities are highly valuable across the workplace and in many professions.

Graduates of these programs have found jobs domestically and internationally in government and the private sector. They work as diplomats, in human rights organizations, as officials in international and community development agencies and groups, as mediators and arbitrators, as ombudspersons, as in-house conflict specialists for corporations, school systems or other organizations, and as human resource specialists and customer relations professionals, to name

[3] http://www.usnews.com/education/best-graduate-schools/articles/2011/03/31/master-the-practice-of-peace

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just a few. Mediation itself has been increasing in popularity and was named as a best career in 2009 by *US News* and one of the top ten careers of 2011 by *Bloomberg Businessweek.*[4]

Despite this growing need for conflict management skills in the workforce, there is no professional graduate program in Conflict Management at an Ohio public university. The only programs available in Ohio are graduate certificates at two universities, concentrations in Alternative Dispute Resolution at two law schools, a Master of Arts degree at Antioch University and a "design it yourself" doctoral program in Interdisciplinary Studies with a concentration in Peace Studies at Union Institute. None presents a significant overlap with our proposed professional Master of Applied Conflict Management and, with the possible exception of Antioch, each caters to a significantly different clientele. CACM enjoys a long-running high profile in our field, having offered an undergraduate major since 1973. We have well-known faculty offering the largest undergraduate program in Peace and Conflict Studies in the country, enrolling over 1,200 students in our classes annually. We envision no difficulty in competing with the Antioch MA, an online program costing thousands of dollars more than in-state tuition at KSU. The absence of commensurate programs in Ohio means that prospective regional students must pay high private school prices or move out of state to attend a similar program.

5 Prospective Enrollment

The Master of Applied Conflict Management is designed to be attractive to three groups of potential students. The first group consists of those who wish to enter into the field of conflict management and desire a degree from a well-known program. Based on the rising demand for conflict resolution graduate degrees and the fact that there are still more prospective students than places in existing graduate programs, we believe that we will have little difficulty in attracting students to Kent State who want to obtain a professional degree in order to enter the field.[5] Kent State is known not only for conflict due to the events of May 4, 1970, but also for teaching constructive approaches to conflict and for providing students an opportunity to earn an undergraduate degree in Applied Conflict Management for the past forty years. With this new Master's degree, we intend to capitalize and build on that legacy in constructive ways. Our second group of potential students consists of working professionals who wish to advance their careers through additional accreditation in a fast-growing field that is attractive to a myriad of employers. A recent study conducted by Cuyahoga Community College found that many employers in the larger Cleveland area view conflict management skills as beneficial to their workforce, enough so that they would actively seek and recruit employees with accreditation in these skills. While this study was conducted to support the creation of an undergraduate certificate program at Tri-C,[6] one can differentiate between entry-level potential employees who

[4] http://images.businessweek.com/slideshows/20110114/top-10-careers-for-2011/slides/9

[5] As an example of this attractiveness, one recent online advertisement of the Center's affiliation with the Department of Political Science's policy-focused PhD program prompted an immediate spike in the number of inquiries about the program from prospective students in the Middle East, Africa, Central Asia and Southeast Asia as well as the US.

[6] *Manual for Community Colleges Developing Programs in Peace and Conflict Studies: Assessing the Need for a Certificate Program in Peace and Conflict Management*, Kathleen R. Catanese, Global Issues Resource Center, Cuyahoga Community College, 2009 (see especially pp. 20-21). http://www.creducation.org/resources/ccpeacestudies/04_needs_assessment.pdf

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would benefit from an undergraduate program (and who do so at KSU) and middle-managers and working professionals who would benefit from an advanced, professional degree. The third group consists of students who desire to continue on to doctoral work in Peace and Conflict Studies or related disciplines.

From these three groups we plan to admit a yearly cohort of approximately 15-20 students. This number would give us enough students for a cohesive program, and allow us to select the best candidates from a larger pool. In sum, with the stable demand for graduate degrees in Peace and Conflict Studies, the lack of commensurate programs in our region, the legacy of May 4, 1970 that provides us with unique marketing potential for this degree, and the already well-established name and reputation of the Center for Applied Conflict Management at Kent State, we anticipate little difficulty in filling our yearly cohort with high quality, well motivated students seeking a professional Maters degree in Applied Conflict Management.

6 Efforts to Enroll Under-represented Groups

When reviewing the *2011 Condition Report of the Ohio Board of Regents* we noted that adults, students of color, low-income students, returning veterans and first-generation college students are among those that are identified as under-represented in achieving degrees. While much of that report focuses on undergraduate education, one conclusion of the report is that Ohio must improve degree production at the graduate level. Our proposed degree will be able to do that for many reasons. The first is that, as an applied professional degree, it will be attractive to middle-managers and working professionals throughout Ohio and beyond. We plan to accentuate this attractiveness to regional professionals through targeted advertisements and by continuing to raise the profile of the Center at a variety of conflict resolution-oriented events, including at the International Conflict Resolution Education conference that occurs annually in Cleveland. Second, we plan to promote the degree program to working professionals by targeting specific and related professional associations such as ombudsman, healthcare, human resources and diversity-related associations. Third, we will reach out to under-served communities by promoting the degree to local and regional organizations serving minority professionals, such as the Black Professional Organization, MotivAsians for Cleveland, the Northern Ohio Minority Business Council and the Cleveland and Akron Societies for Human Resource Management. Finally, insofar as KSU's Pan-African Studies department is currently building a multi-disciplinary Master's degree that relies on courses offered by other departments, following consultations with them we created the Ethnic and Racial Conflict course in order to support both our prospective students and the needs of Pan-African Studies graduate students. We also include African case studies in our other courses, making them useful for that proposed degree and we remain open to opportunities for collaboration with other degree programs at KSU.

7 Availability & Adequacy of Faculty & Facilities

CACM has three TT faculty members: one full professor (Patrick G. Coy) and two associates (Jennifer Maxwell and Landon Hancock). One has a Conflict Analysis PhD from George Mason U., and two have Social Science doctoral degrees from Syracuse U., both affiliated with SU's Program on the Analysis and Resolution of Conflicts. We also have two NTT faculty members (Karen Cunningham and Theresa Repicky), both of whom have terminal degrees in the field (one a PhD in Conflict Analysis from Nova Southeastern U., and one a law degree from the U. of

Virginia). Both of the NTT faculty members also have extensive field practice useful for a professional degree. In addition, George Cheney, a full professor in Communication at KSU who has previously directed a Peace and Conflict Studies program at the U. of Utah and who is a renowned expert on organizational and workplace communication and conflict, has agreed to occasionally teach our Organizational Conflict course and to cross-list some of his courses. Finally, since some of our electives are taught by faculty from other departments, our students will have the added benefit of a faculty group with diverse expertise.

Our proposed Master's course model will require six to seven new courses a year, i.e. non-slash courses. While we can offer some of these new graduate courses by temporarily cutting back on our bachelor's level courses, this would damage that well-respected and profitable degree program. Thus, although we could conceivably mount this degree initially with existing faculty, this would not be advisable long-term. The addition of a new TT faculty member means we need to cut only a few undergraduate courses per year; this keeps those enrollments at robust and profitable levels, ensures that more KSU undergraduate students are taught conflict management skills, and provides a more diverse graduate faculty capability for the new Master's program.

8 Need and Plans for Additional Facilities & Staff

CACM has a full-time secretary who also does some work for the MPA degree. Her time is completely taken up by our undergraduate Applied Conflict Management degree and the MPA program. If her MPA-related work is transferred back to the Department of Political Science we may get by initially, but the addition of a half-time secretary will be necessary soon.

9 Projected Additional Costs & Institutional Commitment

Creating such a Master's degree was recommended by the Graduate Studies Committee of the Department of Political Science in the fall of 2011. At a 1/31/12 meeting with CACM Director Patrick Coy, College of A&S Dean Timothy Moerland expressed initial support for the proposal, contingent in part on need and sustainability, as did A&S Graduate Dean Stalvey in a meeting on 2/10/12 with Coy. This PDP was passed by unanimous vote at the Political Science faculty meeting on 3/30/12. Re' additional costs, please see #7 & 8 above.

10 Appendices

Plan of Study for MACM student
MACM Course model
MACM Course descriptions
Press release re' ACM degree's 35th anniversary and enrollment of 1000+ students per year
Applied Conflict Management undergraduate course enrollment graph

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Master's in Applied Conflict Management (MACM)

Plan of Study

Year One: (Fall) **9 Units Total**

61001 Theories of Conflict
Praxis Course 1
Elective 1

Year One (Spring) **18 Units Total**

61002 Theories of Conflict Resolution
Praxis Course 2
Elective 2

Year Two (Fall) **27 Units Total**

61010 Research Methods
Elective 3
Elective 4

Year Two (Spring) **36 Units Total**

Choose one of following first three, plus the Capstone

1. Thesis (6 Units)
2. Internship (6 Units)
3. Internship (3 Units) & Elective 5 (3 Units)

Capstone: Integration of Theory & Praxis (3 Units)

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MACM Proposed Course Model

Course Model for Fall:

1. Theories of Conflict
2. Research Methods
3. Praxis Course 1: (Negotiation, a slash course with CACM, already offered)
4. Elective[1] 1
5. Elective 3
6. Elective 4

Course Model for Spring:

1. Theories of Conflict Resolution
2. Internship
3. Thesis
4. Capstone
5. Praxis Course 2: (Mediation: Theory and Training, a slash course with CACM, already offered)
6. Praxis Course 2: (Facilitation, Advanced Mediation, or Dispute Systems Design)
7. Elective 2
8. Elective 5

[1] Electives may include those offered by the Center, cross-listed with other units or offered in other departments or colleges.

Course Descriptions

Master of Applied Conflict Management

Introductory Courses

CACM 61001: Conflict Theories

Motivations for conflict may differ on the individual level through to large social structures and everywhere in-between. Conflict dynamics are also impacted by the sites where conflicts occur, by the stage of the conflict, the number of parties, and the nature of the conflict. Systematic analysis of conflicts is therefore paramount. Students will learn to think analytically and systematically about conflicts in a variety of contexts and to connect theory to practice through discussion, research and case analyses. Prerequisite: Acceptance into program.

CACM 61002: Conflict Intervention and Management

This course covers the foundational elements of conflict resolution, examining conflict dynamics, theories of conflict resolution, and best practices principles for intervention into conflicts at the individual, group and societal levels. Matching intervention strategies to sound conflict analysis will be emphasized through discussions, research and case analyses. Prerequisite: CACM 61001.

CACM 61010: Research Methods in Conflict Management

The philosophies of and methods for conducting research in the field of conflict management are the focus of this course. Conceptually it will cover the epistemology, ontology and methodology of conflict research, focusing on 1) the identification of research problems associated with particular conflict situations, 2) the selection and use of appropriate research methods for use in analyzing the problem at hand, leading to 3) the design of effective interventions into these conflict situations. Prerequisite: CACM 61002. This course will be offered every other year. In intervening years students will take POL 69091: Seminar in Qualitative Research Methods.

Praxis Courses

CACM 53030: Negotiation

Effective negotiation skills are essential for success in both our professional and personal lives. But what constitutes a successful negotiation? How can you develop your negotiation skills to achieve the best results? This course explores how negotiation is used; different theories, approaches and strategies; how to plan and prepare for

negotiations; and techniques of negotiating in a variety of situations and circumstances. There will be several opportunities to practice negotiation skills in class, to experiment with different approaches, and to develop the skills and confidence to be able to negotiate effectively and constructively. *co-offered with CACM 43030

CACM 54040: Mediation: Theory and Training

More and more people are turning away from pursuing their conflicts via litigation and the court system and turning towards the centuries-old practice of third party mediation. There are now over 650 community-based mediation centers in the U.S. This course will examine the development of the mediation movement, exploring its various manifestations in community centers, court-referred programs, divorce and family mediation, victim-offender mediation, and school-based peer mediation programs. We will also spend considerable time on skills development so that upon completion of this course students will be on the way toward becoming practicing mediators. *co-offered with CACM 44040

CACM 62040: Advanced Mediation

Gaining the advanced skills and knowledge to successfully mediate complex disputes in a variety of settings are the goals of this course in advanced mediation tactics and processes. Topics include cultural fluency and cultural models of mediation, multi-party mediation, impasse-breaking tools, mediation standards and statutes, family mediation, agreement writing, internet mediations, mediation ethics and reflexive mediation practices.

CACM 63050: Facilitation & Training: Design & Practice

This course will cover facilitation principles, concepts, and skills necessary to design and manage a process of collaboration, decision making, and empowerment of individuals and groups. In addition, this course will cover theories of learning, and principles and skills of leading training sessions, including needs assessment, development, and training evaluation

CACM 63060: Dispute Systems Design

All organizations experience conflict. Often times, organizations respond to conflict in a piecemeal and ad hoc basis, causing missed opportunity for organizational discovery and growth. This course will focus on the skills required to identify organizational conflict and will teach students how to design and implement comprehensive conflict management systems to prevent and constructively deal with conflict.

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Electives

CACM 62060: Interpersonal Conflict

Despite their ubiquity, interpersonal disputes are nonetheless complicated and troublesome. Providing students with the skills and knowledge to successfully manage interpersonal conflict in a variety of settings is the course objective. Topics include advanced listening and communication skills, the effects of gender and cultural differences, the bases of power and power differentials, addressing judgmental biases and emotions, self-regulation, personality and temperament, conflict maps and assessment models.

CACM 62070: Community & Domestic Violence

This course explores the causes and implications of violence in our homes and communities. Conflict management strategies and techniques are reviewed to see how they have served as policy solutions, as agents of change or in maintaining the status quo. Also offered at POL 6/70703.

CACM 62080: Ethnic & Racial Conflict

This course explores the roles played by ethnicity, race, religion and culture in the generation, resolution and conduct of conflicts within and between groups. We will examine physical and symbolic markers of difference in order to understand both why groups differentiate themselves from one another and how mechanisms such as skin color, religious affiliation, ethnic background or cultural traditions can provide the grist for conflict or the grease that promotes resolution.

CACM 63040: Organizational Conflict & Cooperation

This course will examine the sources and dynamics of organizational conflict; the role of organizational culture and leadership in conflict development and management; practices and approaches that can help an organization prevent, manage and resolve conflict more productively; and what role individuals, leaders or outside parties play in organizational conflict and its resolution.

CACM 63070: Conflict & Consensus in the Public Sector

This course introduces students to public sector conflict resolution processes such as environmental mediation, regulatory-negotiation, collaborative problem-solving, consensus-building and deliberative democracy processes. Of particular interest is the utility of these processes in specific arenas of public conflict management. Also offered as POL 6/70107.

CACM 64010 Conflict Transformation & Reconciliation

Cross-cultural analysis of transitions from mass violence to justice, from protracted conflict to stability, and from authoritarianism to democracy. Subjects of study include truth and reconciliation commissions, criminal tribunals, purges, apologies, reparations, and other aids to conflict transformation. Also offered as POL 6/70507.

CACM 64020: Peacebuilding & Community Development

This course provides a fundamental basis for understanding the theory and practice of peacebuilding as a core activity in the field of conflict management. Topics include the development of peacebuilding theory and practice, the use of peacebuilding in different venues and at different conflict stages—during violence, following conflict and in other arenas—the role of actors, agency and power in peacebuilding and ethical considerations of peacebuilding. Analysis will combine theoretical with practical considerations and will be based on a case study approach.

CACM 65091 Seminar in Conflict Management

Seminar on current and important topics in Conflict Management. Subject matter varies depending on the emerging issue. This course may be repeated for credit with approval.

CACM 65098 Research

Research or directed reading to be arranged with a professor who will oversee. Repeat registration permitted. IP permissible.

CACM 65096 Individual Investigation

This is an individualized program of study tailored to meet the particular needs and interests of students. The program of study is jointly worked out between the professor and the student. It will include research in the field, in the library, or on the Internet; regular discussions between the student and professor; and written reports, article or book summaries, or research papers. "IP" grade permissible.

Integration

CACM 61199: Thesis I

This course is designed to provide students with an opportunity to research a topic of interest in consultation with a faculty advisor.

CACM 61299: Thesis II

This course is designed to provide students with an opportunity to engage in additional advanced research on a topic of interest in consultation with a faculty advisor.

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CACM 65092: Internship/Practicum in Conflict Management

This course is designed to provide students with an opportunity to practice their skills and knowledge in a real life setting. Internship site will be chosen by the student in consultation with faculty advisor.

CACM 66100: Capstone: Integration of Theory & Praxis

The capstone experience provides students with the opportunity to look back over their coursework and their fieldwork and to expand their understanding of material already covered or to fill in the gaps as they prepare to enter the field full-time. Students will be able to integrate in a coherent fashion the wide variety of ideas, models, approaches, frameworks, theories and cases they have encountered and to construct their own personal map of the field to use as they go forward as conflict management professionals.

CACM Celebrates Anniversary & Milestone

Posted Aug. 18, 2008

The Center for Applied Conflict Management's undergraduate degree program was approved by the Ohio Board of Regents in February 1973. Now in its 35th anniversary year, the center has attained a milestone by enrolling 1,000 students in its classes in an academic year for the first time.

The Center for Applied Conflict Management teaches skills in collaboration, negotiation and nonviolence.

The center was founded in 1971 as a "living memorial" to Kent State students killed by Ohio National Guardsmen on May 4, 1970, while protesting the United States war in Vietnam. Establishing a center for promoting peaceful forms of change was the unanimous and central recommendation made by the University Commission charged with charting Kent State's official response to the shootings.

Center Director and Associate Professor Patrick G. Coy says, "This accomplishment is a fitting testament to the excellent teaching done by center faculty members in our Applied Conflict Management degree. We know of no other program in the country that has achieved this milestone. Strong student interest in our courses reflects a demand for constructive approaches to conflict, and we are proud that Kent State maintains a leading role in this field. Kent State students learn — and practice — applied skills in communication, collaboration, negotiation, mediation and nonviolence."

Beyond the 1,000 students enrolled for the year, the Center for Applied Conflict Management currently has 42 majors and 32 minors in Applied Conflict Management, making it one of the largest, if not the largest, undergraduate degree programs in the field of peace and conflict studies in the country.

While many Ohio colleges and universities offer certificates or concentrations in peace and conflict studies, Kent State's program is one of only two undergraduate major programs in the state. The Center for Applied Conflict Management is part of Kent State University's Department of Political Science.

The Dean of the College of Arts and Science, Dr. Timothy Moerland, congratulated the center. "The Center for Applied Conflict Management is a great asset to Kent State University and to Ohio," he says. "This enrollment milestone is another testament to its success."

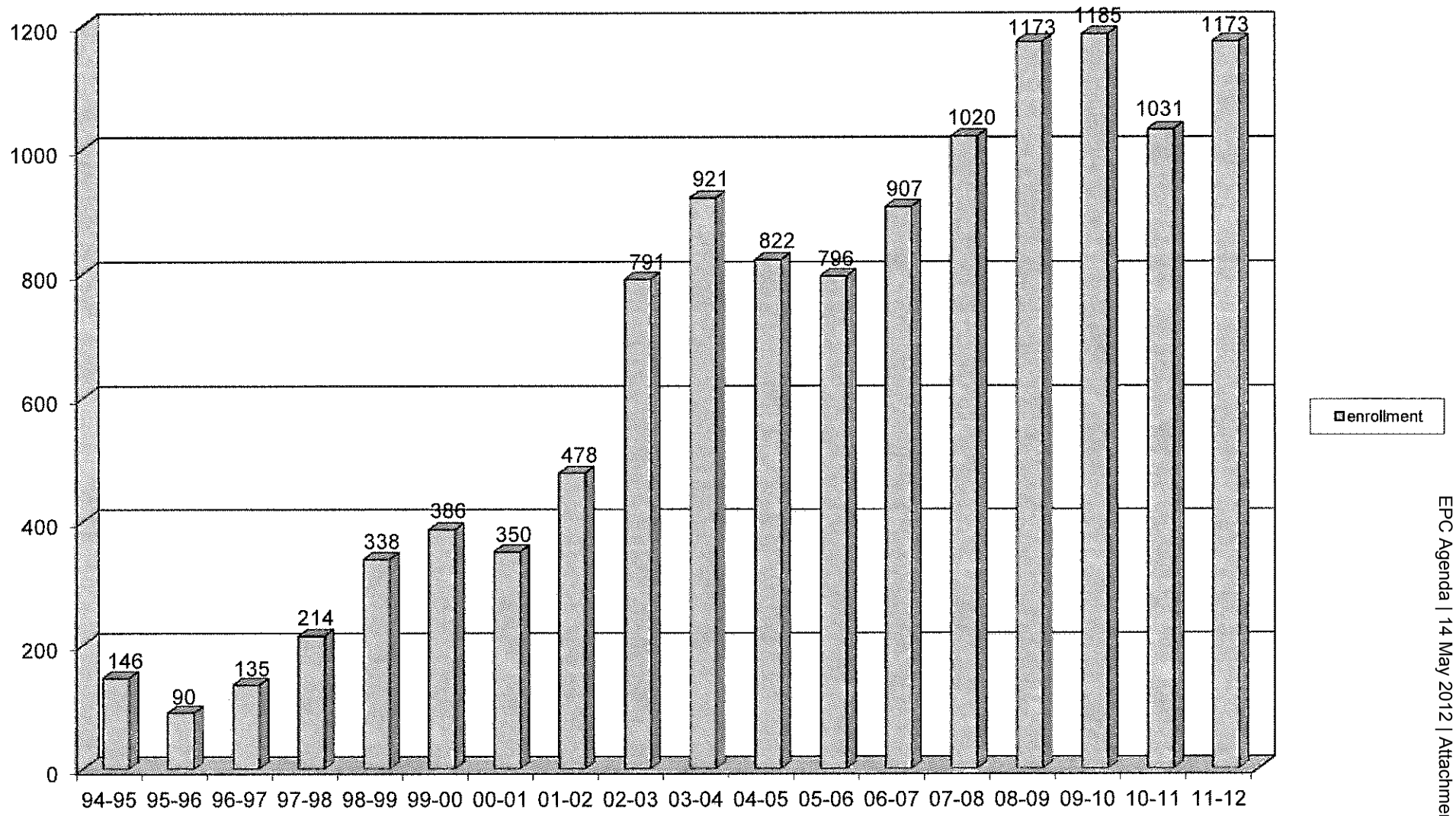
The center's degree program includes courses such as Mediation: Theory and Training, Cross Cultural Conflict Management, Conflict in the Workplace, Negotiation, International Conflict Resolution, Public Sector Dispute Resolution, Racial and Ethnic Conflict and Nonviolence: Theory and Practice, among many others.

For more information about the Center for Applied Conflict Management, contact Coy at 330-672-2875 or pcoy@kent.edu.

POL/CACM
7-1

CACM ENROLLMENT 1994-1995 TO 2011-2012

(Enrollment numbers through Fall 2007 from Student Information System screen 105, thenfrom Cognos Saar-210 Section Count reports)



KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date 9-Jan-12 Curriculum Bulletin _____

Effective Date Fall 2012 Approved by EPC _____

Department	Lifespan Development and Educational Sciences
College	EH - Education, Health and Human Services
Degree	BS - Bachelor of Science
Program Name	**Human Development and Family Studies** Program Code **HDFS**
Concentration(s)	Gerontology Concentration(s) Code(s) GERO
Proposal	Articulation Agreement

Description of proposal:

This articulation agreement will facilitate the student admissions and transfer of courses between Stark State College, Associate of Applied Science in Human and Social Service, and the Bachelor of Science, Human Development and Family Studies, Gerontology.

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):

Not Applicable

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

HED; HST

REQUIRED ENDORSEMENTS

_____ 4/9/12

Department Chair / School Director / Campus Dean

_____ 4/24/12

College Dean

_____ ___/___/___

Dean of Graduate Studies (for graduate proposals)

_____ ___/___/___

Provost and Senior Vice President for Academic Affairs

Transmittal Memo

Date: February 24. 2012

To: Joanne Arhar, Associate Dean for Student Services, Undergraduate Education

From: Rhonda Richardson, HDFS Program Coordinator

Re: Articulation Agreement Between Stark State College Associate of Applied Science and Social Service and Kent State University Bachelor of Science in Human Development and Family Studies, Gerontology

Proposal to establish an articulation agreement

Curricular/consultative bodies that have approved this action:

Approval by HDFS faculty: February 17, 2012

Approval of LDES Curriculum Committee: April 4, 2012

Presented to EHHS Curriculum Committee: April 20, 2012

Presented to EPC: May 14, 2012

ARTICULATION AGREEMENT
By and Between
Stark State College
Associate of Applied Science Human and Social Service
and
Kent State University
Bachelor of Science in Human Development and Family Studies, Gerontology

THIS ARTICULATION AGREEMENT (the "Agreement") is entered into on this (day, month and year) (the "Effective Date") by and between Stark State College (the "College"), with an address of Stark State College, 6200 Frank Avenue NW, North Canton, Ohio 44720; 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, 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. 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 Stark State College:
Dr. Dorey Diab
Provost and Chief Academic Officer
6200 Frank Avenue NW
North Canton, Ohio 44720

For Kent State University:
Dr. Todd A. Diacon
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.

STARK STATE COLLEGE :

By:_____
Dr. Dorey Diab
Provost and Chief Academic Officer

KENT STATE UNIVERSITY:

By:_____
Dr. Todd A. Diacon
Provost and Senior Vice President for Academic Affairs

DRAFT

Attachment A
To The
Articulation Agreement Dated [DATE]
By and Between
Stark State College and Kent State University

Articulation Criteria and Articulation Benefits

1. ***The standard articulation criteria ("Articulation Criteria") are:***

   a. Completion of an Associate of Applied Science in Human and Social Service.

   b. Achieving a minimum overall cumulative grade point average of 2.0.

   c. Submission of an official College transcript.

   d. Students must declare a pre-major in HDFS until they have earned a cumulative GPA of 2.5 or higher in the requirements listed below. Students must receive a cumulative GPA of 3.0 or higher in the three HDFS courses.

ENG 11011, 21011	College Writing I, II	6
PSYC 11762	General Psychology	3
SOC 12050	Intro to Sociology	3
HDFS 14027	Intro to HDFS	2
HDFS 24011	Interpersonal Relationships & Families	3
HDFS 24012	Child Development	3

   Once the student has completed the pre-major in HDFS with a cumulative GPA of 2.5 or higher, including a cumulative GPA of 3.0 or higher in HDFS 14027, 24011, and 24012, he or she is eligible to apply for admission to the HDFS major. The student must initiate a Change of Program through an online process accessed through their Flashline account (Student Tools and Courses tab, GPS channel). Students must be admitted into the HDFS major prior to enrollment in junior-level HDFS coursework.

   e. 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 Stark State College, Associate of Applied Science in Human and Social Service, and Kent State, Bachelor of Science, Human Development and Family Studies, Gerontology, see Appendices 1 and 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 the Associate of Applied Science in Human and Social Service at the College (see Appendix 2) will be admitted into Kent State's Bachelor of Science, Human Development and Family Studies pre-major program with junior status. Please refer to Attachment A, 1(d) for admission procedure.

APPENDIX 1
ARTICULATION AND TRANSFER TABLE

Stark State College: Associate of Applied Science Human and Social Services
Kent State University: Bachelor of Science, Human Development and Family Studies, Gerontology

EQUIVALENCIES CURRENTLY ON THE TRANFER TABLES (AND U.SELECT)			
Stark State College (SSC)	**Credits**	**KENT STATE UNIVERSITY**	**Credits**
SSC English Composition (3 credits)		**Kent Core Composition (6 credits)**	
ENG 124 College Composition I	3	ENG 11011 College Writing I	3
SSC Mathematics, Statics and Logic (3 credits)		**Kent Core Math/Critical Reasoning (3 credits)**	
Math 222 Statistics	3	Math 10041 Elementary Statistics	3
SSC Social Sciences (9 credits)		**Kent Core Social Sciences (6 credits)**	
PSY 121 General Psychology	3	PSYC 11762 General Psychology	3
SOC 121 Sociology (Elective)	3	SOC 12050 Intro to Sociology	3
SSC Natural and Physical Science (6 credits)		**Kent Core Basic Sciences (6-7 credits)**	
BIO 127 Human Biology	4	Fulfills Kent Core Basic Science Course with Lab	4
SSC Additional		**Kent Core Additional (6 credits)**	
COM 121 Effective Speaking	3	COMM 15000 Intro to Human Communication	3
PSC 121 Political Science	3	# Fulfills POL 10100 American Politics; Kent Core Social Science	3
Program Requirements		**Program Requirements**	
SOC 123 Dynamics of the Family	3	HDFS 24011 Interpersonal Relationships and Families	3
SOC 225 Cultural Diversity	3	HDFS 34031 Cultural Diversity: Implications for the Helping Professions	3
SWK 121 Introduction to Social Welfare	3	HDFS 14027 Intro to Human Development and Family Studies	2
GER 121 Intro to Gerontology	3	GERO 14029 Intro to Gerontology	3
		Concentration Electives (see Note 1)	
		Major Electives (see note 2)	
General Electives		**General Electives (25 credits)****	
BUS 122 Basic Economics	3	General elective	3
ITD 122 Computer Applications for Professionals	4	General Elective	4
SWK 121 Introduction to Social Welfare	3	General Elective	3
SWK 126 Human behavior in the Social Environment	3	General Elective	3
SWK 130 Methods in Practice II	3	General Elective	3
SWK 224 Poverty in the US	3	General Elective	3
SWK 225 Victimization and Crisis Intervention	3	General elective	3
SWK 231 HSST Social Service Practicum	3	General elective	3

*A minimum C (2.0) grade must be earned with to fulfill the writing-intensive requirement
**Number of credits depends on meeting minimum 121 credit hours and minimum 39 upper division hours.

Note 1: Concentration Electives: Choose from the following (6 credit hours):

ARCH 45640 Developing Environments for Older Adults	3	PHIL 40005 Health Care Ethics	3
HED 42041 Health Counseling	3	RPTM 36010 Recreation, Leisure, and Aging	3
IHS 44010 Res. Des. Stat. Meth. Health	3	SOC 42010 Death & Dying	3
JMC 28001 Principles of Public Relations	3	SOC 42563 Sociology of Health & Health Care	3
SPA 44130 Communication Disorders of Aging	2		

Note 2: Major Electives: Choose from the following (6 credit hours):

GERO 14029 Intro to Gerontology	3	GERO 41095 Special Topics in Gerontology	1-4
GERO 44031 Social Policy/Community Resources	3	HDFS 41095 Special Topics in HDFS	1-4
HDFS 24013 Early Adolescence	3	HDFS 41096 Individual Investigation	1-3
HDFS 44019 Intergenerational Experiences	3	HDFS 44021 Family Intervention	3
HDFS 44022 Changing Roles of Men & Women	3	HDFS 44032 Nonprofit Fundraising and Grantwriting	3
HDFS 44033 Nonprofit Management I	3	HDFS 44034 Nonprofit Management II	3
HDFS 44035 Assessment and Strategies	3	HDFS 44036 General Case Management Methods	3
HDFS 44037 Positive Youth Development	3	HDFS 44039 Bereavement, Trauma, and Other Losses	3
HED 14020 Medical Terminology	3	HST 21000 Dynamics of Helping Relationship	3
NUTR 23511 Science of Human Nutrition	3		

APPROVED NEW / REVISED EQUIVALENCIES TO BE PUT ON THE TRANFER TABLES (AND U.SELECT)

Stark State College	Credits	KENT STATE UNIVERSITY	Credits
GER 122 Psychological Aspects of Aging	3	GERO 30656 Psychology of Aging	3
SWK125 Substance Abuse	3	HED 32530 Drug Use and Misuse***	3
SWK127 Group Processes	3	HED 34060 Small Group Processes***	3
SWK 124 Methods in Practice	3	HST 21000 Dynamics of Helping Relationships***	3
SWK 230 Social Services for the Elderly	3	GERO 44031 Social Policy and Community Resources for Older Adults	3
SWK 231 HSST Social Service Practicum/Seminar	3	HDFS 41095 Special Topics in HDFS	3

** Approved as equivalent by program area

DRAFT

APPENDIX 2

SUGGESTED SEMESTER SEQUENCE

Stark State College: Associate of Applied Science Human and Social Services Gerontology Option
Kent State University: Bachelor of Science, Human Development and Family Studies, Gerontology

Course Subject and Title	Credit Hours	Upper Division	Notes on Transfer Coursework to Kent State
Semester One: [15 Credit Hours] Stark State College			
SWK 121 Introduction to Social Welfare	3		Fulfills HDFS 14027 will fulfill HDFS pre-major; must earn a grade of B or better (see note 1)
ENG 124 College Composition	3		# Fulfills ENG 11011 College Writing I, Kent Core Composition
SOC 123 Dynamics of the Family	3		Fulfills HDFS/SOC 24011, Interpersonal Relationships and Families; will fulfill HDFS pre-major; must earn a grade of B or better (see note 1)
COM 121 Effective Speaking	3		# Fulfills COMM 15000 Intro to Human Communication, Kent Core Additional
ITD 122 Computer Applications for Professionals	3		Fulfills general elective (lower division)
Semester Two: [18 Credit Hours] Stark State College			
GER 121 Introduction to Gerontology	3		Fulfills GERO 14029 Introduction to Gerontology; domestic diversity
SWK 224 Poverty in the US	3		Fulfills general elective (lower division)
PSY 121 General Psychology	3		# Fulfills PSYC 11762 General Psychology, Kent Core Social Sciences
SOC 225 Cultural Diversity	3	■	Fulfills HDFS 34031, Cultural Diversity
SWK 124 Methods in Practice I	3		Fulfills HST 21000 Dynamics of Helping Relationships; GERO Major Elective
SWK 225 Victimization and Crisis Intervention	3		Fulfills JUS 27311 Victimology; general elective (lower division)
Semester Three: [18 Credit Hours] Stark State College			
SWK 130 Methods in Practice II	3		Fulfills general elective
SWK 126 Human Behavior and the Social Environment	3		Fulfills general elective (lower division)
MTH 222 Statistics	3		# Fulfills MATH 10041 Elementary Probability and Statistics Kent Core Math
SWK 125 Substance Abuse	3	■	Fulfills HED 32530 Drug Use and Misuse; General Elective (upper division)
GER 122 Psychological Aspects of Aging	3	■	Fulfills GERO 30656 Psychology of Aging
PSC 121 Political Science	3		# Fulfills POL 10100 American Politics, Kent Core Social Science
Semester Four: [19 Credit Hours] Stark State College			
BUS 122 Basic Economics	3		Fulfills general elective (lower division)
SWK 231 HSST Social Service Practicum/Seminar (must earn grade of "C" or higher)	3	■	Fulfills HDFS 41095 Special Topics in HDFS; major elective
SWK 230 Social Services for the Elderly	3	■	Fulfills GERO 44031 Social Policy and Community Resources for Older Adults
SWK 127 Group Processes	3	■	Fulfills HED 34060 Small Group Processes; general elective (upper division)
BIO 127 Human Biology	4		# Fulfills Kent Core Basic Science Course with Lab
SOC 121 Sociology	3		# Fulfills SOC 12050 Introduction to Sociology, Kent Core Social Science
67 Total Credit Hours to Graduate with the Associate of Human and Social services Degree Gerontology Option from Stark State 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			
ENG 21011 College Writing II	3		#Fulfills Kent Core Composition and HDFS pre-major
Fine Arts Kent Core course	3		#Fulfills Kent Core Fine Arts
BSCI 20020 Biological Structure and Function	5		#Fulfills Kent Core Basic Science
HDFS 24012 Child Development	3		Fulfills HDFS pre-major; see note 1
SOC 42879 Aging in Society	3		
Semester Six: [16 Credit Hours] Kent State University			
HDFS 44020 Adolescent Development	3		
Kent Core Humanities	3		#Fulfills Kent Core Humanities
SOC 32220 Data Analysis	3		
SOC 32221 Data Analysis Lab	1		
GERO 44030 Adult Development and Aging	3		Fulfills writing-intensive requirement, must earn C or better
HDFS 25512 Management of Family Resources	3		
Semester Seven: [18 Credit Hours] Kent State University			
HDFS 44018 Professional Development in Human Development and Family Studies	3		
HDFS 44028 Parent/Child Relationships	3		
HDFS 44023 Building Family Strengths	3		
BSCI 40020 Biology of Aging	3		
Kent Core Humanities and Fine Arts course*	3		
Concentration Elective	3		
Semester Eight: [12 Credit Hours] Kent State University			
Concentration Elective	3		
HDFS 44029 Family Policy	3		
SOC 32210 Researching Society	3		
GERO 44092 Practicum in Gerontology, major requirement	3		
121 Total Credit Hours to Graduate with the Bachelor of Science in Human Development and Family Studies, Gerontology including transfer coursework, from Kent State University			

Course will fulfill Kent State University's Kent Core (general education) requirement.
*One of these courses must be a global diversity course

Graduation Requirements Summary

Minimum Total Hours	Minimum Upper-Division Hours	Kent Core Hours	Diversity Course Global/Domestic	Writing-Intensive	Minimum	
					Major GPA	Overall GPA
121	39	36	Kent Core or General Elective/ SOC 12050	GERO 44030	2.25	2.00

Note 1: Students must declare a pre-major in Human Development and Family Studies until they have:

a) Earned a minimum 2.50 cumulative GPA in ENG 11011, ENG 21011, PSYC 11762, SOC 12050, HDFS 14027, HDFS 24011 and HDFS 24012 **and**
b) Earned a minimum 3.00 cumulative GPA in HDFS 14027, HDFS 24011 and HDFS 24012

Note 2: Concentration electives (5-6 credit hours), choose from the following:

ARCH 45640 Developing Environments for Older Adults	3	PHIL 40005 Health Care Ethics	3
HED 42041 Health Counseling	3	RPTM 36010 Recreation, Leisure, & Aging	3
IHS 44010 Res. Des. Stat. Meth. Health	3	SOC 42010 Death & Dying	3
JMC 28001 Principles of Public Relations	3	SOC 42563 Sociology of Health & Health Care	3
SPA 44130 Communication Disorders of Aging	2		

Note 3: Major Electives (6 credit hours), choose from the following:

GERO 14029 Intro to Gerontology	3	GERO 41095 Special Topics in Gerontology	1-4
GERO 44031 Social Policy/Community Resources	3	HDFS 41095 Special Topics in HDFS	1-4
HDFS 24013 Early Adolescence	3	HDFS 41096 Individual Investigation	1-3
HDFS 44022 Changing Roles of Men & Women	3	HDFS 44021 Family Intervention	3
HDFS 44033 Nonprofit Management I	3	HDFS 44032 Nonprofit Fundraising and Grantwriting	3
HDFS 44035 Assessment and Strategies	3	HDFS 44034 Nonprofit Management II	3
HDFS 44037 Positive Youth Development	3	HDFS 44036 General Case Management Methods	3
HED 14020 Medical Terminology	3	HDFS 44039 Bereavement, Trauma, and Other Losses	3
NUTR 23511 Science of Human Nutrition	3	HST 21000 Dynamics of Helping Relationship	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
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, with 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 a 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 30000-49999) credit hours of coursework. Programs in the college of Arts and Sciences require a minimum of 42 hours of upper-division coursework.

DRAFT

Documentation from Other Departments:

Hi Kelly, thank you for double check. Yes I did approve the two courses. We went a review process and several of us looked/compared course syllabi and contents. So I think it is our final decision.
Thank you again!

Kele Ding, Ph.D.
Associate Prof. & Program Coordinator
Health Education and Promotion
School of Health Sciences
Kent State University
142 Nixson Hall
Kent, OH 44242
Phone: 330-672-0688
Fax: 330-672-2194
Email: kding@kent.edu

From: Cichy, Kelly
Sent: Thursday, March 08, 2012 3:00 PM
To: DING, KELE
Subject: Confirmation of Course Equivalency

Hi Kele,

I hope that your semester is going well. We are in the process of putting together another articulation agreement with Stark State College for our HDFS program (Gerontology concentration), and I just need to confirm that 2 of the Stark courses are equivalent to 2 of your courses.

In October, you approved SWK 127 Group Processes from Stark State (please see attached syllabus) as equivalent to HED 34060 Small Group Processes.

In October, you also approved SWK 125 Substance Abuse from Stark State as equivalent to HED 32530 Drug Use and Misuse.

Could you please just confirm that you approve these courses as equivalent? I need to have documentation to include with our articulation agreement.

Please know that if you approve these courses, then this will be the standard equivalency for all Stark State students who come to Kent State.

Please just let me know if you have any questions, or if there is anything else that you need from us to confirm your approval.

Thank you in advance,

Kelly
Yes, I am fine with it.

Kimberly Steele-Simmons

On Mar 8, 2012, at 3:07 PM, "Cichy, Kelly" <kcichy@kent.edu> wrote:

Hi Kim,

I hope that your semester is going well. We are in the process of putting together another articulation agreement with Stark State College for HDFS (Gerontology concentration), and I just need confirmation in writing that the Stark State course SWK 124 Methods in Practice is equivalent to HST 21000 Dynamics of Helping Relationships.

Could you please just confirm that you approve this courses as equivalent? We already included it as equivalent in our articulation agreement for Family Life Education, but the person who put together the agreement for the university is no longer involved in the process, so we cannot access any of the original documentation.

Please just let me know if you have any questions, or if there is anything else that you need from me to confirm your approval.

Thank you in advance,

Kelly

Kelly E. Cichy, PhD
Assistant Professor Human Development and Family Studies
School of Lifespan Development and Educational Sciences
Kent State University
405 White Hall, P.O. Box 5190
Kent, OH 44242-0001
T: 330-672-2449 Email: kcichy@kent.edu

DRAFT

2011-2012
Bachelor of Science

Name _____
Banner ID # _____

SCHOOL OF LIFESPAN DEVELOPMENT & HUMAN SERVICES

HUMAN DEVELOPMENT AND FAMILY STUDIES

ADMISSION REQUIREMENTS

Pre-Major in Human Development and Family Studies

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

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

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

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

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

3. Human Development and Family Studies faculty will answer questions about the pre-major in HDFS, and can be reached at 330-672-2294.

1. **Orientation (1 credit hour)** US10097 Destination Kent State--FYE 1 _____

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

3. **Math and Critical Reasoning (3 hours)**
   KENT CORE (equiv. To MATH 10041, Elementary Probability & Statistics) 3 _____

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

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

6. **Basic Sciences (6-7 hours)**
   At Least 1 hour Basic Sciences Lab 4 _____
   KENT CORE (equiv. BSCI 10001/10003 Human Biology & Lab)
   KENT CORE _____
   (GERO concentration) BSCI 20020 Biological Structure & Function (w/lab) 5 _____
   (will need 1 more Basic Science course)

7. ***Additional* (6 hours)**
   Select from categories 3, 4, or 6, OR COMM 15000 or PHIL 11009
   KENT CORE (equiv. to POL 10100 American Politics) 3 _____
   KENT CORE _____ 3 _____

8. **Other (7 hours)**
   SOC 32210 Researching Society 3 _____
   32220 Data Analysis 3 _____
   32221 Data Analysis Lab 1 _____

9. **Major Requirements (38 hours)**
   A. *Core Requirements* (32 hours)
   HDFS 14027 Intro to Human Development & FS 2 _____
   24011 D-Interpersonal Relationships & Families 3 _____
   24012 Child Development 3 _____
   25512 Management of Family Resources 3 _____
   34031 Cultural Diversity 3 _____
   44018 Professional Development 3 _____
   44020 Adolescent Development 3 _____
   44023 Building Family Strengths 3 _____
   44028 Parent-Child Relationships 3 _____
   44029 Family Policy 3 _____
   GERO +44030 Adult Development & Aging 3 _____

B. *Major Electives* (6 hours) *Select 6 hours from:*

GERO	14029	Intro to Gerontology (3)	_____
	41095	Special Topics in Gerontology (1-4)	_____
	44031	Social Policy/Community Resources (3)	_____
HDFS	24013	Early Adolescence (3)	_____
	41095	Special Topics in HDFS (1-4)	_____
	41096	Individual Investigation (1-3)	_____
	44019	Intergenerational Experiences (3)	_____
	44021	Family Intervention (3)	_____
	44022	Changing Roles of Men & Women (3)	_____
	44032	Nonprofit Fundraising and Grantwriting (3)	_____
	44033	Nonprofit Management I (3)	_____
	44034	Nonprofit Management II (3)	_____
	44035	Assessment and Strategies (3)	_____
	44036	General Case Management Methods (3)	_____
	44037	Positive Youth Development (3)	_____
	44039	Bereavement, Trauma, and Other Losses (3)	_____
HED	14020	Medical Terminology (3)	_____
HST	21000	Dynamics of Helping Relationship (3)	_____
NUTR	23511	Science of Human Nutrition (3)	_____

Concentration 5: Gerontology (29-32 hours) (7-14 hrs of electives)

BSCI	20020	Biological Structure and Function (counts towards Kent Core Basic Science w/lab requirement)	5	_____
BSCI	44020	Biology of Aging	3	_____
GERO	*14029	Introduction to Gerontology	3	_____
	30656	Psychology of Aging	3	_____
	*44031	Social Policy/Community Resources	3	_____
	44092	Practicum in Gerontology	3-6	_____
SOC	42879	Aging in Society	3	_____

Select 6 hours from:

ARCH	45640	Developing Environments for Older Adults (3)	_____
HED	42041	Health Counseling (3)	_____
IHS	44010	Res. Des. Stat. Meth. Health (3)	_____
JMC	28001	Principles of Public Relations (3)	_____
PHIL	40005	Health Care Ethics (3)	_____
RPTM	36010	Recreation, Leisure and Aging (3)	_____
SOC	42010	Death & Dying (3)	_____
	42563	Sociology of Health & Health Care (3)	_____
SPA	44130	Communication Disorders of Aging (2)	_____

10. ****General Electives (0-16 hours)**

ITD 122 Computer Applications for Professionals	4
SWK 224 Poverty in the US	3
SWK 225 Victimization and Crisis Intervention (equiv. JUS 27311 Victimology)	3
SWK 126 Human Behaviors in the Social Environment	3
SWK 130 Methods in Practice II	3
BUS 122 Basic Economics	3
SWK 125 Substance Abuse (equiv. HED 32530 Drug Use and Misuse)	3
SWK 127 Group Processes (equiv. HED 34060 Small Group Processes)	3

*General Electives are Transfer Credits from Stark State (please see list above)

2/2010

Minutes of HDFS program faculty meeting
February 17, 2012, 12:00-1:30 p.m.

In attendance:
Kathy Bergh, Maureen Blankemeyer, Kelly Cichy, Dale Cook, Rhonda Richardson, Kathy Walker, Joan Steidl (Ashtabula campus), Stacey Dickman (LDES GA).

1. The draft articulation agreement with Stark State College Associate of Applied Science Human and Social Service for HDFS GERO concentration was discussed. The following revisions were suggested: move SWK 231 to Semester 4 and apply it as a major elective; move 1 concentration elective to Semester 7; add GERO 44092, Practicum to Semester 8. With these revisions, Kathy Walker moved that the articulation agreement be approved. Motion seconded by Maureen Blankemeyer; motion passed unanimously. Thanks to Kelly Cichy and Mary Dellmann-Jenkins for their work on developing this articulation agreement.

2. The Fall 2012 class schedule was circulated. The schedule will be viewable in Flashline beginning February 27. Registration for Fall 2012 begins the week of March 12.

3. All HDFS faculty requests for GAs will be fulfilled for the 2012-13 academic year. Our current Masters GAs will all be returning.

4. The remainder of our time was spent looking at the HDFS website and suggesting revisions. Stacey Dickman was able to make some of the minor "clean up" changes during this time. Faculty generated a list of specific additional changes; Stacey will work on these over the coming month.

Meeting adjourned at 1:40 p.m.

Next meeting will be Friday, March 2, 2012, 12:00-1:30 in Room 217 White Hall.

LDES Curriculum Committee Meeting
Wednesday, April 4, 2012
10:00 AM
Room WTH 408

Present: Frank Sansosti, Committee Chair, Susan Augustine, Betsy Page, Kelly Cichy, Cindy Kovalik, Karen Kritzer and Courtney Vierstra

Absent: Lynne Guillot Miller

Recording Secretary: Marcia Kibler

PREVIOUS BUSINESS

ARTICULATION AGREEMENT – STARK STATE COLLEGE/KSU-GERO

The articulation agreement was tabled at March 7th meeting pending requested updates and revisions. Kelly Cichy explained the requested changes and other updates were made to the agreement since last month's meeting. This agreement was presented similarly to the HDFS-Family Life Education which was submitted and approved during the meeting in February; therefore, it needed to be updated to reflect the Bachelor of Sciences in Human Development and Family Studies-Gerontology degree being more decisive with regard to correct details within the Gerontology program area. Appendix I and Appendix II were updated to reflect the appropriate courses needed from Stark State College and Kent State University for students to be able to transfer credits toward the BS-HDFS-GERO. The Provost's name will need to be updated prior to going to EPC. Kathy Zarges, Director, Vacca Student Services will also review the agreement before it goes forth to the College Curriculum Committee Meeting on Friday, April 20th.

Betsy Page motioned to approve the proposal, Courtney Vierstra, seconded. The committee unanimously voted to approve the proposal.

MINUTES

The March 7, 2012 meeting minutes were reviewed. Kelly Cichy, motioned to approve the minutes as written, Cindy Kovalik, seconded. The committee unanimously voted to approve the meeting minutes.

ADJOURNMENT

The meeting concluded at 10:15 AM. The next meeting is scheduled for Wednesday, May 2, 2012 at 10:00AM in WTH 408.

DRAFT

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **28-Nov-11** Curriculum Bulletin _____

Effective Date **Fall 2012** Approved by EPC _____

Department **Teaching, Learning, and Curriculum Studies**

College **EH - Education, Health and Human Services**

Degree **CER6 - Post-Baccalaureate Certificate**
CER8 - Post-Master's Certificate

Program Name **Athletic Coaching** Program Code **C606, C819**

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

Proposal **Inactivate program**

Description of proposal:

Inactivation due to low enrollment and in response to new federal regulations governing "gainful employment" that call for additional, labor-intensive and time-consuming reporting. This certificate has not attracted sufficient enrollment to warrant its continuation.

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

Current total credit hours: **n/a** Proposed total credit hours **n/a**

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

No impact as all courses in the certificates are offered primarily for degree programs. Any students currently enrolled in the certificate will be able to complete plan of study and earn the certificate.

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

Sport Administration, School of Foundations, Leadership and Administration

REQUIRED ENDORSEMENTS

_____ 1/5/2012
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

_____ ___/___/___
College Dean (or designee)

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

_____ ___/___/___
Provost and Senior Vice President for Academic Affairs (or designee)

Teaching Learning and Curriculum Studies

Curriculum Committee

Electronic Vote on December 2, 2011

Members Voting:
Brooks, Elizabeth; Hawley, Todd; Pech, Sandra; Sato, Takahiro; Zimmerman, Belinda, Davison Mupinga

Agenda:

1. Inactivation of the graduate-level Athletic Coaching certificates. Originally, these certificates were going to be transferred to FLA, but that did not happen. The TLC curriculum committee voted to approve the inactivation of the undergraduate certificate at the Nov 17 2011 meeting. **Approval [Yes (6), No (0)]**

2. Revision to specific PEP courses: PEP 35065 & 45021. **Approval [Yes (6), No (0)]**

3. Large-scale course revision to change specific PEB/PEP courses to SPAD. Sport Administration in FLA initiated this action, but because the courses technically belong to TLC, TLC curriculum committee approval was needed. **Approval [Yes (6), No (0)]**

   PEB 10126 Basketball -Varsity
   PEB 10425 Baseball – Varsity
   PEB 11025 Cross Country –Varsity
   PEB 13015 Field Hockey-Varsity
   PEB 11125 Football –Varsity
   PEB 100724 Golf-Varsity
   PEB 11124 Gymnastics -Varsity
   PEB10325 Soccer
   PEB10426 Softball –Varsity
   PEB11024 Track & Field –Varsity
   PEB13017 Volleyball-Varsity
   PEB11825 Wrestling-Varsity

   PEP 45021 History & Philosophy of Sport and Physical Activity
   PEP 35065 Organization and Administration of Athletics

4. Inactivation of the two CI course: CI77350 & CI67350. The other C&I courses were voted on Nov 17, 2011 meeting. **Approval [Yes (6), No (0)].**

Submitted by Davison Mupinga (12/2/2011)

KENT STATE UNIVERSITY
CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **12-Apr-12** Curriculum Bulletin _____

Effective Date **Spring 2013** Approved by EPC _____

Department **DS**

College **DS - Digital Sciences**

Degree **CER6- Post-Baccalaureate Certificate**

Program Name **Enterprise Architecture** Program Code **ENAR**

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

Proposal **select one**

Description of proposal:

Establish an 18-credit Post-Baccalaureate Certificate in Enterprise Architecture. This new certificate complements the Enterprise Architecture concentration in the Master of Digital Sciences degree program, but is intended for students who already have a Masters degree, who do not have the time or funds to invest in a 32-credit Master's program, or whose work environment values completion of a certificate program.

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., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

This Post-Baccalaureate Certificate in Enterprise Architecture program has some overlap with the existing Enterprise Architecture concentration in the Master of Digital Sciences degree program, and will use four courses from that program. Students in the Certificate program will also have 6 credits of approved electives, but given the breadth of those electives across the university the impact on any individual program outside the School of Digital Sciences should be minimal.

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

The following units have representation on the School of Digital Science's Curriculum Committee:

Colleges of: Arts and Sciences; Business Administration; Communication and Information; Education, Health, and Human Services; Technology

Schools of: Library and Information Science; Lifespan Development and Educational Sciences

Departments of: Computer Science; Management and Information Systems

Regional College and Computer Technology program

REQUIRED ENDORSEMENTS

_____ 4/30/12
Department Chair / School Director

_____ ___/___/___
Campus Dean (for Regional Campuses proposals)

_____ 4/30/12
College Dean (or designee)

_____ _____/_____/_____

Dean of Graduate Studies (for graduate proposals)

_____ _____/_____/_____

Provost and Senior Vice President for Academic Affairs (or designee)

PROPOSAL TO ESTABLISH A

POST-BACCALAUREATE CERTIFICATE IN ENTERPRISE ARCHITECTURE

IN THE SCHOOL OF DIGITAL SCIENCES, KENT STATE UNIVERSITY

BEGINNING SPRING 2013

1 May 2012

1 Summary and Rationale

The School of Digital Sciences proposes to offer an 18-credit *Post-Baccalaureate Certificate in Enterprise Architecture* beginning in Spring 2013. This new certificate would complement the Enterprise Architecture concentration in the Master of Digital Sciences degree program, but is intended for students who do not have the time or funds to invest in a 32-credit Master's program, or who already have a Masters degree, or whose work environment values completion of a certificate program.

To put this proposed Certificate in context, the School of Digital Sciences already offers a 32-credit *Master of Digital Sciences* degree, which has five concentrations including Enterprise Architecture. The Master of Digital Sciences degree is a professional master's degree for graduates from a variety of backgrounds. A 9-10 credit breadth requirement introduces students to digital technologies outside their undergraduate field of study, and five 9-10 credit concentrations provide deeper knowledge in one or more domains. Advisor-approved electives, a 3-credit capstone course, and / or a 6-credit Thesis complete the degree requirements.

The Master of Digital Sciences concentration in Enterprise Architecture is well-suited to a graduate of a Bachelor's program in computer science, computer information systems, or business who wants to earn a Master's degree with an emphasis on enterprise architecture. The student would take 12 credits of enterprise architecture courses, 6 credits of breadth courses, and 14 credits of electives, capstone, or Thesis.

In contrast, the proposed 18-credit *Post-Baccalaureate Certificate in Enterprise Architecture* is comprised of 12 credits of enterprise architecture coursework and 6 credits of advisor-approved electives. Thus it has the same depth in enterprise architecture as the concentration in the Master of Digital Sciences, but does not have that degree's breadth requirement. The Certificate also requires less advisor-approved electives than the Master's degree, but those electives are more restricted to complement the enterprise architecture coursework.

2 Need for Proposed Program

Enterprise Architecture (EA) is a professional area of practice that assists enterprises in designing solutions to achieve their current and future business objectives. While enterprise architecture has most often been applied to complex technology environments with high technology investments, the practice is relevant for all types and sizes of enterprises. All enterprises have business goals and objectives, and all have resources that must be aligned with those goals in an effective and efficient way. Enterprise architecture is a critical first step in achieving those goals. One of the most important lessons from

enterprise architecture is the importance of design and engineering before implementation. This insight is fundamental to Kent State University's Enterprise Architecture program.

Enterprise Architecture is a critical area today given the increasing complexity of our environment and the need for greater agility. The virtualization of work, the multinational nature of work, the increasingly semantic and personalized nature of applications, the richness of technology, the increasingly networked nature of business, a shift from simple projects to complex projects — all speak to the need for architectural design.

2.1 Development of Enterprise Architecture

Enterprise architecture has its roots in two seminal papers by John Zachman that were published in 1987 and 1992 in the IBM Systems Journal. One of the first textbooks on the topic was written by Steven Spewak, published by John Wiley in 1992. Other textbooks followed, including the classic *Enterprise Architecture as a Strategy*, written by Jeanne Ross (MIT), Peter Weill (MIT), and David Robertson (IMD).

Enterprise architecture emerged out of business concerns that information technology expenditures were becoming increasingly significant, yet increasingly difficult to align with business concerns and directions. The realization was that all of an organization's assets, including processes, resources, people, locations, as well as technology, need to be aligned to effectively support the organization's strategic goals. Enterprise architecture was the first discipline to look at this problem from an architectural perspective and provide the framework for all the components to synergistically work together.

Today virtually every major global organization has an enterprise architecture division. Organizations such as Volkswagen, Procter & Gamble, Dow Chemical, Dell, 7-Eleven, Aetna, Barclay's Bank, Discover Financial Services, Wells Fargo, UNICEF, and UPS are well known for both adopting enterprise architecture and achieving measurable benefits from doing so.

The US government strongly embraces enterprise architecture. Given the same concerns about information technology expenditures mentioned above, Congress enacted the Clinger-Cohen Act of 1996 to improve the selection and management of information technology resources in Federal agencies. As a result, the US Office of Management and Budget initiated the development of the Federal Enterprise Architecture Framework (FEAF), which was mandated for use by Federal agencies.

The practice of enterprise architecture has matured over the past 25 years. With that maturity has come a rich set of principles, methods and models that enterprises can use to design solutions. Architects lead enterprises from design to construction, and architects are change agents who look for opportunities to improve and align. To achieve change, though, enterprise architects must work with business units, with software engineers, and with technology teams and information managers. Architects need a wide range of skills to work effectively with diverse business stakeholders — from technical competencies in architecture design and engineering to soft skills.

2.2 Demand for Enterprise Architects

To provide one specific example of demand, consider Oracle Corporation, a computer technology consulting company that specializes in database systems. A global organization, Oracle has over 110,000 employees worldwide.

As described by Stephen Verba, Consulting Technical Senior Director at Oracle, every major technology "pillar" in Oracle consulting in the US has senior consultants in architect roles. Oracle's aggressive acquisition strategy has resulted in a robust set of information technology products all aimed at leading in the Gartner "Magic Quadrants" or their equivalents. In recognition, Oracle now has a Global Enterprise

Architecture Group (GEAP) that manages the linkage between enterprise architecture and its product portfolio (e.g. canonical reference architectures that map down to the Oracle product portfolio). Within North American Consulting at Oracle, the Oracle Enterprise Architecture Program (OEAP) co-ordinates and leads both Solution Architects and pillar technical architects (e.g., Service Oriented Architects) within Oracle's modified TOGAF enterprise architecture framework. The OEAP also includes over 80 Enterprise Architect consultants delivering enterprise architecture projects throughout North America.

Oracle is not alone; all of the major information technology firms (IBM, Microsoft, SAP, Google, Amazon, etc.) have similar, if not more extensive, enterprise architecture groups within their organizations.

A recent article of InfoWorld listed the "6 hottest new jobs in IT", with Business Architect as "Hot IT job No. 1". Jobs number 2 (Data Scientist) and 6 (Cloud Architect) are also enterprise architecture roles.

2.3 Demand for Enterprise Architecture Credentialing

2.3.1 Non-Academic Credentialing

Until recently, most training and credentialing in enterprise architecture has come through internal corporate divisions, specialty training and certification organizations, Federal institutes, or trade associations and professional groups.

Many major information technology firms have internal training and certification on the enterprise architecture practices used in their organization. For example, Oracle has internal training and certification through both its Global Enterprise Architecture Program (GEAP) and the North American Consulting division's Oracle Enterprise Architecture Program (OEAP).

Broader enterprise architecture training and certification is offered through specialty organizations. The Enterprise Architecture Center of Excellence (EACOE) offers several levels of training and certification, with two-year certification at the lowest level given upon successful completion of a weeklong workshop.

Training and certification on Federal enterprise architecture is also available. The Federated Enterprise Architecture Certification (FEAC) Institute provides training and certification on the Federal Enterprise Architecture Framework (FEAF), mandated for Federal Government agencies as described above. The National Defense University Information Resource Management College (NDU iCollege), founded by the US Department of Defense, provides training and certification on three specific roles identified by the Office of Personnel Management.

Trade associations and professional groups also offer training and certification. The Open Group, a consortium of over 400 member companies, developed The Open Group Architecture Framework (TOGAF), and offers two levels of certification on that framework. The Association for Computing Machinery (ACM), a professional organization for computing professionals, offers a "Tech Pack" of readings and tutorial materials on enterprise architecture. Enterprise architecture is also one of six core courses in the Information Systems curriculum defined jointly by the ACM and the Association for Information Systems (AIS).

2.3.2 Academic Credentialing

More recently, enterprise architecture courses and programs have started to emerge in universities. While several universities offer a course or two on enterprise architecture, very few degree programs in the area are available. One program exists in Australia, but in the US, besides Kent State University's Master of Digital Sciences degree with a concentration in Enterprise Architecture, only two other universities offer or have announced enterprise architecture programs — Carnegie Mellon and Penn State.

In Australia, the Royal Melbourne Institute of Technology (RMIT) School of Computer Science and Information Technology offers a Master of Technology (Enterprise Architecture), a 12-course program that includes courses on software development as well as enterprise architecture, systems architecture, and information technology governance.

In the US, Carnegie Melon University's Institute for Software Research (ISR) offers a graduate certificate through their Executive and Professional Education program. This 3-course certificate requires two enterprise architecture courses and an enterprise architecture security architecture course.

Also in the US, Penn State University's Center for Enterprise Architecture was founded in 2009 to address research questions in enterprise architecture. The Center's Director, Brian Cameron, organized the ACM Tech Pack on enterprise architecture. Until recently the Center focused on research, but in April 2012 Penn State's College of Information Sciences and Technology announced a Master of Professional Studies program in Enterprise Architecture that would begin in Fall 2012. The program requires 34 credits, including 9 required core courses on enterprise architecture, enterprise modeling, project management, business strategy, etc., supplemented by several electives. A 9-credit certificate program is also planned, consisting of two required enterprise architecture courses and an elective.

2.4 Opportunities for an Enterprise Architecture Certificate Program at Kent State University

The gaps within and across the existing non-academic enterprise architecture credentialing options are significant. First, there are many certifications available within the frameworks or practices of a specific organization, but most certifications do not span multiple frameworks or organizations. Second, the existing non-academic certification programs do not generally include significant coverage of the relevant literature and history of the discipline, whereas an academic program can include professional or scholarly literature to put current practice in context. Finally, existing non-academic certifications provide only limited depth for each major type of architecture; for example, business architecture is covered only nominally, and the relationships between information architecture and knowledge management are not mapped.

This leaves practicing enterprise architects in the US only three choices for greater training beyond existing framework-specific certifications — Carnegie-Mellon's 3-course graduate certificate, Kent State University's 32-credit Master of Digital Sciences degree, or Penn State's forthcoming 34-credit Master of Professional Studies degree or 9-credit certificate program.

With both a Master's degree and graduate Certificate program, Kent State University's School of Digital Sciences will be well positioned to serve two distinctly different markets. The proposed *Post-Baccalaureate Certificate in Enterprise Architecture* will appeal to many practicing information technology professionals and architects for the following reasons:

- The information technology field is seen as very fast moving, and many practitioners feel that certifications are more likely to be current and relevant.
- In many large business organizations, formal Masters or Doctorate degrees have limited value. Enterprise architects are expected to have the experience and gravitas to work at the CEO/CIO level where academic credentials are rarely referenced (ref. the CEO of Kelly Services who recently spoke at Kent State University but rarely mentions his Doctorate), but certificates are seen as relevant and desirable.
- As a practical matter, practicing professionals tend to work 50 to 60 hours per week, and as such can rarely take more than one online course per semester — making a Master's Degree a five-year plus endeavor.

Having already established itself as the first university in the United States to offer a Master's degree with a concentration in enterprise architecture, a related certification would capitalize on its leadership in this

area, serve a larger market, and ensure a steady mix of established practicing professionals within the larger student community taking the enterprise architecture courses. The availability of interim certification will also help to motivate those practicing information technology professionals who might also eventually go on to earn the full Master's degree.

2.5 Letters of Support from Local Industry

Several external letters of support have been received from working professionals in the enterprise architecture area, including:

- Stephen Verba, Consulting Technical Senior Director, Oracle BPM/SOA, Kirkland OH
- Alexander Mitchen, Consulting Technical Manager, Oracle, Irvine CA
- Jeffrey Brazier, Director of Enterprise Architecture, American Cancer Society, Atlanta GA

The full set of letters that have been received to date are attached at the end of this document.

2.6 Internal Consultation

The following academic units are represented on the School of Digital Science's Curriculum Committee:

- Department of Computer Science,
  and the College of Arts and Sciences
- Department of Management and Information Systems,
  and the College of Business Administration
- School of Library and Information Science,
  and the College of Communication and Information
- School of Lifespan Development and Educational Sciences
- Computer Engineering Technology program,
  and the College of Applied Engineering, Sustainability, and Technology
- Computer Technology program,
  and the Regional College

3 Program Curriculum

3.1 Catalog Description

Kent State University's School of Digital Sciences offers two graduate programs in Enterprise Architecture — a 32-credit Master of Digital Sciences degree, which includes a concentration in Enterprise Architecture, and an 18-credit Post-Baccalaureate Certificate in Enterprise Architecture.

The Post-Baccalaureate Certificate in Enterprise Architecture is intended for students who do not have the time or funds to invest in a 32-credit Master's program, or who already have a Masters degree, or whose work environment values completion of a certificate program. The program requirements include 12 credits of graduate coursework in enterprise architecture, business architecture, data architecture, and application and technology architecture. These required courses are complemented by 6 credits of advisor-approved electives in Digital Sciences or a related area.

The Certificate in Enterprise Architecture focuses on assisting organizations to review and improve their investments in technology and to ensure that their digital information, applications, and technology are fully aligned with business goals and objectives. 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.

This Certificate can assist graduates to prepare for a career as a computer system architect, enterprise architect, information architect, or solution architect.

3.2 Program Requirements

The Post-Baccalaureate Certificate in Enterprise Architecture consists of 12 credits of major requirements and 6 credits of advisor-approved electives in the Digital Sciences or related programs, for a total of 18 credits.

MAJOR PROGRAM REQUIREMENTS (18 credits)			
Course		**Title**	**Credits**
DSCI	61010	Enterprise Architecture (3)	3
DSCI	62010	Business Architecture (3)	3
DSCI	64010	Data Architecture (3)	3
DSCI	65010	Application and Technology Architecture (3)	3
Advisor-Approved Electives in Digital Sciences or Related Area			6
		MINIMUM TOTAL	**18**

The advisor-approved electives are intended to be courses in the Digital Sciences or a related program that complement the enterprise architecture coursework, but add depth in an area of interest to the student. For example, a student who feels weak in business processes may choose electives on business strategy or leadership and organizational change. A student who wants further depth related to data architecture may choose electives in information architecture or data mining.

A list of pre-approved electives is given below; students considering other courses should consult with their academic advisor or the School's Director.

PRE-APPROVED ELECTIVES ALIGNED WITH ENTERPRISE ARCHITECTURE	
MIS 64185	Business Strategy
MIS 64160	Leadership and Organizational Change
MIS 64285	Managing High Technology
MIS 64165	High Performance Organizations
BAD 72021	Business Conditions Analysis and Public Policy
MKTG 65060	Marketing Strategy and Planning
MKTG 65066	Marketing Theory
MKTG 65184	International Business
PRE-APPROVED ELECTIVES ALIGNED WITH BUSINESS ARCHITECTURE	
IAKM 60311	Business Process Management
MIS 64185	Business Strategy
MIS 64270	Organizational Analysis and Design
MIS 64261	Strategic Design-Making and Human Resource Management
MIS 74270	Organizational Analysis
PRE-APPROVED ELECTIVES ALIGNED WITH DATA ARCHITECTURE	
IAKM 60001	Information Architecture and Knowledge Management In Context
IAKM 60101	Information Architecture
IAKM 60301	Foundational Principles of Knowledge Management
IAKM 60303	Effective Knowledge Management in Organizations
ENG 67105	Structuralist and Poststructuralist Theory and Criticism

CS 57205	Information Security
CS 63015	Data Mining Techniques
MIS 64082	Database Management Systems
IAKM 60110	Content Management Systems
IAKM 60310	Intellectual Capital Management
PRE-APPROVED ELECTIVES ALIGNED WITH APPLICATION ARCHITECTURE	
MIS 64045	System Development Methodologies
CS 63901	Software Engineering Methodologies
CS 63902	Software Evolution
CS 65231	Internet Systems and Applications
IAKM 60103	Researching the User Experience
IAKM 60113	User and Task Analysis
PRE-APPROVED ELECTIVES ALIGNED WITH TECHNOLOGY ARCHITECTURE	
CS 63304	Cluster Computing
CS 65101	Advanced Computer Architecture
CS 65231	Internet Systems And Applications
CS 65201	Interconnection Networks
CS 65203	Wireless and Mobile Communication Networks
MIS 64081	Data Communications and Networking In Business

3.3 Admission Requirements

Applicants for the Post-Baccalaureate Certificate in Enterprise Architecture are expected to have an undergraduate grade point average (GPA) of at least 2.75 on a 4.0 point scale. Applicants with a lower GPA will be considered for conditional admission.

Applicants must submit official transcript(s), a current resume, three letters of recommendation, a statement of goals and objectives for pursuing this degree, and (optionally) a statement of plans for electives.

The (required) statement of goals and objectives should explain your goals and objectives for pursuing this advanced degree. For example, are you trying to better prepare yourself for a specific career, update your knowledge in a specific area, add expertise that will be more valuable in your current career, or do you expect to gain something else from this degree?

The (optional) statement of plans for electives should explain how you plan to choose your Digital Sciences related electives to complement your selected concentration and undergraduate major. For example, how do you see these electives helping you to meet the goals and objectives that you listed in the previous question?

International applicants must submit evidence of proficiency in the English language, usually through the TOEFL, MELAB, or IELTS. The GRE is not required, but if taken will be considered in the admission process. Students with a GPA below 2.75 will be considered for conditional admission on an individual basis. Admission in such cases will depend heavily on other indications 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.

Students who hold degrees from non-accredited institutions may be admitted under conditions that will be determined in each individual case and which will usually include the necessity of further undergraduate work.

3.4 Course Catalog Descriptions

DSCI 61010 Enterprise Architecture **(existing course)**
Enterprise Architecture 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 **(existing course)**
Introduces students to the concept of business architecture as a critical component of enterprise architecture. Students will learn how 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 **(existing course)**
Introduces students to the concept of data and information architecture as a component of enterprise architecture. Students will learn how 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 **(existing course)**
Introduces students to the concept of application and technology architectures in the context of enterprise architecture. Students will learn how 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

4 Budget and Staffing

There should be minimal adverse effect on the School of Digital Sciences to offer a new 18-credit Post-Baccalaureate Certificate in Enterprise Architecture beginning in Spring 2013. Since this new certificate is designed to complement the Enterprise Architecture concentration in the Master of Digital Sciences degree program, no new courses will have to be developed for the certificate, and courses are already staffed for the upcoming academic year.

Courses taught in the School of Digital Sciences (i.e., with a DSCI course subject) are taught by faculty with joint appointments to the School of Digital Sciences or faculty who receive term teaching assignments for Digital Sciences courses. Two of the enterprise architecture courses have already been offered; the remaining two will be offered for the first time in Fall 2012. Faculty have already been identified to teach these courses for the 2012-2103 academic year.

The only effect on staffing will be in collecting data to satisfy the state's new "gainful employment" regulations. The School plans to hire a full-time advisor in Summer 2012 to advise undergraduate students, to process graduate admissions and assist with graduate program advising, and to maintain the certificate program data collection and paperwork.

Notice of Intent to Offer an Educational Program
Post-Baccalaureate Certificate in Enterprise Architecture
Kent State University

Gainful Employment Electronic Announcement #5 dated June 1, 2011 and posted on www.ifap.ed.gov explains the process for institutional notification to the U.S. Department of Education (ED) of new educational programs that prepare students for gainful employment in a recognized occupation (GE Programs). An institution's notification to ED of its intent to offer a new GE Program must include information to support the institution's determination of the need for the program, as required by the regulations at 34 CFR 600.20(d)(2). Descriptions and documentation provided by an institution can cover more than one new GE Program, if the same, or similar, process was used by the institution to determine the need for the program, and should be provided as follows:

1. Institution Name: **Kent State University**

2. OPEID: **00305100**

3. **Program name(s) and program CIP code(s) supported by this documentation:** ***(Therese Tillett will provide CIP code once document has been submitted to Curriculum Services.)***

   DS-CER6-DS-ENAR
   Post-Baccalaureate Certificate in Enterprise Architecture, School of Digital Sciences

4. **Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the ED upon request.**

   The School of Digital Sciences proposes to offer an 18-credit Post-Baccalaureate Certificate in Enterprise Architecture beginning in Spring 2013. This new certificate would complement the Enterprise Architecture concentration in the Master of Digital Sciences degree program, but is intended for students who do not have the time or funds to invest in a 32-credit Master's program, or who already have a Masters degree, or whose work environment values completion of a certificate program.

   To put this proposed Certificate in context, the School of Digital Sciences already offers a 32-credit Master of Digital Sciences degree, which has five concentrations including Enterprise Architecture. The Master of Digital Sciences degree is a professional master's degree for graduates from a variety of backgrounds. A 9-10 credit breadth requirement introduces students to digital technologies outside their undergraduate field of study, and five 9-10 credit concentrations provide deeper knowledge in one or more domains. Advisor-approved electives, a 3-credit capstone course, and / or a 6-credit Thesis complete the degree requirements.

   The Master of Digital Sciences concentration in Enterprise Architecture is well-suited to a graduate of a Bachelor's program in computer science, computer information systems, or business who wants to earn a Master's degree with an emphasis on enterprise architecture. The student would take 12 credits of enterprise architecture courses, 6 credits of breadth courses, and 14 credits of electives, capstone, or Thesis.

   In contrast, the proposed 18-credit Post-Baccalaureate Certificate in Enterprise Architecture is comprised of 12 credits of enterprise architecture coursework and 6 credits of advisor-approved electives. Thus it has the same depth in enterprise architecture as the concentration in the Master of Digital Sciences, but does not have that degree's breadth requirement. The Certificate also requires less advisor-approved electives than the Master's degree, but those electives are more restricted to complement the enterprise architecture coursework.

5. **Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs. For example, indicate if Bureau of Labor Statistics data or state labor data systems information was used, and/or if state, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain copies of documents and its analysis for review and submission to the ED upon request.**

DEVELOPMENT OF ENTERPRISE ARCHITECTURE

Enterprise Architecture (EA) is a professional area of practice that assists enterprises in designing solutions to achieve their current and future business objectives. While enterprise architecture has most often been applied to complex technology environments with high technology investments, the practice is relevant for all types and sizes of enterprises. All enterprises have business goals and objectives, and all have resources that must be aligned with those goals in an effective and efficient way. Enterprise architecture is a critical first step in achieving those goals. One of the most important lessons from enterprise architecture is the importance of design and engineering before implementation. This insight is fundamental to Kent State University's Enterprise Architecture program.

Enterprise Architecture is a critical area today given the increasing complexity of our environment and the need for greater agility. The virtualization of work, the multinational nature of work, the increasingly semantic and personalized nature of applications, the richness of technology, the increasingly networked nature of business, a shift from simple projects to complex projects — all speak to the need for architectural design.

Enterprise architecture has its roots in two seminal papers by John Zachman that were published in 1987 and 1992 in the IBM Systems Journal. One of the first textbooks in the area was written by Steven Spewak, published by John Wiley in 1992. Other textbooks followed, including the classic Enterprise Architecture as a Strategy, written by Jeanne Ross (MIT), Peter Weill (MIT), and David Robertson (IMD).

Enterprise architecture emerged out of business concerns that information technology expenditures were becoming increasingly significant, yet increasingly difficult to align with business concerns and directions. The realization was that all of an organization's assets, including processes, resources, people, locations, as well as technology, need to be aligned to effectively support the organization's strategic goals. Enterprise architecture was the first discipline to look at this problem from an architectural perspective and provide the framework for all the components to synergistically work together.

Today virtually every major global organization has an enterprise architecture division. Organizations such as Volkswagen, Procter & Gamble, Dow Chemical, Dell, 7-Eleven, Aetna, Barclay's Bank, Discover Financial Services, Wells Fargo, UNICEF, and UPS are well known for both adopting enterprise architecture and achieving measurable benefits from doing so.
The US government strongly embraces enterprise architecture. Given the same concerns about information technology expenditures mentioned above, Congress enacted the Clinger-Cohen Act of 1996 to improve the selection and management of information technology resources in Federal agencies. As a result, the US Office of Management and Budget initiated the development of the Federal Enterprise Architecture Framework (FEAF), which was mandated for use by Federal agencies.

The practice of enterprise architecture has matured over the past 25 years. With that maturity has come a rich set of principles, methods and models that enterprises can use to design solutions. Architects lead enterprises from design to construction, and architects are change agents who look for opportunities to improve and align. To achieve change, though, enterprise architects must work with business units, with software engineers, and with technology teams and information managers. Architects need a wide range of skills to work effectively with diverse business stakeholders — from technical competencies in architecture design and engineering to soft skills.

DEMAND FOR ENTERPRISE ARCHITECTURE CREDENTIALING

Until recently, most training and credentialing in enterprise architecture has come through internal corporate divisions, specialty training and certification organizations, Federal institutes, or trade associations and professional groups.

Many major information technology firms have internal training and certification on the enterprise architecture practices used in their organization. For example, Oracle has internal training and certification through both its Global Enterprise Architecture Program (GEAP) and the North American Consulting division's Oracle Enterprise Architecture Program (OEAP).

Broader enterprise architecture training and certification is offered through specialty organizations. The Enterprise Architecture Center of Excellence (EACOE) offers several levels of training and certification, with two-year certification at the lowest level given upon successful completion of a weeklong workshop.

Training and certification on Federal enterprise architecture is also available. The Federated Enterprise Architecture Certification (FEAC) Institute provides training and certification on the Federal Enterprise Architecture Framework (FEAF), mandated for Federal Government agencies as described above. The National Defense University Information Resource Management College (NDU iCollege), founded by the US Department of Defense, provides training and certification on three specific roles identified by the Office of Personnel Management.

Trade associations and professional groups also offer training and certification. The Open Group, a consortium of over 400 member companies, developed The Open Group Architecture Framework (TOGAF), and offers two levels of certification on that framework. The Association for Computing Machinery (ACM), a professional organization for computing professionals, offers a "Tech Pack" of readings and tutorial materials on enterprise architecture. Enterprise architecture is also one of six core courses in the Information Systems curriculum defined jointly by the ACM and the Association for Information Systems (AIS).

More recently, enterprise architecture courses and programs have started to emerge in universities. While several universities offer a course or two on enterprise architecture, very few degree programs in the area are available. One program exists in Australia, but in the US, besides Kent State University's Master of Digital Sciences degree with a concentration in Enterprise Architecture, only two other universities offer or have announced enterprise architecture programs — Carnegie Mellon and Penn State.

In Australia, the Royal Melbourne Institute of Technology (RMIT) School of Computer Science and Information Technology offers a Master of Technology (Enterprise Architecture), a 12-course program that includes courses on software development as well as enterprise architecture, systems architecture, and information technology governance.

In the US, Carnegie Melon University's Institute for Software Research (ISR) offers a graduate certificate through their Executive and Professional Education program. This 3-course certificate requires two enterprise architecture courses and an enterprise architecture security architecture course.

Also in the US, Penn State University's Center for Enterprise Architecture was founded in 2009 to address research questions in enterprise architecture. The Center's Director, Brian Cameron, organized the ACM Tech Pack on enterprise architecture. Until recently the Center focused on research, but in April 2012 Penn State's College of Information Sciences and Technology announced a Master of Professional Studies program in Enterprise Architecture that would begin in Fall 2012.

The program requires 34 credits, including 9 required core courses on enterprise architecture, enterprise modeling, project management, business strategy, etc., supplemented by several electives. A 9-credit certificate program is also planned, consisting of two required enterprise architecture courses and an elective.

OPPORTUNITIES FOR AN ENTERPRISE ARCHITECTURE CERTIFICATE PROGRAM AT KENT STATE UNIVERSITY

The gaps within and across the existing non-academic enterprise architecture credentialing options are significant. First, there are many certifications available within the frameworks or practices of a specific organization, but most certifications do not span multiple frameworks or organizations. Second, the existing non-academic certification programs do not generally include significant coverage of the relevant literature and history of the discipline, whereas an academic program can include professional or scholarly literature to put current practice in context. Finally, existing non-academic certifications provide only limited depth for each major type of architecture; for example, business architecture is covered only nominally, and the relationships between information architecture and knowledge management are not mapped.

This leaves practicing enterprise architects in the US only three choices for greater training beyond existing framework-specific certifications — Carnegie-Mellon's 3-course graduate certificate, Kent State University's 32-credit Master of Digital Sciences degree, or Penn State's forthcoming 34-credit Master of Professional Studies degree or 9-credit certificate program.

With both a Master's degree and graduate Certificate program, Kent State University's School of Digital Sciences will be well positioned to serve two distinctly different markets. The proposed Post-Baccalaureate Certificate in Enterprise Architecture will appeal to many practicing information technology professionals and architects for the following reasons:

- The information technology field is seen as very fast moving, and many practitioners feel that certifications are more likely to be current and relevant.
- In many large business organizations, formal Masters or Doctorate degrees have limited value. Enterprise architects are expected to have the experience and gravitas to work at the CEO/CIO level where academic credentials are rarely referenced (ref. the CEO of Kelly Services who recently spoke at Kent State University but rarely mentions his Doctorate), but certificates are seen as relevant and desirable.
- As a practical matter, practicing professionals tend to work 50 to 60 hours per week, and as such can rarely take more than one online course per semester — making a Master's Degree a five-year plus endeavor.

Having already established itself as the first university in the United States to offer a Master's degree with a concentration in enterprise architecture, a related certification would capitalize on its leadership in this area, serve a larger market, and ensure a steady mix of established practicing professionals within the larger student community taking the enterprise architecture courses. The availability of interim certification will also help to motivate those practicing information technology professionals who might also eventually go on to earn the full Master's degree.

6. **Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program. The institution must retain copies of analysis documents for review and submission to the ED upon request.**

The US Bureau of Labor Statistics (BLS) does not report wage data for enterprise architects, but only for broader categories such as Computer System Analyst, Computer Software Engineer, etc. The BLS Occupational Outlook Handbook reports the 2012 median pay for a Computer Systems Analyst as $77, 740 per year.

Less authoritative web sites provide more specific salary data. Payscale.com reports $71,762 as the average salary for an entry-level Enterprise Architect. Salary.com reports $118,219 as the median salary for an Enterprise Infrastructure Architect, and $140,198 as the median salary for an Enterprise Architecture Director.

7. **Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following: business advisory committees; program integrity boards; business that would likely employ graduates of the program; and/or public or private oversight or regulatory agencies (not including the state licensing/authorization agency and accrediting agency).**

   For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the ED upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

   The proposed certificate program is a variation on an existing graduate concentration in Enterprise Architecture that is part of the Master of Digital Sciences degree at Kent State University. That concentration was developed in consultation with five affiliated colleges at Kent State University, and in consultation with the Enterprise Architecture Center of Excellence (EACOE), an enterprise architecture training and certification organization.

   The faculty from the program come from Kent State University, or are practicing enterprise architecture professionals. In the latter group, one adjunct professor is the Director of Enterprise Architecture for the American Cancer Society, and an adjunct professor who will start in Fall 2012 is a Senior Enterprise Architect and trainer for the Enterprise Architecture Center of Excellence (EACOE).

   Many of the students taking the courses so far are also practicing professionals in information technology or enterprise architecture, from companies that include Oracle, AARP, etc.

8. **Date of the first day of class. Include both:**
   a. **The first day the program was or will be offered by the institution, and**
   b. **The day you would like to begin disbursing Title IV funds to students enrolled in the program.**

   The Post-Baccalaureate Certificate in Enterprise Architecture will begin in Spring 2013.

Stephen Verba
Consulting Technical Senior Director
Oracle BPM/SOA
10353 Loreto Ridge Drive
Kirtland, Ohio 44094

Dr. Robert A. Walker
Professor of Computer Science & Director of the School of Digital Sciences **School of**
Kent State University
Digital Sciences
Department of Computer Science
236 Math & Computer Science Bldg
Kent, Ohio 44242-0001

Dear Dr. Walker:

I am writing to express my strong support for a Certificate in Enterprise Architecture option in the Masters Program of the School of Digital Sciences at Kent State University.

In my role as a Senior Practice Director at Oracle's Advanced Technology Services group of over 120 consultants, we regularly work with many customers such as Dell, IEEE, Nike, DirecTV, etc. dealing with service oriented architecture projects at the intersection of business processes and information technology. We have served over 75 such major customers in this regards over the past 2 years alone.

Both within Oracle and our customers, the role of architecture has become more and more critical and in greater demand over recent years.

Within Oracle Consulting, we are encouraged to seek certifications to validate our background in architectural disciplines. Although Oracle has two internal certifications related to Enterprise Architecture, and both TOGAF and the EACOE provide external certifications for their specific frameworks, there is a major gap in terms of a major academic institution certifying a practitioner's familiarity with the major concepts and important developments in EA.

KSU is the first major university in the U.S. to offer a Master's Degree in EA. The program is of direct interest to practicing professionals like myself, but given our full time commitments, a Master's Degree is often unrealistic. The certificate program is a perfect fit for my group's needs and would be of direct value in improving our skills and professional development at Oracle. My management is supportive of our team's attendance in the program and also agrees that certification would be valuable.

I, and my colleagues, will find it far easier to participate on the KSU EA program for certification than the full Master's Degree. So providing certification will open up the program to a more senior professional audience, helping to mature the overall EA Master's program itself by their participation.

I would welcome the opportunity to pursue the certification and strongly support it becoming part of the KSU EA program.

Best Regards,

Stephen Verba

From: alexander mitchen <alexander.mitchen@oracle.com>
Subject: **Letter of support for EA certificate program**
Date: May 1, 2012 1:07:09 PM EDT
To: "WALKER, ROBERT" <rawalke1@kent.edu>

Dear Mr. Walker:

I am attending KSU EA program and I believe your initiative to offer EA Certificate Program will be of great interest to professionals like myself. I am working in Oracle Consulting organization and we are facing Enterprise Architecture questions in our daily activities. Credentials of completing EA-related training and courses are always very helpful to establish trust with clients. Your programs provide great opportunity to learn EA from industry-wide, cross-vendor perspective on much deeper level and gain knowledge in areas that are quite new and still developing. I am sure that ability to achieve the certification level sooner than completing the entire Master's program will be of great advantage to many of my colleagues who are entering the EA field.

I support your initiative and would like to have more information about the Certificate program once it is approved and available for enrollment.

Best Regards,
-- Alex

Alexander Mitchen | Consulting Technical Manager
Oracle Certified SOA Architect | Enterprise Architecture | Governance | Fusion Middleware
voip: 1.714.444.8374 | c: 1.562.777.6629 | alexander.mitchen@oracle.com
17901 Von Karman Avenue, Irvine, California 92614

From: "Jeff.Brazier@cancer.org" <Jeff.Brazier@cancer.org>
Subject: **Certificate - EA program at Kent State**
Date: April 29, 2012 10:52:14 PM EDT
To: "WALKER, ROBERT" <rawalke1@kent.edu>

Bob,

After hearing about the new certificate program that Kent State is offering, I had to let you know how supportive I was of this.

The need to have additional ways to master this subject matter proves yet again how Kent State is ahead of the curve with cutting edge educational programs. As the instructor for the graduate level course on Enterprise Architecture at Kent State, I have seen first hand how students get educational AND practical experience that can be used right away in their professional world.

In addition to teaching EA, I am the Director of Enterprise Architecture at the American Cancer Society. The American Cancer Society has seen the value that EA brings to the table and recognizes the importance of EA as the company adapts to ever changing landscape in the non-profit sector. They, like many other companies, have not only recognized the need but are also actively doing something about it.

Knowing the complexities that organizations have today along with shrinking budgets, organizations are in the midst of defining a "New Normal". That "New Normal" requires insight architecturally. The courses at Kent State provide the right level of depth in this discipline so that organizations can utilize these skills in their enterprise promptly.

Lastly, by having a certificate program on EA in place allows those individuals who want to enrich themselves quicker while still getting a majority of the great curriculum that Kent State has to offer. This allows an even broader reach to those who want to learn about this matter which may fit their situation better.

I think this is a great idea that Kent State has and I am fully supportive of this.

-jeff

Sent from my iPad